

WYMONDHAM COLLEGE CAREERS STRATEGY

This programme is based upon the Wymondham College Careers Guidance Policy, the Department for Education Careers Strategy December 2017, the CDI framework 2021 and the Gatsby Benchmarks. It outlines the student entitlement and the programme in place for each year group to deliver the required outcomes as stated in the Policy.

Wymondham College is committed to ensuring that all our students receive effective, independent and impartial careers guidance. The careers programme is known as Wymondham College Futures and is led and organised by the Vice Principal (Achievement and Progress), the Careers Leader (qualified to Level 6 Diploma in Careers Guidance and Development), the Head of PSHE and the Sixth Form Progression Lead. All staff contribute to Careers Guidance through their roles as tutors and subject teachers.

From September 2019, an online resource, Unifrog, has been launched to all staff, students and parents to support career planning. In addition, this programme is regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders, parents and students.

AIMS

The Careers Programme relates to the Wymondham College mission statement ‘to enable young people to become happy, successful and useful citizens, to aim for excellence in all they do and to find fulfilment in life.’

To achieve this, the Careers Programme aims to inform and inspire students, providing advice and guidance to enable them to make decisions that are both realistic and ambitious, while equipping them with the skills, qualifications and experience they need to reach those aspirations.

High quality Careers Guidance is constructed around the Gatsby Benchmarks and should include the following elements:

- A stable career programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Offering encounters with employers and employees
- Offering experiences of workplaces
- Offering encounters with further and higher education
- Include personal guidance from a qualified advisor

These elements form the 8 Gatsby Benchmarks and are explained in more detail in Appendix A.

STUDENT ENTITLEMENT

The Careers Programme will deliver the following entitlements for students:

- Clear advice and information about options available to students when making key decisions for GCSEs, post 16 and post 18
- An understanding of students' own skills and strengths
- Awareness of key employability skills and opportunities to develop these
- Support and guidance to help them make choices and complete a career plan for the future
- Personal support and information through personal guidance
- Practical support with applications, CVs and interview skills
- Opportunities to learn about the world of work and gain inspiration direct from employers and staff

WYMONDHAM COLLEGE CAREERS PROGRAMME

The programme takes students from year 7 through a structured and integrated combination of lessons, year group talks, employer engagement and careers-based activities that will enable them to make positive choices when it comes to GCSE options towards the end of Year 8, post-16 and post-18 choices.

Year 7

Self-awareness is the key focus, enabling students to develop the ability to reflect and self-evaluate skills, and gain an idea of interests and aspirations. This introduction to careers education is centred on the individual learner, allowing them to consider the skills they are starting to gain through involvement in school and extra-curricular activities.

Year 8

Considering options and decision-making are key, as students make their GCSE choices towards the end of the academic year. Students are supported to consider:

- How varied factors can influence and sway decisions
- How to consider all options and who to ask for advice
- The long-term impact of decisions made now
- The concept of career – different industry sectors, enterprise skills, people skills and social networks
- Stereotypes in education and the world of work

The programme is delivered through the curriculum, tutor programme and year group talks. The Careers Leader and Independent Careers Adviser are available as required for personal guidance and attend the Year 8 options evening for parents and students. Alternative KS4 provision (such as UTCs) is discussed at the Options Evening.

Year 9

With GCSE choices already made, Year 9 students receive careers information through the tutor programme, Unifrog, an assembly with the Career Leader to introduce post GCSE options and all students take part in an Enterprise event in summer term. Personal guidance is offered as required.

Year 10

The main focus is on developing an understanding of career opportunities, including apprenticeships, further and higher education, as well as developing students' own employability skills. Students are encouraged to find work experience during holidays where appropriate.

- Year group talks – making the most of Year 10, options available at 16+
- Get Set for Success careers days – business mentoring covering students own employability skills and qualities, CV and interview skills, plus employer/employee encounters
- Apprenticeships Information Evening, autumn term to meet employers and apprenticeship providers
- Invitation to attend Aim High programme involving trip to a masterclass in Cambridge, subject-based trips to conferences, in-College discussions and debates led by senior staff and Oxbridge graduates
- Invitation to apply for South Norfolk Assessment Centre and South Norfolk Youth Advisory Board conference
- Personal guidance via a careers appointment with careers adviser
- Engaging with employers through off-site careers events and careers talks in school
- Introduction to work experience and how to apply

Year 11

During Year 11 students will consolidate the information they have gained over the previous years and be able to identify their own strengths and ambitions and be aware of the opportunities available to them. Further careers activity during Year 11 will involve:

- College-led Year group talks - options Post 16 including A Levels, FE and apprenticeships
- External speakers – year group talks from local FE colleges, AIM Apprenticeships, NCS (National Citizen Service)
- Introduction to online careers resources to enable choices, notably Help You Choose and use of Unifrog
- Be Real game – through PSHE curriculum involving CVs and life skills
- Further Education Presentation – early spring term. Students meet representatives from local FE colleges
- Support in making applications, producing CVs and covering letters
- Apprenticeships Information Evening - autumn term to meet employers and apprenticeship providers
- Personal guidance through individual appointments with careers advisor and careers leader
- Personal support for apprenticeship/FE/other applications

- Targeted personal guidance offered based on tutor referrals, College data, information provided by Norfolk County Council
- Aim High programme – Year 11 students invited to take part in college discussions and debates led by senior staff and Oxbridge graduates

Sixth Form

Year 12 and 13 activity is focused on preparing students to make appropriate choices Post 18. They follow a fortnightly Futures programme as well as lunchtime talks, individual support and assemblies. Year 12 students are encouraged to apply for work experience during the holidays and attend relevant higher education events to gain a greater understanding of the options available. The programme includes:

- Fortnightly year group Futures programme
- Information about Higher Education opportunities and research
- Year 12 visit to UEA and other Universities - Introduction to Higher Education
- Invitation to visit Cambridge University
- Information provided on university taster events and summer schools
- Targeted Oxbridge and Medical school support
- Information on employment opportunities, including apprenticeships
- Apprenticeships Information Evening
- Gap year information and research including guest speakers
- Employer engagement through visiting speaker talks and off-site visits
- Information on and assistance with applying for work experience
- Using social media to enhance applications
- CV and application advice and guidance
- Interview skills – mock interviews arranged
- Personal guidance through individual interviews with careers adviser and careers lead
- Attendance at careers events and higher education events
- Participation in offers from the Higher Aspiration Scheme (school subscription)

Targeted Support for Students with Special Educational Needs

Students requiring additional support are identified by the Learning Support department, the Deputy Headteacher (Achievement & Progress), Heads of House and Tutors. A co-ordinated approach includes:

- Individual and tailored careers interviews – ongoing from Year 8 - 13
- Individual learning plan
- Help with applications including CVs and application forms
- Monitoring progress with applications throughout the year

RECORDING PROGRESS

Student activity is recorded on individual student records on Unifrog and Compass+. These outline student involvement in CEIAG (Careers Education, Information, Advice and Guidance), including individual careers interviews, attending talks, participating in careers events and visits, taster days and summer schools, work experience.

Students receive an action plan after each individual careers interview. This is emailed to students and tutors and uploaded onto personal student Unifrog accounts.

Tutors also keep a record to individual student activity and progress.

PARENT COMMUNICATION

Parents are kept informed of careers activity via email and College Life Magazine. They are invited into talks about options during Year 8, 10, 11 and Year 12. Parents' evenings are held annually for each year group, the careers adviser is present for Years 8, 11, 12 and 13.

Parents are welcome to attend careers interviews with their children if requested.

The Careers Strategy and activity for each year group is available on the website where resources and guidance can also be found.

EMPLOYERS, BUSINESSES, VOLUNTARY ORGANISATIONS

Individuals and organisations who would like to get involved in careers activities are very welcome to contact the Careers Leader to discuss relevant opportunities. These include mentoring, CV and interview support, careers talks, attendance at apprenticeship evenings.

MEASURING AND ASSESSING THE IMPACT OF OUR CAREERS PROGRAMME

DfE (Department for Education) Destinations Data which analyses post 16 and post 18 choices looking at the variety of student destinations, retention rates and those not in training, education or employment.

New Anglian Network Enterprise Co-ordinator and Enterprise Adviser - external visitors who works with the College visiting at least once per half term working on attaining the Gatsby Benchmarks and Compass Tools to assess the impact of our careers provision.

Careers Leader in post: Mrs Harris to provide a stable careers programme and internally assess success via a range of sources including student voice, curriculum audit, additional opportunities audit, work scrutiny.

The College Careers policy and strategy are reviewed on a biennial basis.

The last strategy review was September 2023.

Appendix A

GATSBY BENCHMARKS

GOOD CAREER GUIDANCE

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, parents, teachers and employers.
2. Learning from Career And Labour Market	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities.
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. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.
5. Encounters With Employers And Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.
6. Experiences Of Workplaces	Every pupil should have first-hand experiences 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/learners should understand the full range of learning opportunities that are available to them. This includes both academic and technical 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 careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.