

The Charles Dickens School Careers Policy

At The Charles Dickens School, we are committed to providing our students with a comprehensive and effective careers program that supports them in making informed decisions about their future pathways. Our careers policy is designed to align with the Gatsby Benchmarks, a framework of eight guidelines established to ensure that all young people have access to high-quality careers education, information, advice, and guidance.

1. Aims

This policy aims to set out our school's provision of impartial and informed careers guidance for our pupils. This includes the ways in which pupils, parents, teachers and employers can access information about our careers programme.

High-quality careers guidance is important for our pupils' futures, and our provision aims to:

- Help pupils prepare for the workplace, by building self-development and career management skills
- Provide experience and a clear understanding of the working world
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- Help pupils to understand routes to careers that they're interested in, and to make informed choices about their next step in education or training
- Promote a culture of high aspirations and equality of opportunity

2. Statutory requirements

This policy is based on the Department for Education's (DfE's) statutory Careers guidance and access for education and training providers.

This guidance refers to:

- The Education Act 1997
- The Education and Skills Act 2008
- The School Information (*England) Regulations 2008

This policy is also in line with the more recent Skills and Post-16 Act 2022, which came into force on **1 January 2023**. It explains that our school must provide a minimum of **6 encounters** with technical education or training providers to all pupils in years 8 to 13. For more detail on these encounters, see our provider access policy statement, which you can find on the careers advice information section of our school website.

This policy is also in line with the Education (Careers Guidance in Schools) Act 2022. This came into force on 1 September 2022, and amended the existing duty in The Education Act 1997, so that:

- Our school must now secure independent careers guidance from year 7 (instead of from year 8, previously)
- As an academy in England, we're now required to provide and publish careers guidance

The above guidance requires that schools publish information about their careers programme on their website. This policy includes this information and shows how our school complies with this requirement.

This policy complies with our funding agreement and articles of association.

We also act in line with our statutory duty under the 'Baker Clause', to be impartial and not show bias towards any route, be that academic or technical. This policy should be read in conjunction with our provider access policy statement, which sets out how our school meets this duty, and can be found which you can find on the careers advice information section of our school website.

3. Roles and responsibilities

3.1 Careers leader

Our careers leader is Mrs E Read and they can be contacted by phoning 01843 862988 EXT: 1869 or emailing eread@cds.kent.sch.uk Our careers leader works closely with the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
 - Make sure they know which pupils are in care or are care leavers
 - Understand their additional support needs
 - Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

3.2 Careers Co-Ordinator

The careers co-ordinator is responsible for:

- Reporting regularly to the career's leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils.

- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

3.3 Senior leadership team (SLT)

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

3.4 The governing board

The governing board will:

- Provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements
- Appoint a member of the governing board who will take a strategic interest in careers education and encourage employer engagement
- Make sure independent careers guidance is provided to all pupils throughout their secondary education (11 to 16-year-olds) and that the information is presented impartially, includes a range of educational or training options and promotes the best interests of pupils
- Make sure that a range of education and training providers can access pupils in years 8 to 13 to inform them of approved technical education qualifications and apprenticeships
- Make sure that details of our school's careers programme and the name of the careers leader are published on the school's website
- Make sure that arrangements are in place for the school to meet the legal requirements of the 'Baker Clause', including that the school has published a provider access policy statement

4. Our careers programme

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A Stable Careers Program:

We have established a stable and coordinated careers program that is embedded in the school's curriculum. This program is regularly reviewed and updated to ensure it meets the changing needs of our students and the job market. It includes a range of activities such as careers fairs, guest speaker sessions, and career exploration workshops.

2. Learning from Career and Labour Market Information:

We provide our students with opportunities to access up-to-date information about different careers, labour market trends, and future job prospects. This information is incorporated into our careers program through dedicated lessons, online resources, and partnerships with local employers and industry professionals.

3. Addressing the Needs of Each Student:

We recognize that each student has unique aspirations and talents. Our careers program offers tailored support and guidance to help students explore their interests, skills, and values, enabling them to make informed decisions about their future. We provide individual career counselling, aptitude assessments, and work experience opportunities to enhance their understanding of various career pathways.

4. Linking Curriculum Learning to Careers:

We strive to demonstrate the relevance of academic subjects to future careers. Our teachers integrate careers-related discussions, case studies, and real-world examples into their lessons, helping students understand how their learning connects to different professions. We also invite professionals from various fields to share their experiences with students.

5. Encounters with Employers and Employees:

We actively engage with local employers, colleges, and universities to provide our students with encounters with professionals from diverse industries. We organise workplace visits, industry-specific events, and work experience opportunities to enable students to gain insights into different work environments and the skills required for specific careers.

6. Experiences of Workplaces:

We believe that first-hand experience in the workplace is invaluable for students' career development. We encourage all students to participate in work experience placements, internships, or volunteering opportunities. Working together with the Enterprise Business Partnership (EBP), we support them in finding suitable placements and provide guidance on how to make the most of their experiences.

7. Encounters with Further and Higher Education:

We facilitate encounters with further and higher education institutions to broaden students' understanding of post-secondary options. We organise college and university fairs, arrange visits to campuses, and invite representatives to provide information about courses, admission requirements, and career prospects.

8. Personal Guidance:

Our students have access to professional and impartial careers guidance. We have a dedicated careers advisor who offers one-on-one sessions, provides information about post-secondary options, assists with college or university applications, and helps students create effective CVs and cover letters.

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

The CDS Careers Programme is also incorporated into our PSHE programme, which can be seen from page 7 onwards. It is important that the careers, and employability skills, are delivered as a part of the personal, social, health and economic curriculum of the school. Our aim is to ensure that all pupils across all key stages are equipped with the skills necessary for the wider world.

Key Stage 3

Our Key Stage 3 careers programme will support pupils in their planning and choices of GCSE subjects. This includes activities linking careers to life skills and employability. The range of activities includes workshops from EBP, such as;

- “For Me or Not for Me” – a range of employers present interactive workshops to guide pupils through the world of work, and transferable skills.
- “What Are My Skills?” – interactive presentations on how skills developed in school, and communities, can help with the skills needed in employment.
- A range of Unifrog specific quizzes set by Heads of Year throughout the year.

Key Stage 4

Our Key Stage 4 careers programme aims to help pupils research and understand their choices and routes into education and training. This includes:

- “Your Digital Footprint” – how your activities, social and entertainment, could affect your employability.
- “Choosing My Pathway” – specific workshops looking at Post-16 education and apprenticeships.
- Work Experience – every year 10 pupil has the opportunity to experience the world of work. Work experience has an important role in developing all students inter-personal, employability and social skills. It should be purposeful experience, providing students with

employability skills in careers that they would be interested in pursuing and raise the career aspirations for all students

The school will work with the LA to identify learners who need targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support drawn from a range of education and training support services available locally.

4.1 Pupils with special educational needs or disabilities (SEND)

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

4.2 Access to our careers programme information

A summary of our school's careers programme is published on our school website <https://www.cds.kent.sch.uk/255/careers-advice> including details of how pupils, parents, teachers and employers can access information about the careers programme.

Pupils, parents, teachers and employers can request any additional information about the careers programme by contacting Mrs E Read and they can be contacted by phoning 01843 862988 EXT: 1869 or emailing eread@cds.kent.sch.uk

4.3 Assessing the impact on pupils

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by making use of Unifrog.

Unifrog is an interactive careers service allowing pupils to understand their next steps in education, search for careers through skills needed and see how careers, and jobs, are linked in the real world. Unifrog allows pupils to access a range of interactive quizzes, mapping their interests, skills and personalities to careers, and profiles.

Pupils can write, edit and review personal statements, CV's and applications online, with guidance a long the way.

This site also allows us to review each pupils progress on these quizzes and applications, throughout their time at The Charles Dickens School. Allowing us to create a record of achievement that the pupils can take with them on the next step in their journeys.

6. Monitoring and review

This policy, the information included, and its implementation will be monitored by the governing body and reviewed annually.

The next review date is September 2026.

| | Autumn 1 Health & wellbeing | Autumn 2 Living in the wider world | Spring 1 Relationships | Spring 2 Health & wellbeing | Summer 1 Relationships | Summer 2 Living in the wider world |
|--------------|---|--|--|--|--|---|
| Year7 | <p>Transition (DROP DOWN SESSIONS 1) Transition to secondary school</p> <p>Safety (DROP DOWN SESSIONS 2) Personal safety in and outside school, including first aid</p> | <p>Developing skills and aspirations (DROP DOWN SESSIONS 3 & 4) Careers, teamwork and enterprise skills, and raising aspirations</p> <p>Gatsby Benchmark:</p> <p>3. A Drop-Down Session addressing needs of each pupil 4. Linking curriculum + careers</p> <p>Links:</p> <p><u>What are skills? : resources library (unifrog.org)</u></p> | <p>Diversity (DROP DOWN SESSIONS 5 & 6) Diversity, prejudice, and bullying</p> | <p>Health and puberty (DROP DOWN SESSIONS 7 & 8) Healthy routines, influences on health, puberty, unwanted contact, and FGM</p> | <p>Building relationships (DROP DOWN SESSIONS 9 & 10) Self-worth, romance and friendships (including online) and relationship boundaries</p> | <p>Financial decision making (DROP DOWN SESSIONS 11 & 12) Saving, borrowing, budgeting and making financial choices</p> <p>Gatsby Benchmark:</p> <p>3. Drop Down Sessions addressing needs of each pupil 4. Linking curriculum + careers</p> <p>Links:</p> <p><u>Working and earning: managing your money: resources library (unifrog.org)</u></p> |
| Year8 | <p>Drugs and alcohol (DROP DOWN SESSIONS 1 & 2) Alcohol and drug misuse and pressures relating to drug use</p> | <p>Setting goals (DROP DOWN SESSIONS 3 & 4) Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Gatsby Benchmark:</p> <p>3. A Drop-Down Sessions addressing needs of each pupil 7. Encounters with vocational and HE</p> | <p>Discrimination (DROP DOWN SESSIONS 5 & 6) Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia</p> | <p>Emotional wellbeing (DROP DOWN SESSIONS 7 & 8) Mental health and emotional wellbeing, including body image and coping strategies</p> | <p>Identity and relationships (DROP DOWN SESSIONS 9 & 10) Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception</p> | <p>Digital literacy (DROP DOWN SESSIONS 11 & 12) Online safety, digital literacy, media reliability, and gambling hooks</p> <p>Gatsby Benchmark:</p> <p>3. A Drop-Down Sessions addressing needs of each pupil 4. Linking curriculum + careers</p> |

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| | | <p>Links:</p> <p><u>GCSEs...Choices, Choices! : resources library (unifrog.org)</u></p> | | | | <p>Links – is there a possibility we can have Comp rooms for all Y8 students? There are some good tasks that promote digital literacy through them exploring the Unifrog website and hunting for careers that may interest them? Titled “careers treasure hunt”</p> <p><u>Careers Library treasure hunt - 1 : resources library (unifrog.org)</u></p> |
| Year9 | <p>Peer influence, substance use and gangs (DROP DOWN SESSIONS 1 & 2)</p> <p>Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation</p> | <p>Community and careers (DROP DOWN SESSIONS 3)</p> <p>Equality of opportunity in careers and life choices, and different types and patterns of work</p> <p>Scope for this to be wellbeing in the workplace? Rights etc</p> <p>Gatsby Benchmark:</p> <p>2. Learning from career info + LMI</p> <p>3. A Drop Down Sessions addressing needs of each pupil</p> <p>Links:</p> | <p>Respectful relationships (DROP DOWN SESSIONS 5 & 6)</p> <p>Families and parenting, healthy relationships, conflict resolution, and relationship changes</p> | <p>Healthy lifestyle (DROP DOWN SESSIONS 7 & 8)</p> <p>Diet, exercise, lifestyle balance and healthy choices, and first aid</p> | <p>Intimate relationships (DROP DOWN SESSIONS 9 & 10)</p> <p>Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography</p> | <p>Employability skills (DROP DOWN SESSIONS 11)</p> <p>Employability and online presence</p> <p>“Your skills, your team, your future?” teachers’ students hot to identify their strongest competencies and how this can be linked to careers education</p> <p>Gatsby Benchmark:</p> <p>3. A Drop-Down Sessions addressing needs of each pupil</p> <p>Links:</p> |

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| | | <p><u>Wellbeing: balancing life, learning, and work: resources library (unifrog.org)</u></p> <p>World Religions (DROP DOWN SESSIONS 4)</p> | | | | <p><u>Your skills, your team, your future! resources library (unifrog.org)</u></p> <p>World Religions (DROP DOWN SESSIONS 12)</p> |
| Year10 | <p>Mental health (DROP DOWN SESSIONS 1 & 2)</p> <p>Mental health and ill health, stigma, safeguarding health, including during periods of transition or change</p> | <p>Work experience (DROP DOWN SESSIONS 3)</p> <p>Preparation for and evaluation of work experience and readiness for work (Personal statements and CVs)</p> <p>Gatsby Benchmark:</p> <p>2. Learning from career and LMI</p> <p>3. A Drop Down Sessions addressing needs of each pupil</p> <p>5. Encounters with employers</p> <p>6. Experiences of workplaces</p> <p>Links:</p> <p><u>Work Experience - Researching possible placements : resources library (unifrog.org)</u></p> | <p>Healthy relationships (DROP DOWN SESSIONS 5 & 6)</p> <p>Relationships and sex expectations, pleasure and challenges, including the impact of the media and pornography</p> | <p>Exploring influence (DROP DOWN SESSIONS 7 & 8)</p> <p>The influence and impact of drugs, gangs, role models and the media</p> | <p>ADrop Down Sessions ressing extremism and radicalisation (DROP DOWN SESSIONS 9 & 10)</p> <p>Communities, belonging and challenging extremism</p> | <p>Financial decision making (DROP DOWN SESSIONS 11)</p> <p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Gatsby Benchmark:</p> <p>3. A Drop Down Sessions addressing needs of each pupil</p> <p>4. Linking curriculum + careers</p> <p>Links:</p> <p><u>Working and earning: managing your money : resources library (unifrog.org)</u></p> <p>World Religions (DROP DOWN SESSIONS 12)</p> |

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|--------|--|---|---|---|--|--|
| | | <p><u>Work Experience - CVs and Cover Letters: resources library (unifrog.org)</u></p> <p><u>Work Experience - How to contact employers: resources library (unifrog.org)</u></p> <p>World Religions (DROP DOWN SESSIONS 4)</p> | | | | |
| Year11 | <p>Building for the future (DROP DOWN SESSIONS 1 & 2)</p> <p>Self-efficacy, stress management, and future opportunities</p> | <p>Next steps (DROP DOWN SESSIONS 3)</p> <p>Application processes, and skills for further education, employment and career progression</p> <p>Gatsby Benchmark:</p> <p>3. A Drop Down Sessions addressing the needs of each pupil</p> <p>7. Encounters with vocational and HE</p> <p>Links:</p> <p><u>Post 16 - Choices, Choices: resources library (unifrog.org)</u></p> <p>World Religions (DROP DOWN SESSIONS 4)</p> | <p>Communication in relationships (DROP DOWN SESSIONS 5 & 6)</p> <p>Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse</p> | <p>Independence (DROP DOWN SESSIONS 7 & 8)</p> <p>Responsible health choices, and safety in independent contexts</p> | <p>Families (DROP DOWN SESSIONS 9 & 10)</p> <p>Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships</p> | |

Strategic Objective 1:

Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme

Benchmarks 1, 2, 4, 7 and 8

| Year | What will success look like (Targets)? What do we want to achieve? | What actions we will take as a school to achieve these targets? |
|----------------|--|--|
| 2023-24 | <ul style="list-style-type: none"> • A comprehensive programme of age-specific Careers Education is in place through the PSHE/Lifeskills/Citizenship programme to enable all learners to develop their own personal career pathway. • Student survey shows that learners are excited about different jobs and can all name a range of careers and career pathways. • Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning. | <ul style="list-style-type: none"> • Implement the Careers Programme into the whole-school PSHE curriculum including an employability programme into KS3 & KS4. • Regular CPD training for all staff to deliver the new PSHCE Careers programme. • Monitor the programme by staff and learners each half term, through METAL, homeworks and work scrutiny. • Evaluation through feedback from key stake holders, pupils, parents, staff and governors. • Career Pathways are referenced in each subject/key stage and each has career displays. • Update the CEIAG area of school website with latest Careers, Enterprise and Employability links. |

Strategic Objective 2:

To raise and track learner's engagement within the careers programme during their journey through The Charles Dickens School, and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

| Year | What will success look like (Targets)? What do we want to achieve? | What actions we will take as a school to achieve these targets? |
|------------------|---|--|
| 2023 - 24 | <ul style="list-style-type: none"> • All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 11 having at least 1 appropriate and meaningful interaction with an employer at least once during the year. • All learners in Years 7 to 11 have completed their profile on Unifrog to record their career pathway interactions. • All learners in Year 11 have a clear plan for post-16 and that all learners are in some form of education or employment at the end of their time school. There are no learner's post-16 who are NEET. • Year 11 learners to have joined The Charles Dickens School Alumni network via Unifrog and are invited to relevant events. Former learners are invited into school to inspire next generation. | <ul style="list-style-type: none"> • Use of Unifrog to record all individual/group careers interactions. • The school website links are up to date and are used to help Year 8 and 11 learners have access to the latest information to make decisions at key transition points. • Learners in Years 7 to 11 are using Unifrog to create their own profile. • Every Year 11 learner and have a 1:1 guidance interview with Careers Advisor (EBP) which is monitored for quality and effectiveness. All 1:1 sessions to be recorded on Unifrog. • Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be after their child has had a 1:1 careers meeting. • Alumni information to be recorded on Unifrog and regularly updated as required. • Former learners/parents to be invited to return to careers related events. |

Strategic Objective 3:

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

| Year | What will success look like (Targets)? What do we want to achieve? | What actions we will take as a school to achieve these targets? |
|---------|---|--|
| 2023-24 | <ul style="list-style-type: none">• Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners.• Each key stage to have invited relevant partners into school and into lessons to engage with learners.• Year 7-11 learners to have visited/experienced at least one further education provider by the end of the academic year.• Learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. | <ul style="list-style-type: none">• All Year 10 learners embark on a work placement during the year and record the experience on Unifrog.• School Careers Fair where local business, training providers and further and higher education providers will engage with Year 7 to 11 learners.• Arrange with local Sixth Forms and FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer. |

Areas of Strength

- The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool. Prior to Covid-19 we had achieved the majority of the Benchmarks.

| Benchmark | % of the assessment areas in Benchmark achieved (December 2022) | % of the assessment areas in Benchmark achieved (April 2023) | % of the assessment areas in Benchmark achieved (July 2023) | % of schools nationally meeting this Benchmark (2022) |
|---|---|--|---|---|
| 1: A stable careers programme | 88 | 94 | 94 | 43 |
| 2: Learning from career & labour market information | 40 | 100 | 100 | 66 |
| 3: Addressing the needs of each student | 90 | 90 | 100 | 38 |
| 4: Linking curriculum learning to careers | 100 | 100 | 100 | 60 |
| 5: Encounters with employers and employees | 100 | 100 | 100 | 56 |
| 6: Encounters of workplace | 100 | 100 | 100 | 36 |
| 7: Encounters with further & higher education | 100 | 75 | 75 | 33 |
| 8: Personal Guidance | 100 | 100 | 100 | 65 |