

# Careers Education and Guidance Strategy at Wyvern Academy

## Headteachers' Statement/Provider Access Policy

### *Introduction*

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### *Pupil entitlement*

All pupils in years 8-14 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships wherever appropriate, through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses, wherever appropriate.

### *Management of provider access requests*

- A provider wishing to request access should contact David Tomlinson, Careers Leader, email: dtomlinson@wyvern.dorset.sch.uk
- A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers as outlined in this CEG strategy. Please speak to our Careers Leader to identify the most suitable opportunity for you.

### *Premises and facilities*

The school will make the main hall, classrooms or private meetings rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available audio, visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader who will make this accessible to students, parents/carers and staff.

## **Aims of Careers Education at Wyvern**

- To provide an opportunity for pupils to learn about themselves: their skills, qualities, abilities, strengths and aspirations, within a realistic framework
- To provide an opportunity for pupils to take part in work-related experiences
- To provide pupils with other work related opportunities, including business enterprise activities, visits to and from local employers
- To provide pupils with structured and progressive vocational pathways
- To work collaboratively with parents/carers/external agencies to ensure the best possible transition into adult life

## **Curriculum Statement**

At **Key Stage 3**, pupils receive their Careers Education and Guidance as part of the Personal Social and Health Education programme.

Outcomes at this stage include:

- Awareness of self, interests, skills
- Build self-confidence, positive self-image
- Setting targets and goals
- Fairness and equality
- The wideness of variety in the world of work
- Managing change

At **Key Stage 4**, these areas are built upon, particularly with the addition of school-based work experience. Pupils also follow the ASDAN Personal Progress qualification which includes a number of work-related modules, including:

- Getting things done
- Following instructions
- Health and safety
- Looking and acting the part

See <https://asset.asdan.org.uk/56d57e92e1a13> for further details.

At **Key Stage 5**, the focus is on the Preparation for Adulthood outcomes, of which employment is one of the four key areas. Students follow the OCR Life and Living Skills curriculum where there is further consolidation of the outcomes above through numerous specifically work-related modules. See <https://www.ocr.org.uk/Images/76954-centre-handbook.pdf> for further details. Work experience is also highlighted at this stage, including the provision of external placements for those students where this is appropriate.

## The Gatsby Benchmarks

The statutory careers guidance and access issued by the DfE in October 2018 <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools> expects schools to adopt the Gatsby Benchmarks as the basis for ensuring a high quality CEG programme. These benchmarks are written for the complete range of educational settings and are *very* mainstream-oriented. As such Wyvern reserves the right to interpret them in such a way that is relevant to as many of our pupils as possible, whilst retaining their spirit as far as possible too. The benchmarks are as follows:

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.	Deputy head has responsibility for this.
		The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.	In progress
		The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	In progress
<b>2. Learning from career and labour market information</b>	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.	Addressed through PSHE lessons and ASDAN Personal Progress qualification at KS4 and OCR Life and Living Skills qualification at KS5

	They will need the support of an informed adviser to make best use of available information.	Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.	Discussed as appropriate, e.g. at Person Centred Reviews
<b>3. Addressing the needs of each student</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.	Recognised in our curriculum
		Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.	A centralised record will be kept
		Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.	Attached – see below
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	Not relevant; whilst elements of Science, Technology, Engineering and Maths all feature in our bespoke and individualised curriculum

<p><b>5. Encounters with employers and employees</b></p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>	<p>Part of our PSHE/ASDAN/OCR curricula</p>
<p><b>6. Experiences of workplaces</b></p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>Part of our PSHE/ASDAN/OCR curricula</p>
		<p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<p>Part of our PSHE/ASDAN/OCR curricula and work experience programme</p>
<p><b>7. Encounters with further and higher education</b></p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p>	<p>Our students attend local FE settings including Weymouth College and Kingston Maurward College and visit other settings as appropriate</p>
		<p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>	<p>N/A</p>

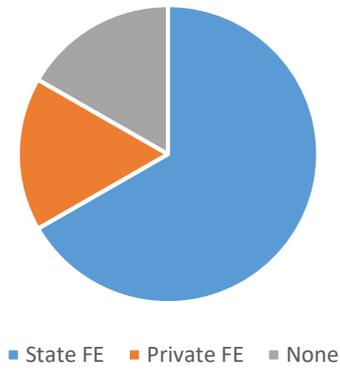
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	Adapted to our students as appropriate
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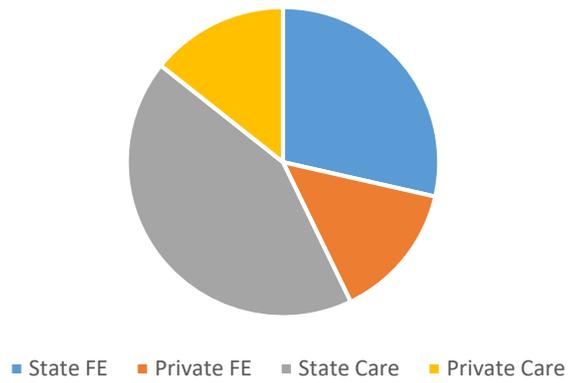
## Destinations of Wyvern Pupils

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2015/16



2016/17



2017/18

