

<p style="text-align: center;">Colyton Grammar School CAREERS EDUCATION, ADVICE AND GUIDANCE</p>
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Rationale

Careers education has a central role to play in preparing young people for the opportunities, responsibilities and experiences of adult life. It is about developing:

1. Self-awareness - that is, an ability to make realistic assessments, but also understand that aspirations can be met with determination and realistic target-setting.
2. An understanding of the possible routes ahead, developing skills to make reasoned decisions based on researched information; plus an understanding of possible consequences and an ability to cope with the transitions involved in life.
3. Opportunity awareness - an understanding of life-style options, which may include training and education, an introduction to the structures and issues involved in a rapidly changing society and an understanding of present attitudes, skills and knowledge and their relationship to future adaptability and transitions.
4. The knowledge, discrimination and confidence necessary to seek out and use effectively those resources that will help them make realistic goals for the future and reach them.

Objectives

Careers Education should promote and develop:

1. aspiration and self-awareness
2. an appreciation of the relationship between academic performance and career opportunities
3. an appreciation of the opportunities and limitations of career planning
4. knowledge of career routes and the opportunities these create
5. knowledge of the whole world of work, including an appreciation of the skills and personal qualities valued in this world
6. opportunities to demonstrate and grow these skills and personal qualities
7. an appreciation of the global economy: its opportunities and challenges
8. an increased awareness of all aspects of equal opportunities
9. knowledge of careers resources available to them to make informed decisions about their futures
10. skills to be able to use these resources in a focussed and discriminating way
11. confidence to access and use external sources of information, advice and guidance.

Implementation

1. Roles

The **Careers Leader (Simon Smith)** is responsible for overseeing:

- i) Annual Careers Strategy Review
- ii) the implementation of the Gatsby Benchmarks
- iii) a Key Stage 3 and 4 and post GCSE Scheme of Work including the contribution of individual subject departments
- iv) the organisation of work experience
- v) the provision of individual guidance including liaison with external agencies such as Careers South West, local F.E. colleges and universities.
- vi) liaison with and involvement of business partners through Careers Hub and with alumni/parents through the School's Development Officer
- vii) liaison with and involvement of Trustee with Careers Portfolio.

2. Delivery

The programme is delivered through:

- a) the PSHE programme
- b) events such as Enterprise/Business Days, Higher Education Fairs and seminars, visits (including subject-specific activities) and small group work and guidance
- c) Links with Careers South West to support individual targeted guidance
- d) Work Experience Placements in Years 11 and 12
- e) Links made within subject teaching to widen understanding of careers and work.

Monitoring and Evaluation

1. The Careers Programme will be reviewed on an annual basis consistent with the school's policy of self-review
2. An annual Careers Strategy measured against the Gatsby Benchmarks
3. The review will take into account the Compass Tool and the Careers Hub co-ordinator
4. The programme will be evaluated within the 3-year cycle for evaluation

Conclusion

Effective Careers Education depends upon a school culture which:

1. fosters personal enquiry and decision making
2. maximises individual choice through seeking optimum personal and intellectual development
3. promotes understanding of the opportunities available to support coherent choices at each phase of education.