



# **Somercotes Careers Education, Information and Guidance Policy 2023-24**

**Last reviewed: July 2023**  
**Review date: July 2024**





## **Somercotes Academy**

### **CAREERS STRATEGY**

#### **Purpose and aims**

Somercotes Academy is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career progression. We have established a range of effective careers guidance activities which we hope will guide and support our students to achieve their desired destination; such as A' levels, T-Levels, Higher Education, Apprenticeships, Technical routes or Employment.

This careers strategy sets out Somercotes Academy's key approaches internally and externally which enhance the current careers guidance activities and participation opportunities already available to our students. The aim is to ensure that students are fully prepared for and informed about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our students have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

There will be a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's new careers strategy. These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Greater Lincolnshire Local Enterprise Partnership, Lincolnshire County Council (LCC), Further Education (FE) and Higher Education (HE) providers, HETA/ASK Apprenticeships, Pathway partners 2023-24 with Speakers for Schools and a wide range of local employers helped by our Employment Advisors Helen Rennie (British Steel) and Gary Forbisher (LHP)

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways which will enable them to achieve their goals.

The strategy includes measures to further develop and improve the current provision on offer to students and will ensure that Somercotes Academy will meet the requirement to meet the eight "Gatsby Benchmarks", set out within the Department for Education's careers strategy by August 2020. Including the following update Education (Careers Guidance in Schools) Act 2022

**'On 16 June 2021, Mark Jenkinson presented the [Education \(Careers Guidance in Schools\) Bill](#), which would extend the duty to provide careers guidance in schools. In his [announcement of the Bill](#), Mr Jenkinson stated that the Bill**



**would extend the requirements to provide careers guidance to children in year 7, and also implement the proposals in the Skills White Paper. The Bill was supported by both the Government and the Opposition, and received Royal Assent in March 2022. It came into force in September 2022.’ (Loft et al.)**

In July 2021, the Department for Education (DfE) updated the [Statutory guidance](#) for schools and sets out expectations for compliance, which include:

- Schools must act impartially and not show any bias towards any route, be that academic or technical.
- Schools should promote the full range of technical options.
- Schools must open their doors to other education and training providers, providing a range of opportunities for providers to talk to all year 8 – 13 pupils about their offer.
- Pupils should be aware of the benefits of apprenticeships, T Levels and other approved technical education qualifications.
- Schools should make every effort to improve their performance against the [8 Gatsby Benchmarks](#).
- Governing bodies and senior leaders should review their arrangements for provider access and prepare and publish a policy statement on the school website.

Somercotes Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

This strategy outlines our whole school approach to delivering careers guidance to all of our students throughout their journey through education. Careers activity will therefore take place across years 7 through to year 11 as part of the mandatory requirements set by Department for Education and contained within the Gatsby Benchmarks.

### **Background Information**

The Humber Local Enterprise Partnership (HLEP) and Lincolnshire County Council, through their contract with the Careers and Enterprise Company, has placed business leaders within schools to support them with the facilitation of careers related activity and support their achievement of Benchmarks 5 and 6.

The Careers and Enterprise Company was set up in 2015 to transform careers and enterprise provision in schools and colleges across England. The Careers and



Enterprise Company had an initial remit to improve employer engagement, through the creation of the Enterprise Adviser Network and support schools to increase the delivery of activities which would help them build long lasting employer relationships (Gatsby Benchmarks 5 and 6).

### **The Careers Strategy**

The 8 Gatsby Benchmarks of Good Career Guidance are:

- 1) A stable career programme
- 2) Learning from career and labour market information
- 3) Addressing the needs of each pupil
- 4) Linking curriculum learning to careers
- 5) Encounters with employers and employees
- 6) Experience of workplaces
- 7) Encounters with further higher education
- 8) Personal guidance

In December 2017 the governments Department for Education launched the latest version of their "Careers Strategy". This new strategy places the Careers and Enterprise Company at the heart of driving forward careers provision for young people. Their enhanced role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the entire country. This new strategy adopted the Gatsby Benchmarks, which were originally developed by the Gatsby Foundation in 2014 by the Gatsby Charitable Foundation. These benchmarks were based on international research and helped identify best practice and guidance for education establishments in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process.

### **Strategic Careers Leader**

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and work towards achieving all eight of the Gatsby Benchmarks by August 2023.

Mrs L Brown will undertake this role and will provide both the Head Teacher and the board of governors with regular updates on our progress and will work closely with the Greater Lincolnshire LEP delivery team, our assigned Enterprise Advisers and local employers to ensure we deliver this strategy.



### **Our Careers Team**

**Mrs H Smith** (Assistant Principal) Line Manager for Careers & Personal Development

**Mrs L Brown** (Careers Leader Level 7) will lead our team which will include the following staff members:

**Changing Education** (Career Advisor Level 6)

**Miss E Whittingham** (Cover Supervisor – Advice & Guidance)

### **Our Enterprise Advisor**

**Gary Forbisher - Talent Acquisition Manager LHP (Lincolnshire Housing Partnership)**

We are happy to have Lincolnshire Housing Partnership and Gary Forbisher onboard an Employment Advisor to help support our pupils and careers programme at Somercotes Academy.



“I have worked in Learning & Development for 18 years and have a great track record in training and developing people. I’m passionate about providing opportunities for all Lincolnshire communities to find a career that they are proud of. My organisation, Lincolnshire Housing Partnership (LHP) is a social landlord and has a vision to provide great homes and strong communities”. (Gary Forbisher)

### **Current position at Somercotes Academy**

Students are currently receiving the following careers related support or participating within the activities listed below during their journey through school:

#### **Key Stage 3**

Careers education units in PSHE to cover the following aspects:

- Making informed choices and being enterprising and ambitious
- How to develop employability, team working and leadership skills
- Developing flexibility and resilience
- Looking at the economic and business environment

There will be opportunity for trip out into FE or HE or workshops for specific career paths (according to the interests of each cohort.). This includes workplace and employer encounters.

#### **Key Stage 4**

Careers education units in PSHE to cover the following aspects:



To build on skills following on from key stage 3:

- Making informed choices and being enterprising and ambitious
- How to develop employability, team working and leadership skills
- Developing flexibility and resilience
- Looking at the economic and business environment
- To develop skills such as
- Developing a career identity including looking at the options available to themselves
- Rights and Responsibilities at Work
- Attitudes and Values in the Workplace
- 1:1 Careers Guidance meetings to discuss options before the end of Year 11 with our Careers Advisor.
- Networking events
- CV, interview techniques, employability skills

There will be opportunity for trip out into FE or HE or workshops for specific career paths (according to the interests of each cohort.). This includes workplace and employer encounters.

### **Staffing**

All staff will be briefed on a basic understanding of the CEIAG provision to ensure they are aware of their role in relation to this. Key staff, i.e. tutors and staff delivering careers education will receive INSET training for CEIAG to allow them to carry out their role effectively. Staff training needs are identified as part of the Partnership Agreement process and during regular planning meetings between the Careers Lead and Line Manager.

### **Teaching staff contribute to the delivery of careers guidance through:**

Providing advice and discussion opportunities to pupils Organising and supporting employer visits.

Planning, delivering and supporting career exploration during curriculum lessons

Organising and supporting and delivering cross curricular activities Providing information to the Somercotes Careers Team about how they have linked their subjects/topics to careers development Planning the delivery of soft skills into their lessons to support pupil aspirations

### **Local Provisions contribute to the delivery of careers guidance through:**

Offering pupils appropriate life beyond education experiences in Science, Technology, Engineering and Maths (STEM) workshops Offering visits to pupils with a range of needs. Enabling employer encounters and engagements

### **Parents contribute to the delivery of careers guidance through:**

- Arranging and attending FE visits.
- Attending Parent/Carer events



- Attending life beyond school events
- Inclusion in discussions with Somercotes Academy Careers Team
- Attending Annual EHCP reviews if necessary for individual.

## **Our Objectives**

### **1. A Stable Careers Programme**

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the overwhelming majority of students.
- To expose students to a full range of opportunities available to them, the skills that are valued within the workplace and to have experience of a work environment
- To publish a careers programme that will raise the aspirations of all students regardless of academic ability which is tailored to meet their individual needs wherever possible.
- Ensure our Careers Strategy is fully supported by the Senior Leaderships team within the Academy and is approved by the board of governors.
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- Regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by students, teachers, employers and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Tracker tools.

### **2. Learning from Career and Labour Market Information**

- To encourage and increase the use of online careers tools and packages across all year groups. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and students are informed in their decisions and the advice being given. Work with the Humber LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to parents /carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet local and national priorities.

### **3. Addressing the Needs of the Pupil**

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.



- To develop accurate tracking systems to ensure students are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps.
- Ensure that a programme of activity takes place which raises the aspirations of all students and challenges stereotypical thinking in terms of equality and gender.
- To ensure that students with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance for learners with SEND should be based on the students' own aspirations, abilities and needs.

#### **4. Linking Curriculum Learning to Careers**

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract students towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. E.g., Young Enterprise, Code Clubs.
- To ensure that careers related activity are built in throughout the school year and not just towards the end of any given topic / subject being delivered.

#### **5. Encounters with Employers and Employees**

- To ensure that students receive at least ONE meaningful encounter with an employer during every year they are at school.
- Increase the number of activities which are conducted within school with the support of local employers.
- To ensure that students have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- Create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school. Linked In etc...
- The school will also encourage students and parents to attend careers events held locally such as the one at Grimsby Auditorium and internally ran ones.





## **6. Experiences of the Workplace**

- To ensure that students receive at least ONE meaningful experience of the workplace by the end of year 11
- To increase the number of employer workplace visits which will take place to enable students to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Lincolnshire.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

## **7. Encounters with Further and Higher Education**

- Ensure all / overwhelming majority of students receives at least ONE meaningful encounter with Sixth Form Colleges and FE Colleges.
- Ensure all / overwhelming majority of students has been provided with information about the full range of apprenticeships on offer.
- Ensure all / overwhelming majority of students have experienced meaningful encounters with universities.

## **8. Personal Guidance**

- Ensure all students has had at least ONE interview with a professional careers' adviser by the end of year 11.
- Promotion of Careers related activities
- Somercotes Academy will encourage the promotion of ALL careers related activity which takes place within the school through the creation of case studies and will share this activity through our school Facebook account and our school newsletters.

This careers strategy document will be placed on the school's website. This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company and demonstrate that the activity taking place within our school meets the requirements set out within the Department of Education's Careers strategy.

## **Action Plan 2023 to 2024**

- Create a whole school Careers Strategy which is to be published on the school website and has gained approval from the schools Senior Management Team and the Board of Governors by the end of July 2024, reviewed every year.
- Raise awareness of the Careers Strategy with key staff within the school to enable them to contribute towards the need to link careers to the curriculum within school.



- Making sure all staff have a log in for the compass+ tool so that they can record meaningful careers visits and links for their subject area.
- Inform parents of the creation of the school's new careers strategy and inform them of its location on the school website.
- Complete the Compass Evaluation Tool and the Tracker tool on a regular basis.
- Timetable of planned careers related activity via live calendar on the Somercotes website.
- Ensure our Careers Strategy is fully supported by the Senior Leaderships team within the Academy and is approved by the board of governors.
- Apply for Careers Mark and make sure the necessary steps are in place.
- To implement a pupils/parent focused online resource for careers for lifelong support through Morrisby.

### **Useful links / Resources**

Morrisby [Careers Advice & Guidance Online Platform - Morrisby](#)

The Careers Enterprise Company <https://www.careersandenterprise.co.uk/>

Gatsby Foundation <http://www.gatsby.org.uk/education/focus-areas/good-careerguidance>

Post 16 Skills Plan <https://www.gov.uk/government/publications/post-16-skills-planand-independent-report-on-technical-education>

National Careers Service <https://nationalcareersservice.direct.gov.uk/>

UCAS (Universities and Colleges Admissions Service) <https://www.ucas.com/>

Greater Lincolnshire LEP [Home | Greater Lincolnshire LEP](#)

Loft, Philip, et al. "Careers Guidance in Schools, Colleges and Universities (England)." *Commonslibrary.parliament.uk*, 15 Apr. 2021, [commonslibrary.parliament.uk/research-briefings/cbp-7236/](https://commonslibrary.parliament.uk/research-briefings/cbp-7236/).