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 Careers and Employability

 **“Nurture – Believe – Discover – Achieve''**



**Introduction**

At Studfall Junior Academy we aim to give our children high quality careers advice guidance, to support our high achieving and ambitious children. This is developed throughout the child’s time at the Academy and is always supportive of their aspirations, strengths and skills. The focus of the support is aimed at ensuring all students have an opportunity to achieve their aspiration. The policy is based around the CDI framework.

**Aims and Purpose**

a. The aims and purpose of the policy are to:

-           prepare children for the transition to life beyond the junior school.

-           support children in making informed decisions which are suitable and ambitious for them.

-           provide children with well-rounded experiences.

-           develop characteristics e.g. social skills, communication, innovation, resilience and leadership.

-           inspire and motivate students to develop their aspirations.

b. The Impact of these aims will be that children:

-  understand different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go.

-  will be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve.

-  understand their own knowledge and skills and how they can be used in the workplace.

-  get, hold and progress in a job, whatever their age, ability or background.

-  improve their well-being through doing a job they are good at and enjoy.

**Careers Provision at Studfall Junior Academy.**

a.    All students have access to the following:

-Extra-curricular clubs and trips, which support children in developing their understanding of a range of different subjects. A list of extra-curricular clubs and trips is available on the school website.

- Careers talks on a range of careers that inspire and motivate the students. These are offered to all students in the Academy.

b.    Gatsby Good Careers Guidance:

-           The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision.

-          The Gatsby Benchmarks have set world-class standards, and now they want every school and college to use them to develop and improve their careers provision. Government has asked schools and colleges to meet these standards. They published new statutory guidance in January 2018 setting out how to meet all of the Benchmarks.

-          By adopting these Benchmarks, schools and colleges put employers at the heart of the careers programme. Support is tailored to address the needs of every young person, especially disadvantaged students, and data and technology are used to drive improvements.

-          The Benchmarks are:

-          1. A Stable Careers Programme:

-           Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

-          2. Learning from Career & Labour Market Information.

-          Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

-          3. Addressing the Needs of Each Pupil Pupils have different career guidance needs at different stages.

-          Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.

-          4. Linking Curriculum Learning to Careers.

-          .All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.

-          5. Encounters with Employers & Employees.

-           Every pupil 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.

-          6. Experiences of Workplaces.

-           Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

-          7. Encounters with Further and Higher Education.

-           All pupils 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.

-          8. Personal Guidance.

-           Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual need