



The Lakes School

CAREERS STRATEGY 2023-26

Introduction

The purpose of this Careers Strategy is to outline the provision and direction of Careers Information, Advice and Guidance (CIAG) at The Lakes School. We understand and accept that what we provide in terms of careers support for our young people will play a critical role in the shaping of their futures.

There has never been a time when careers guidance has been as important for young people than it is today. Our students will be embarking upon career pathways which are more challenging and complex than those faced by previous generations. Global opportunities and increasing technological advances will also result in greater levels of change and unpredictability than have ever existed before. Our aim, therefore, at The Lakes School is to prepare our students thoroughly for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills and knowledge to manage the myriad choices, changes and transitions ahead of them.

This Careers Strategy is structured around the eight 'Gatsby Benchmarks'. These were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like and provide a clear framework for schools in organising their careers provision. By laying out in this Strategy what we currently provide in relation to each Benchmark, and by identifying what further measures we intend to introduce in order to improve this provision, it is intended that the Careers Programme at The Lakes School will go from strength to strength over the next three years and that our pupils, and our local community more broadly, will feel the benefit well into the future.

K Pickering
Head of Careers and Aspirations
June 2023

Gatsby Benchmark

1

A stable careers
programme

Gatsby Benchmark

2

Learning from labour
market information

Gatsby Benchmark

3

Addressing the needs
of every pupil

Gatsby Benchmark

4

Linking curriculum
learning to careers

Gatsby Benchmark

5

Encounters with
employers and employees

Gatsby Benchmark

6

Experiences of
workplaces

Gatsby Benchmark

7

Encounters with further
and higher education

Gatsby Benchmark

8

Personal guidance

GATSBY BENCHMARK	SPECIFIC EXPECTATION	CURRENT SITUATION 2023	INTENDED ACTIONS 2023-26	PERSONNEL RESPONSIBLE
Benchmark 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.	<ul style="list-style-type: none"> • Careers Strategy is written and in place • Careers Strategy has the approval of governors and senior leaders • Careers Strategy is under constant review • Careers Strategy is on the school website 	<ul style="list-style-type: none"> • Nominate a governor linked specifically to careers • Tailor the information on the Careers page on the school website to target pupils, teachers, employers and parents / carers specifically • Survey the views of students, teachers, employers and parents / carers to help evaluate the Careers Strategy • Review Careers Strategy by 2026 at the latest 	SLT Head of Careers & Aspirations Head of Careers & Aspirations Head of Careers & Aspirations
Benchmark 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.	<ul style="list-style-type: none"> • The majority of pupils use up-to-date career and labour market information via: <ul style="list-style-type: none"> ➤ <i>Annual Careers Fair for Years 7 to 12</i> ➤ <i>Assemblies on technical and vocational pathways for Years 10 to 13</i> ➤ <i>Assemblies on traditional academic pathways for Years 10 and 11</i> 	<ul style="list-style-type: none"> • Establish and support an 'Aspiration Station' in the school library to which all pupils have access – a one-stop-shop populated with prospectuses, pamphlets, flyers, posters etc from local and national training providers 	Head of Careers & Aspirations

		<ul style="list-style-type: none"> • Parents are encouraged to use career path and labour market information via: <ul style="list-style-type: none"> ➤ <i>Emails home about open evenings, apprenticeships opportunities, employment opportunities</i> ➤ <i>Links to various careers and training pathway websites during National Careers Week websites</i> 		
Benchmark 3: Addressing the Needs of Each Pupil	<p>Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.</p>	<ul style="list-style-type: none"> • Careers Programme raises the aspirations of all pupils • PSHE lessons offer age-appropriate support and guidance as follows: <ul style="list-style-type: none"> ➤ <i>Y7: Aspirations</i> ➤ <i>Y8: Employability skills</i> ➤ <i>Y9: Training pathways</i> ➤ <i>Y10: Training pathways</i> ➤ <i>Y11: Careers options</i> • Lunchtime talks broaden pupils' understanding of local opportunities • Assemblies inform pupils about local provision on various training pathways • Annual Careers Fair broadens pupils' 	<ul style="list-style-type: none"> • Formulate some means of recording and tracking each pupils' individual experience of the Careers Programme • Formulate some means of allowing pupils access to their own record of individual experience of the Careers Programme 	<p>Head of Careers & Aspirations</p> <p>Head of Careers & Aspirations</p>

		<p>understanding of local opportunities</p> <ul style="list-style-type: none"> • Careers Programme 'challenges stereotypical thinking' eg by promoting STEM open days and online course aimed specifically at girls • Careers Programme provides targeted support for SEND pupils and potentially-NEET pupils via <i>Inspira</i> (Helen Cook) 		
<p>Benchmark 4: Linking Curriculum Learning to Careers</p>	<p>Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.</p>	<ul style="list-style-type: none"> • PSHE lessons explore training pathways and careers opportunities with all year groups • Mathematics teachers make regular reference to how skills being taught are relevant and applicable in particular careers 	<ul style="list-style-type: none"> • Nominate a Careers Champion in each Faculty with responsibility for monitoring the embedding of careers references in their curricula • Design and implement a system by which branded references to careers are embedded across every subject and across every year by: <ul style="list-style-type: none"> ➤ <i>At least once a half-term, each year group in each subject sees how and why a particular skill or piece of knowledge might be</i> 	<p>Heads of Faculty</p> <p>Head of Careers and Aspirations</p> <p>All teachers</p>

			<i>relevant to a chosen career in future</i>	
Benchmark 5: Encounters with Employers and Employees	All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.	<ul style="list-style-type: none"> Annual Careers Fair ensures that all pupils have access to at least one meaningful encounter with an employer every year Lunchtime talks provide pupils with further opportunities to encounter employers in sectors which are of interest to them 	<ul style="list-style-type: none"> Continue to provide an annual Careers Fair for all pupils Continue to provide frequent lunchtime talks by employers from a wide variety of local employment sectors Explore the viability of a Mock Interview Day for Year 11 pupils involving local employers Explore the viability of CV writing sessions run by an external provider (eg <i>Inspira</i>) 	<p>Head of Careers & Aspirations</p> <p>Head of Careers & Aspirations</p> <p>Head of Careers & Aspirations</p> <p>Head of Careers & Aspirations</p>
Benchmark 6: Experiences of Workplaces	It's important for pupils to experience the workplace environment to understand the context in which they could one day be working.	<ul style="list-style-type: none"> The overwhelming majority of pupils take part in a week-long Work Experience placement in late Year 10 PSHE lessons explore the reality and practicalities of the workplace via lessons on: <ul style="list-style-type: none"> ➤ Y7: <i>Communication skills</i> ➤ Y8: <i>Employability skills</i> 	<ul style="list-style-type: none"> Explore the viability of a further week-long Work Experience placement in Year 12 Explore the viability of a 'Day at My Parent's Workplace' for Year 7 	<p>Head of Careers & Aspirations</p> <p>Head of Careers & Aspirations</p>

		<ul style="list-style-type: none"> ➤ <i>Y9: Job satisfaction, employment law</i> ➤ <i>Y11: Employee rights and responsibilities</i> • Regular emails home to appropriate year groups keep pupils informed as to local part-time employment opportunities 		
Benchmark 7: Encounters with Further and Higher Education	Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.	<ul style="list-style-type: none"> • Annual Careers Fair provides opportunity for all pupils in all years to encounter local sixth-form colleges and independent training providers • Assemblies for Years 9 to 13 provide pupils with further opportunities to encounter local sixth-form colleges • Regular emails home keep age-appropriate pupils well-informed as to local colleges' open evenings, application deadlines etc 	<ul style="list-style-type: none"> • Introduce assemblies for KS4 and KS5 by local Higher Education institutions • Introduce two meaningful visits to local Higher Education institutions for all pupils in Years 10 and 12 	<p>Head of Careers & Aspirations</p> <p>Head of Careers & Aspirations, Heads of Faculty</p>

Benchmark 8: Personal Guidance	<p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.</p>	<ul style="list-style-type: none"> Careers Programme provides targeted individual support for those pupils who have requested it via <i>Inspira</i> (Helen Cook) 	<ul style="list-style-type: none"> Explore the viability of one-to-one interviews with a careers adviser for all pupils in Year 9 Explore the viability of one-to-one interviews with a careers adviser for all pupils in Year 11 	<p>Head of Careers & Aspirations</p> <p>Head of Careers & Aspirations</p>
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