



Careers Education Strategy

Careers statement of intent for The Skills Hub.

Careers education plays a vital part in supporting young people to access a range of inspirational and informative experiences to prepare them for the future. A programme of effective guidance and education which reflects the interests, talents, abilities and needs of our young people is a priority for The Skills Hub.

The Skills Hub is committed to providing all students with a programme that is guided by the Gatsby Benchmarks and follows the statutory guidance set out in the “Careers strategy: making the most of everyone’s skills and talents”. The programme offers opportunities to explore a variety of career pathways through assemblies, tutor activities, employability masterclasses, employer visits, workshops, work experience, careers fairs and 1:1 impartial and independent careers advice and guidance.

Careers is an integrated part of the curriculum. All subject areas make reference to and discuss career opportunities specific to individual areas, as well as exploring the transferable enabling skills which each enables each student successfully progress.

We will provide careers education and guidance to all students in year 7 to 11 using independent service providers as well as our own internal provision which is both impartial and inclusive. We will also ensure our parents and teachers are informed of student careers opportunities, and our students are confident about their entitlement to careers guidance and education in The Skills Hub.

Careers Education Action Plan/Gatsby Benchmarks

1	<p>A stable careers programme</p> <p>An embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.</p> <ul style="list-style-type: none"> • 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. • The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. 				
2	<p>Learning from career and labour market information</p> <ul style="list-style-type: none"> • 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 the best use of available information. 				
3	<p>Addressing the needs of each student</p> <ul style="list-style-type: none"> • Students have different careers 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. 				
4	<p>Linking curriculum learning to careers</p> <ul style="list-style-type: none"> • 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	<p>Encounters with employers and employees</p> <ul style="list-style-type: none"> • 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. 				
6	<p>Experiences of workplaces</p> <ul style="list-style-type: none"> • Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration or career opportunities and expand their networks. 				
7	<p>Encounters with further and higher education</p> <ul style="list-style-type: none"> • 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. 				
8	<p>Personal guidance</p> <ul style="list-style-type: none"> • Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that are trained to an appropriate level. These should be available whenever significant study or career choices are being made. 				