

At The Cedar School, we believe in delivering a careers education provision that engages, sparks curiosity and is meaningful to our pupils, their needs and their lives.

The aim of our Careers education provision is for our KS3 and KS4 pupils to develop an understanding of the options they have for further education and the world of work. We will provide opportunities for them to take part in school based work experiences and to go out into the community to get a greater understanding of work outside of the school setting. As well as this, the pupils will encounter employers and employees from the local community who will discuss what it is like to have a job, their roles within the work place and what qualifications are needed to carry out various roles. These opportunities will enable our pupils to learn about the discipline of work and to raise their awareness of different job types. We aim for them to be able to make more informed choices through their experiences, when they are ready to consider options for them and to improve their skills set, confidence, self-esteem and independence.

Our hopes for a Cedar child are for them to be prepared for adulthood and develop the skills they will need when they leave us.

Communication: Through visitors to the school and visits to workplaces, pupils will develop their ability to consider what they would like to do for work and ask questions to find out more. Pupils will learn how to communicate appropriately with different audiences outside of the school setting in preparation for communicating with potential employers and colleagues.

Empowerment: Through guidance and opportunities provided, pupils will work towards gaining independence and work experiences that reflect their interests, ambition and potential. Pupils will be empowered to look towards their future and be encouraged to achieve their full potential.

Discovery: Pupils will discover the opportunities available to them when they finish school and enter the world of work. They will be able to reflect upon their strengths and interests, find out what they need to do to achieve their goals and be given the chance to explore the avenues open to them.

Aspiration: Pupils will be provided to them that are relevant to their age and stage of development. Engaging and challenging experiences will be offered to them in order to empower them with the knowledge they need to make informed and aspirational choices about their future.

Resilience: Pupils be given experiences to develop their own resilience to a range of opportunities for their future. Through being well informed and prepared, they will have the tools they need to drive their own ambition to be successful.

Careers Entitlement:

All children in years 8 to 11 are entitled:

- To find out about future education opportunities
- To hear from a range of local education providers (Two providers in KS3 and two providers in KS4). As part of our commitment to adhering to provider access legislation, our provider access arrangements can be found in our Provider Access Policy.
- A dedicated Careers Advisor (alison.phillips@southampton.gov.uk)

Our Careers Programme is structured and guided by the eight Gatsby benchmarks of Good Career Guidance. Our careers education provision is evaluated on a termly basis through The Compass Benchmark Tool, supported by our school enterprise coordinator. As part of our commitment to achieving the eight Gatsby benchmarks, we are an active member school of The Solent Careers Hub.

Gatsby Benchmarks
<p>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, governors and employers.</p>
<p>2 Learning from career and 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.</p>
<p>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.</p>
<p>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.</p>
<p>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. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>
<p>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.</p>
<p>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.</p>
<p>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 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 needs.</p>

We measure and assess the impact of our Careers and Work Experience programme through:

- Feedback from parents, pupils and teachers
- Feedback provided by visitors and placement organisations
- Using feedback to adapting the programme to continuously improve it so it meets the objectives
- Annual reviews of the milestones and learning outcomes of our careers education provision with a focus on outcomes for pupils & assessing if the objectives have been met
- Annual review of the policy
- Focus on the delivery of the programme and evidence of impact on pupils through monitoring external providers and events
- Monitoring and analyse the destination data of previous pupils to influence planning of future provision

Our careers education provision is supported by a dedicated careers leader who holds responsibility for ensuring that our programme and policy meet the expectations of statutory guidance and Gatsby benchmarks.

Updated July 2023

Agreed by Governors September 2023

<p>Careers Leader Katy Leonard katyleonard@cedarschool.co.uk 023 8073 4205</p>	<p>Careers Link Governor Alex Radford alexradford@cedarschool.co.uk</p>	<p>Careers Advisor Ali Phillips Enterprise Advisor Maggie Stefaniak</p>
---	--	---