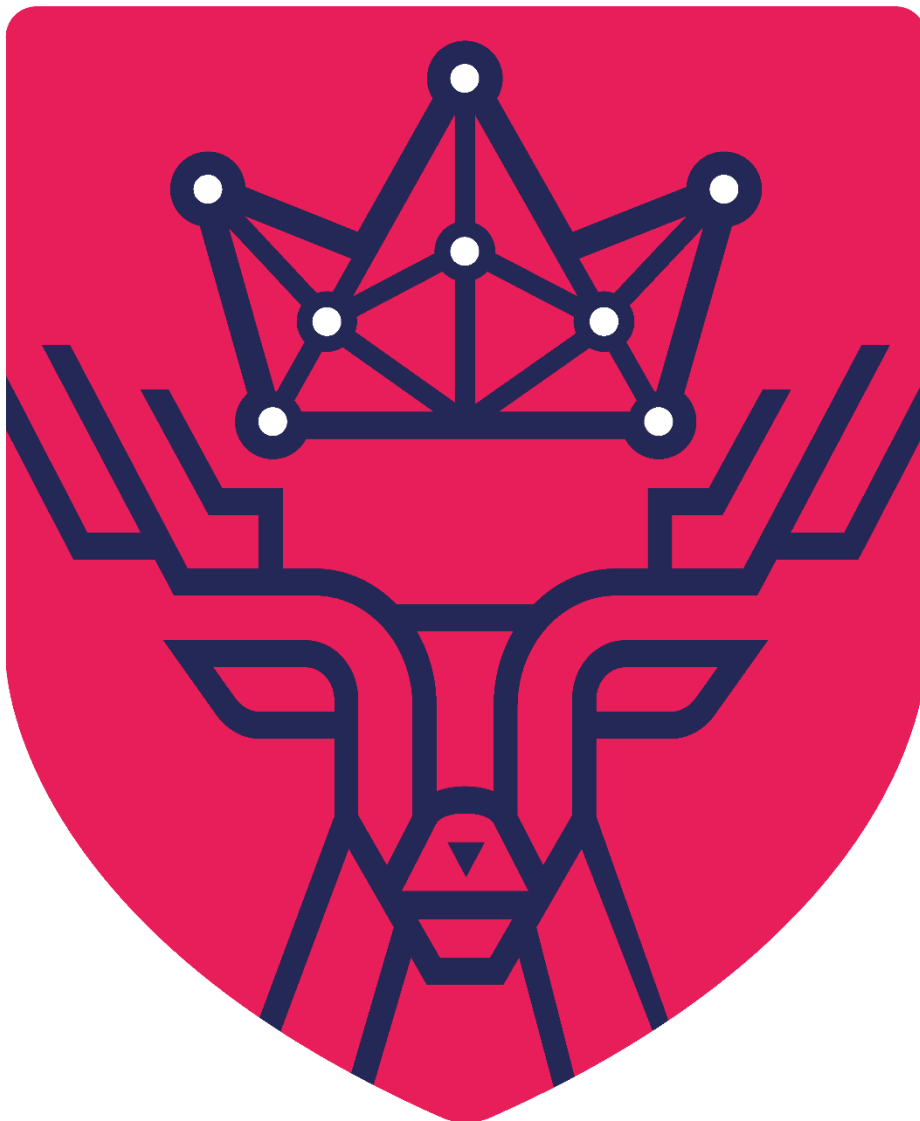




Fairlands Middle School

We Collaborate, Achieve & Belong

Careers Strategy



Approved by: Ed Davey (Governor) Stefan McHale (Headteacher) Martin Davis (Careers Leader)

Last Reviewed: December 2023

Next Review Date by: December 2024

Careers strategy

Policy Title: Careers Strategy

Date of Policy: January 2024

Date of Review: January 2025

Persons Responsible:

Martin Davis - Careers Leader

Stef McHale - Head Teacher

Additional Persons Involved:

Serena Rowland- Business Enterprise Link

Louise Friend - Business Enterprise Advisor South West

Responsible for delivering provision as provided/ requested:

Year heads and subject teachers

Introduction:

Fairlands Middle School has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all students' entitlement and learning here at Fairlands Middle School to aid their personal development.

Through a planned careers education programme, we are committed to providing the appropriate activities and experiences to enable students to make well-informed decisions and successful transitions in life and work. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, apprenticeship or training. We have a person-centred approach to student outcomes, where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their destinations.

We work closely with the local authority regarding our vulnerable students and those who have special education needs and disabilities with Education, Health and Care plans in place.

Terminology

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work-related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Vision

To ensure parents and carers are well informed and students are prepared to achieve aspirational next steps into further education and the world of work.

Strategic objectives

- All students, parent carers and teachers have access to careers information, advice and guidance.
- All students are accessing and engaged in a meaningful and developmental careers education curriculum programme.
- All students' transition to a variety of positive destinations.

The strategy sets out where Fairlands Middle School is currently using the Gatsby Benchmarks to explore what we currently do and what we need to do next. We hold a compass+ review periodically looking at each benchmark and what we are doing in regards to compliance.

The 8 Government Gatsby Benchmarks for strong careers provision to meet are:

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

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 students, parents, teachers, governors and employers.	<p>□ Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>□ The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>□ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
2. Learning from career and labour market information	Every student, 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.	<p>□ By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>□ Parents should be encouraged to access and use</p>

		information about labour markets and future study options to inform their support to their children.
3.Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> □ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. □ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. □ All pupils should have access to these records to support their career development. □ Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
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 future career paths.	<ul style="list-style-type: none"> □ By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student 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.	<ul style="list-style-type: none"> □ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about</p>

		what work is like or what it takes to be successful in the workplace.
6.Experiences of workplaces	Every student 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.	<p>□ By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>□ By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7.Encounters with further and higher education	All students 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.	<p>□ By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>□ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or	□ Every pupil should have at least one such interview by the age of 16, and the opportunity

	external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	for a further interview by the age of 18.
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Date	Week	Year 5 - Careers	Year 6 - Careers	Year 7 - Careers	Year 8 - Careers	Weekly newsltte	Career events	Benchmark	LEAP
04-Sep	1	LM Somerset + Dance 'why bother'	LM Somerset + dance	intro to careers - 1	Labour market information		Year 7 - Future skills questionnaire (1st attempt)	1	Receptionists
#####	2	Detective + understanding rhythm	IT technician + understanding rhythm	intro to careers - 2	teamwork + understanding rhythm		Year 6 - PQAR2022 - Entrepreneurial spirit - innovative idea - world changing	2	School council
#####	3	Ergonomist + challenge stereotypes	Journalist + stereotypes	intro to careers - 3	leadership + stereotypes				Librarians
#####	4	Family support worker + routes after yr11	kernel worker + routes after yr11	intro to careers - 4	communication + routes after year 11				Sports leaders
#####	5	Graphic designer + future of careers	Librarian + future of careers	intro to careers - 5	creativity + future of careers		Year 6 - Wells literacy festival - Author (Limited availability)	2	Math leaders
#####	6	Herbalist + sentences	Marine biologist + sentences	future of careers	motivation + sentences				Science ambassadors
#####	7	Illustrator + dialect and slang	Neurologist + dialect and slang	routes after year 11	reliability + dialect and slang		Year 5-8 - Careers fare - KDW/35 v Careers in SW (ITP, apprenticeship, FE)	5	Mini-Police
HOLIDAY									
#####	1	Judge + angles	Outdoor pursuits + angles	challenging stereotypes	5 very unusual jobs + angles				Careers links
#####	2	Learning disability nurse	Paramedic + area	IT technician + area	interview technique + area				Sol
#####	3	Make up artist + Apprenticeships	retail buyer + apprenticeships	journalist + apprenticeships	your 1st day + apprenticeships				provider access
#####	4	Newspaper journalist + Area	spots coach + area	kernel worker + area	understanding working hours				Maths careers
#####	5	Dateopath + Averages	Tattoo artist + averages	librarian + averages	gap years + averages				English careers
#####	6	Physiotherapist + Disability day	Urban designer + disability day	marine biologist + disability day	careers appointment + disability day		Year 8 - Careers information for parents	2	Science careers
#####	7	Quality manager + Finance	vet + finance	neurologist + finance	prison officer + finance				policy
Tutor Day		Somerset - Your futures	Somerset - Your futures	Careers pilot - 1	Careers pilot - 1		Year 7 + 8 - Careers pilot - Session 1 (Tutor day)	2,3	
HOLIDAY									
01-Jan	1	Restaurant + cell biology	wellste geologist + cell biology	outdoor pursuits + cell biology	secretary + cell biology		CFD - Staff - Careers in curriculum + my path videos (INSET)	4	Citizenship links
#####	2	Social worker + atomic structure	youth worker + atomic structure	paramedic + atomic structure	toxicologist + atomic structure				Sol
#####	3	Transport manager + atmosphere	zookeeper + atmosphere	retail buyer + atmosphere	UX designer + atmosphere		Governors meeting - Present and policy - Signed + add to website	1	
#####	4	Unilecturer + MFL 'why bother'	quantity surveyor + MFL 'why bother'	spots coach + MFL 'why bother'	visual merchandiser + MFL 'why bother'				Spark career link
#####	5	Web designer	anaesthetist	tattoo artist + future of careers	water quality scientist + future of careers		Year 8 parents subject evening		link
#####	6	Acoustician + Gifs in science	Baronster + gifs in science	urban designer + gifs in science	yoga instructor + gifs in science		Year 8 options - KDW presentation - Open evening	7	
HOLIDAY									
#####	1	Careers week - UK	Careers week - UK	Careers week - UK	Careers week - UK		Add in careers day/Health Ed 2		
#####	1	Baronster + trainee accountant	charity fundraiser + electrical engineer	vet + lawyer	zoologist + plumbing engineer				LM - Mendip 2023 poster on TV screens
#####	2	Carpet fitter + aircraft maintenance	drama therapist + food store manager	wellste geologist + marketing manager	air cabin crew + quantity surveyor				
#####	3	Deckhand + police officer	event manager + garment technologist	youth worker + paramedic	boarder force officer + meteorologist		Careers day - Health Ed 2	2,3,5,6,7	
#####	4	ecologist + doctor	financial advisor + hairstylist	zookeeper + speech therapist	chef + software sales		Years 5-8 - Surveys - Employess and pupils - event evaluation	1	
#####	5	food technologist + EHD	geoscientist + train driver	quantity surveyor + play therapist	dentist + water and sewage				
#####	6	Geophysicist + graphic design	housing officer + HR advisor	anaesthetist + cabin crew	epidemiologist + dentist		WEX day - Year 8 - Assembly/Parent letter/Class calns		
HOLIDAY									
#####	1	Holiday representative + drama	interpreter + drama	baronster + drama	furniture designer + drama				
#####	2	insurance broker + speaking	jewellery designer + speaking	charity fundraiser + speaking	genetic counselor + speaking		WEX day - Year 8 - Consent forms back		
#####	3	joiner + formal + informal writing	kitchen fitter + formal and informal writing	drama therapist + formal and informal writing	hydrogeologist + formal and informal writing				
#####	4	Kitchen assistant + grammar	Life coach + grammar	event manager + grammar	intelligence analyst + grammar				
#####	5	Locksmith + stereotypes	mortgage advisor + stereotypes	financial advisor + stereotypes	location manager + stereotypes		WEX day - Year 8 - Assembly - Booklet hand out		
#####	6	Market research + punctuation	nutritionist + punctuation	geoscientist + punctuation	metallurgist + punctuation		WEX day - Year 8 - Thur 23rd May		
HOLIDAY									
HOLIDAY									
#####	1	Network engineer + post 16 options	ophthalmologist + post 16 options	housing officer + post 16 options	nuclear engineer + post 16 options		Year 8 - Future skills questionnaire (2nd attempt)	1	
#####	2	actuary + estimation	prison officer + estimation	interpreter + estimation	oceanographer + estimation		Year 8 - Survey - students - Careers programme	1	
#####	3	Barber + equations	secretary + equations	jewellery designer + equatinos	paralegal + fractions		Year 5 - Fiver challenge (Dragons den) - Linked to budgets in CC	2	
#####	4	cardiologist + fractions	toxicologist + fractions	kitchen fitter + fractions	quarry manager + graphs				
#####	5	disaster manager + employability skills	UX designer + employability skills	life coach + employability skills	recycling officer + employability skills		Year 8 transition day/eve	7	
#####	6	employment advisor + graphs	visual merchandiser + graphs	mortgage advisor + graphs	sustainability consultant + inequalities		Year 8 - Survey - Teacher + Parents - Careers programme	1	
#####	7	firefighter + multiples	water quality designer + multiples	nutritionist + multiples	town planner + multiples		Year 7 - Careers and Budgets assignment (2 hours)	4	
#####	8	Games tester + percentages	yoga instructor + percentages	ophthalmologist + percentages	upholsterer + percentages		Year 8 - Advertising campaign - ecological project (Dragons Den)	2	
MMER									