

The rationale behind this document is to continue to build successfully upon the planning behind the careers programme, the careers intent and in order to create a successful implementation plan for Careers at SVC.

BENCHMARK	What Good Looks Like
<p>GB1 – A stable careers programme</p>	<ul style="list-style-type: none"> • Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors, employers and other agencies. • Every school and college 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 or college’s website in a way that enables students, parents, school/college staff and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, school/college staff and employers as part of the evaluation process. • Providers of technical (including higher technical) education, vocational education and apprenticeships should be given the opportunity to engage with students and their parents so that all routes at 16 and 18 are fully understood and so that students can make informed decisions at key transition points
<p>GB2 – Learning from Career and LMI</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about all career paths and the labour market to inform their own decisions on study options. • During their study programme all students should access and use information about all career paths and the labour market to inform their own decisions about study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>GB3 – Addressing the needs of each pupil</p>	<ul style="list-style-type: none"> • A school’s or college’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools and colleges should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. • The records of advice given should be integrated with those given at the previous stage of the student’s education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This data should be used to review a school or college’s careers provision and inform development and continuous improvement. • Colleges should collect and maintain accurate data for each student on their education, training or employment destinations. This data should be used to review a school or college’s careers provision and inform development and continuous improvement.
<p>GB4 – Linking Curriculum learning to careers</p>	<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.

	<ul style="list-style-type: none"> Throughout their programme of study (and by the end of their course) every student should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.
GB5 – Encounters with Employers and Employees	<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. Every year, alongside their study programme, students in colleges should participate in at least two meaningful encounters with an employer. At least one encounter should be delivered through their curriculum area. Colleges should record and take account of students' own part time employment and the influence this has had on their development.
GB6 – Experiences of Workplace	<ul style="list-style-type: none"> 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. By the age of 18, or before the end of their study programme, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have
GB7 – Encounters with FE and HE	<ul style="list-style-type: none"> By the age of 16, every student should have had a meaningful encounter* with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. By the age of 18, or before the end of their programme of study, every student should have had a meaningful encounter with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and students.
GB8 – Personal Guidance	<ul style="list-style-type: none"> Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

By the end of Year 11, students need to have;

- Written a personal statement.
- Made a well-informed decision about Post 16 education / training.
- Applied for a well-informed Post 16 option for education / training.
- Should have accessed and used information about all career paths and the labour market to inform their own decisions on study options.
- 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.
- Had at least one experience of a workplace, additional to any part-time jobs they may have.
- Had a meaningful encounter* with providers of the full range of educational opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
- All students will have had a one to one careers interview
- Been exposed to a minimum of two meaningful encounter with an provider highlighting the range of post 16 options on offer.

By the end of Year 10, students need to have;

- Been exposed to a minimum of one meaningful encounter with employers for each year they are in school.
- Been exposed to a minimum of two Post 16 providers.
- Been exposed to a work place.
- Accessed and used up to date LMI to inform their Post 16 choices.

By the end of Year 9, students need to have;

- Made well-informed and confident decisions about GCSE options.
- Explored LMI around subjects of interest.
- Encountered a minimum of two Post 16 providers or a place of training or FE/HE.
- Been exposed to a minimum of two meaningful encounters with employer.

By the end of Year 8, students need to have;

- Been exposed to a minimum of two meaningful encounter with a provider who can highlight range of pathways on offer.
- Identified their skills and qualities and be able to justify these with examples.
- Considered and challenged preconceived gender stereotypes in the world of work.
- Considered aspirations for the future.
- Been introduced to the Labour Market Information and its purpose.

By the end of Year 7, students need to have;

- Reflected upon their transition from primary to secondary school.
- Begun to understand the transferrable skills taught in subjects.
- Been exposed to a minimum of one meaningful encounter with an employer.
- Considered aspirations for the future.

- Been introduced to the Labour Market Information and its purpose.