

GILBERT INGLEFIELD ACADEMY



CAREERS POLICY

Date of Policy: January 2025
Approved by Full Governing Body: February 2025
Review Date: January 2026
Staff responsible: Careers Lead
Head of PSHE

Rationale

Gilbert Inglefield Academy (GIA) careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

GIA is committed to providing all pupils in Years 7-8 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance last updated January 2023 and in line with the updated Gatsby Benchmarks.

The Gatsby Benchmarks

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

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. The school is fully aware of the responsibility to set pupils on the path that will secure them their best outcome, without showing bias towards any route, be that academic or technical.

Objectives

To ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+, including technical qualifications and apprenticeships
- are equipped with the necessary decision-making skills to manage those same transitions

- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training to avoid the risk of pupils becoming NEET
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

Provision

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided via Jigsaw and The PHSE Association.

Careers information is also available in the library.

At Key Stage 3, this includes careers library research, aiming to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills.

Years 7 and 8 have at least one-half day enterprise experience from an external provider.

There are visiting speakers.

Year 8 have a careers fair.

Careers Team

- Mr. K. Ashby (Deputy Head Teacher):
- Mr. P. Manson (Link Governor)
- Mrs. M. Timberlake (Head of PHSE)

Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points. All experiences and curriculum opportunities are logged on Compass +.

All participants in the programme complete surveys following key events including pupils, parents and employers

Careers and SEND Provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.