

Careers Lead- David Hemsley (Deputy Headteacher)

Careers Link Trustee- Anthony Rooney

Non statutory policy covering statutory requirements

Review every two years

	Name	Date	Role
Ratified	Full board of Trustees	22/3/23	Governance
Most recent update	David Hemsley/Anthony Rooney	21st February 2023	Deputy Headteacher/Link Trustee
Proposal discussed	Education committee	3rd November 2022	Governance

The Gatsby Benchmarks 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 organising the careers provision at schools or colleges.

Benchmark 1- A stable careers programme

Schools and colleges should have an established programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

Strategic overview- Our careers programme allows students to explore a wide range of progression options, offering opportunities for independent and expert careers advice, meeting employers, university academics and work experience.

Operational activities- See Timeline in Appendix A

Website Link- liverpoolmathsschool.org/curriculum/careers/

Includes information for students, staff, employers, parents/carers, local authorities (destinations).

Evaluation of careers programme- Feedback is sought from students, staff, employers (where relevant) and parents/carers. They are shown this programme and given the opportunity to comment on the programme. We will review the programme at least every two years, more frequently if required.

We are part of the Liverpool City Region Careers Hub and have excellent support and advice from the Growth Platform. We use the Compass Plus tool to audit our coverage of the eight Gatsby benchmarks.

Benchmark 2- Learning from career and labour market information

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 best use of available information.

Up to date career and labour market information is given to students, including from employers, Career and Enterprise hub/Growth Platform links and online sources. We share this on a progression Google Classroom. Growth Platform in Liverpool have a newly launched [Liverpool City Region Be More Portal](#), including Local Labour Market Information including growth sectors, apprenticeships and future jobs- this is used in personal development lessons looking at the LMI. 8 of the 9 growth sectors would be of interest to our students and we aim to have a Careers Champion student for each one, and a link member of staff. This is to promote awareness of that sector within school. [ThePayindex.com](#) is another website of use for this information. Resources like these are also shared with parents in our newsletter before the UCAS launch in May and in the Y12 progression meeting with parents in the summer term.

Benchmark 3- Addressing the needs of each pupil

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.

We raise aspirations and challenge stereotypes via our external speakers and the in-school Pastoral and Personal Enrichment Programme (PPEP). Records of student activities in school are recorded by staff or students to be on their Unifrog¹ record, all staff and students can access this. Student's previous career interactions are audited in September upon arrival and added to Unifrog once launched in October via the PPEP programme.

As a neurodiverse community we actively work with our students to support all aspects of progression, including social issues. EHCP students have career progression support tailored for their needs, which might include a range of activities to develop skills to support transition.

Careers Advisors from Careers Connect see all students twice, once in Year 12 before UCAS launch and again before the UCAS January deadline. Feedback is recorded and shared with students and staff via Unifrog which students can access.

Benchmark 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.

Staff share career opportunities in lessons linked to subject material where relevant. A clear focus on how maths is used in a wide range of career paths is high profile in the school, we also promote high levels of literacy and do help them develop soft skills including; verbal presentations, poster presentations, team work, decision making, reading for pleasure.

The Aspiring Mathematician Programme (AMP) is an example of a clear opportunity to promote real life applications in careers of subject materials. Our curriculum is structured to explore these careers links in AMP and PPEP which are core parts of our curriculum.

¹ A online programme students login to for a whole range of progression support

Skill development in lessons is clearly linked to their future employability, these are well communicated by staff and reviewed by students.

Benchmark 5- Encounters with employers and employees

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 activities including visiting speakers, mentoring and enterprise schemes.

We have regular visits from academia and industry, these often fall into our one hour Curriculum X timetable slot, with time set aside for a 20 minute Q&A afterwards to maximise the time for the talk and a chance for networking.

We also have a range of visits to see people working in industry and academia, as well as other project work options supported by industry and academics.

Students will include the skills they develop in part time jobs to their self assessment of skills

Benchmark 6- Experiences of workplaces

Every student 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.

Students are encouraged to self place and we can support them as needed. The aim is to experience a professional STEM role they could consider as a future career. This is supported by school where needed, with the 2 weeks after we finish term at the end of June the main period we encourage placements, others may take opportunities elsewhere by agreement.

Students also have an opportunity to complete work experience in education, including in our summer schools for younger pupils, in July (we finish at the end of June). We also offer project work with the education department at the Ironbridge Gorge Museums. So all students have a basic level of work experience, and others will take the opportunity to have another longer experience. We also support students interested in academia to get a placement/project with University of Liverpool academics.

PPEP lessons are used to keep their record up to date with experiences linked to careers progression in Unifrog. Students keep this updated at the start of lessons as needed, ideally fortnightly.

We currently have an excellent working relationship with the Careers Hub at the University of Liverpool and are regularly growing our network of contacts. We are keen for students to get a diverse range of experiences to support their workplace awareness.

Benchmark 7- Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.

Our context as a sixth form means we only need to look at higher education. Our links to the University of Liverpool and other universities mean we are able to have high quality input from academics including talks in school within our AMP/Curriculum X, visits to university departments at Liverpool and beyond. All students can visit one of Oxford or Cambridge and another Russell Group university during year 12. We attend University and Apprenticeship fairs and also look at apprenticeship options, including input from employers on these.

We need a minimum of 2 meaningful technical/apprenticeship experiences from the Provider Access Legislation (PAL)², we ensure they get far more than this.

Benchmark 8- Personal Guidance

Every student 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 students but should be timed to meet their individual needs.

We have an agreement for careers advice from a level 6 advisor via Careers Connect. This is enough time for each student to see the advisor once a year. So in their time with us they will have 2 appointments, more if needed. The plan each academic year is that Year 13 get seen up to the UCAS ³Deadline on January 25th, then after that the focus switches to Year 12 before the UCAS application launch (usually May 18th). This cycle is then repeated.

Staff also give regular career advice, we teach a limited number of subjects, and as a result there are a specific group of options for our students, many of which staff have awareness of. Employers also highlight their routes into these careers and this is a regular feature of visiting speaker talks.

Appendix A- Operational Timeline

Throughout the year we have several opportunities for careers opportunities

- Students kept up to date with opportunities shared from LCR Growth Platform, universities and employers via our Progression Google Classroom
- Weekly Curriculum X sessions, regularly involving talks from industry and academia; for example Astra Zeneca, BAE Systems, Arcadis and the Finance sector.
- Visits to universities to complete activities; For example University of Liverpool STEM Discovery Days, University of Manchester Particle Physics Masterclass, University of Liverpool Ocean and Climate Science activities
- Promotion through assemblies of a variety of opportunities; for example Nuffield Bursaries, Migrant leaders, Pathways to Engineering and Finance
- One to one form tutor discussions on career and progression topics throughout the year
- University and Apprenticeship Fair visits

² PAL is described in [here](#)

³ UCAS is the Universities and Colleges Admissions Service, this is how sixth formers apply to university

- Personal Development lessons are part of our PPEP. These include a range of career inputs like; post 18 options, apprenticeships, UCAS support, application forms, interview skills, CV, psychometric tests, etc
- The Aspiring Mathematician Programme (AMP) develops skills useful in research including LaTeX, searching journals, visiting and membership of the University of Liverpool libraries and other useful skills.
- Outreach activities give students opportunities for work experience in education.
- Students give feedback regarding trips, talks or other interactions matching their outcomes to the expected outcomes.
- Visitors are asked to complete a short survey regarding their visits to look for good practice and develop any areas for careers.

Throughout the years we have visiting speakers and visits as mentioned above. These are not included below for clarity.

Date	Activity
Autumn Y12	<ul style="list-style-type: none"> • First questions about post 18 options and careers discussed after study skills/mindsets (VESPA) survey • Soft Skills audit (baseline) • Unifrog Launch • Progression classroom launch (opportunity sharing) • University overview/intro • Careers audit on arrival to see what they did previously, including part time jobs and soft skills audit, this will be added to Unifrog • Y12 Apprenticeship awareness • Y12 Russell Group Uni residential • Careers advisor level of need survey to prioritise careers interviews • Launch Careers Champions with Y12s (and also for Y13s still interested)
Spring Y12	<ul style="list-style-type: none"> • Careers Advisor Interview for each student (number one) • Y12 Visit to Ocean and Climate Science, Liverpool Uni • Y12 Oxbridge residential • Y12 University and Apprenticeship Fair (Liverpool) • Annual surveys (parent and student) to include careers question
Summer Y12	<ul style="list-style-type: none"> • Y12 Ironbridge AMP activity- work experience within education/museums activity • Y12 UCAS Launch (half day personal statement speed typing activity) • Y12 Parents progression meeting- overview of next steps and support, including labour market information sources. • Y12 One to ones focussed on progression for several weeks begins • Y12 Work Experience opportunity early July when we have summer school • Soft Skills Audit (look for progress)
Autumn Y13	<ul style="list-style-type: none"> • Y13 One to ones focussed on progression continues

	<ul style="list-style-type: none"> • UCAS Support • AMP lessons supporting university entrance exams • Early UCAS Deadline (October 15th) • Apprenticeship fair Y13 (Manchester) • Interview skills in PPEP • Mock interviews (can be with university staff or external agencies) • Actual university entrance interviews • Careers Advisor Interviews for all students(number 2)
Spring Y13	<ul style="list-style-type: none"> • CV development in PPEP • Annual surveys to include careers questions • Y13 UCAS Deadline January 25th • Apprenticeship opportunities support/CV one to ones as needed • Final Soft skills audit (check progress) • Annual surveys (parent and student) to include careers question
Summer Y13	<ul style="list-style-type: none"> • Progression advice on results day as needed • Destination data for students collated and shared • Work experience opportunity (independent)
Autumn post Y13	<ul style="list-style-type: none"> • Alumni network enrolment

Curriculum Progression in the Careers Programme

MAKE CHART ONCE THE ABOVE TIMELINES ARE CONFIRMED- DISPLAY AROUND SCHOOL AND ON WEBSITE

Appendix B- Staff Roles

- Careers Lead
- Link Trustee
- Head of AMP
- PPEP teachers deliver the personal development content (varies each year, but we keep experience in the year team each year if there are changes)
- Form tutors deliver PPEP tutorials with updates and information, and also have one to one conversations with students fortnightly- which does contain
- All staff to take advantage of opportunities to explore careers where relevant