



**SOUTH MOLTON**  
COMMUNITY COLLEGE  
— supporting success —

# Careers Policy

**Issue date: December 2018**

**Review date: December 2020**

## 1. Introduction

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 and to give students access to careers information and impartial guidance.

## 2. Aims

South Molton Community College recognises that it has a responsibility to provide a planned programme of impartial careers education, information, advice and guidance (IAG) for all students in Years 7-11.

South Molton Community College also recognises that it must ensure that all careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Promotes the best interests of the students to whom it is given

The school endeavours to follow best practice guidance from the Department for Education and Ofsted such as:

Statutory Guidance - Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (Oct 2018).

South Molton Community College is committed to working towards the eight Gatsby Benchmarks, outlined in Professor Sir John Holman's report as the key elements of high quality practice:

1. A stable careers 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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## 3. Objectives

The careers programme is designed to meet the needs of students at South Molton Community College. It ensures progression through activities that are appropriate to students' stages of career learning, planning and development and aims:

- to allow students to develop an understanding of themselves and others as individuals.
- to develop students' knowledge and understanding of the educational, training, employment and other opportunities available to them locally, nationally and internationally.

- to help students manage their choices relating to education, training, work and other adult roles.
- to promote those attitudes which challenge stereotyping, encourage equal opportunities and to enable them make appropriate careers choices
- to relate learning experiences, communication and numeracy to the need for paid employment.
- to develop assertiveness, problem solving and negotiation skills.
- to anticipate and prepare for their future roles in society.

#### **4. Management**

The Careers Leader co-ordinates the careers programme. Work experience is planned and implemented by the Careers Leader who works closely with the careers administrator. The Guilds are co-ordinated by Guilds leader.

#### **5. Staffing**

All staff contribute to careers education through their roles as tutors and subject teachers. The careers programme is planned, monitored and evaluated by the careers leader in consultation with specialist careers guidance. Careers information is available in the Careers Resource Centre which is maintained by the school librarian. Administrative support is available to the careers leader.

#### **6. Curriculum**

The careers programme includes tutor activities, tutorial period, career guidance activities (group work and individual interviews), information and research activities and work-related learning including work experience. Careers lessons are part of the school's PSHE programme. Other focused events include the year 11 future planning day, careers evening, year 9 careers college and events run in association with local colleges and employers. All students are part of a careers guild where they have at least three meaningful encounters with an employer each year. Learners are involved in the planning of career learning and their views will be collected using student voice/surveys.

#### **7. Outcomes**

The careers programme must ensure that all students make an appropriate and informed choice of options in year 9 and that students leave school at 16 to either continue their full-time education at college, start an apprenticeship, undertake work-related training, or find a job with a training element. The impact of the support and advice given to students can be evaluated by analysing destinations data available from CSW, colleges and collected internally. Collecting accurate destination data will enable us to have a better understanding of where our students go and what they do after leaving school. This can help to determine if the careers provision given to a student was right for that student and whether a student needs more or different support in making their decision.

**Date adopted by the Governing Body:**

**Date of review:**