



Strategic Aims

This policy aims to:

- Provide high quality education and careers provision
- Provide students with guidance and independent advice for careers and their future
- Prepare all students for the world of work and adult life with timely information, advice, guidance, development of skills and experiences

Responsibility: Assistant Principal	Date Approved: Spring 2023
Approved by: Principal	Review Date: Spring 2024
Monitored by: Principal	Links to other Policies: Curriculum Provider Access Child Protection & Safeguarding

Introduction

Ernest Bevin Academy is dedicated to provide its students with a well-rounded and high quality education which provides all students with the best start in life. This is true for our comprehensive careers programme that gives students high quality, independent advice and guidance with regards to careers, further and higher education and future life choices.

Our Careers Leader is Nital Patel. You can get in contact with Nital at npatel@ernestbevin.london. Additionally, we have a part-time careers advisor located in the library available to arrange 1:1 advice.

Gatsby Benchmarks

In 2018, the government released a new careers strategy and statutory guidance for schools and colleges. It put an increased focus on using the Gatsby Benchmarks as a framework for best practice around which we can build our own careers provision. The eight Gatsby Benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Year Group	Learning Outcome
7	To be aware of the jobs that exist now, in the future and in my local area
8	To be able to identify my own skills, likes and dislikes and how these relate to different types of work
9	To understand how subjects and hobbies can link to the world of work and formulate an idea of what options and career pathway I want to take
10	To have a variety of employability skills and be able to put them into practice
11	To understand a variety of routes into further education and employment
12	To be able to identify my strengths and weaknesses and develop a personal development plan
13	To develop the skills needed to live and/or work independently

Careers Plan

The careers plan is reviewed yearly. Students can gain more information from the careers advisor located in the library.

Year Group	Learning Objectives	Activities	Gatsby Benchmark
7	To know what jobs are important to my local economy	Geography topic, my local area and study of Tooting.	5, 2
	To start to formulate an idea of my dreams and goals	During PHSE lessons, naming different job roles and how to achieve them. Watching careers videos. What happens if we don't reach our goals, how do we cope? How does it affect wellbeing?	5, 2
	To start to create an idea of what university life is like and understand further education	Visit to a local university. Assembly on university.	3, 5, 7
	To settle into school and develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop "life skills" such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include Literacy skills, mindfulness, PHSE lessons and assembly.	2, 3
	To begin to link curriculum content and subjects to career paths	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
8	To know my strengths and weaknesses	PHSE 'Who am I?' to establish their strengths and weaknesses and apply this to possible careers.	3
	To be able to name different careers and learn that money matters	PHSE lessons Tuesday mornings during form times students will focus on careers and money. They will look at long term goals, money and earnings.	2, 8
	To explore the different careers available to me	Watching career videos during form time.	5, 6
	To start to create an idea of what university life is like and understand further education	Visit to a local university. Assembly on university.	3, 5, 7

	To develop my leadership skills	Buddy afternoon, supporting and mentoring a year 7 student who has just joined EBC.	3
	To develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop “life skills” such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include Literacy skills, mindfulness, PHSE lessons and assembly.	2, 3
	To begin to link curriculum content and subjects to career paths.	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
9	To link my subjects to future career options.	Watching career videos during form time.	5, 6
	To make an informed decision about my option choices.	Taster lessons (subjects which are not studied KS3). Assemblies about options. PHSE lessons to cover options.	3
	To begin to link curriculum content and subjects to career paths.	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
	To decide on my career route and education pathway post KS3	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure e.g. possible NEET students.	3, 4, 8
	To decide on my options.	Advice on GCSE Option Choices - Individual appointments with HOY or Member of Leadership to discuss Options.	3, 4
	To start to decide on my future career based on my GCSEs, strengths and weaknesses	Attend careers fair. To research work experience options.	5, 2
	To decide on my career route and education pathway post 16	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure. In particular to support SEND and PP students.	3, 4, 8
	To attend a GCSE options fair	To attend an options evening at EBC and speak to class teachers about their subjects, and the connection to career paths.	3, 4
	To develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop “life skills” such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include	2, 3

		Literacy skills, mindfulness, PHSE lessons and assembly.	
10	To gain first-hand experience of work	All year 10 students will attend work experience for one week. External agency (Wandsworth) to deliver an assembly on it.	5, 6
	To start to decide on my future career based on my GCSEs, strengths and weaknesses	Attend careers fair. To research work experience options.	5, 2
	To decide on my career route and education pathway post 16	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure.	3, 4, 8
	To develop soft skills	Tutorial time: weekly activities to help students to become lifelong learners. Activities help to develop “life skills” such as resilience, confidence, responsible risk taking, public speaking and creativity. Activities may include Literacy skills, mindfulness, PHSE lessons and assembly.	2, 3
	To begin to link curriculum content and subjects to career paths.	Teaching staff highlight the relevance of their subject for a wide range of future career paths	2, 3, 4
11	To explore different employment options available to me	PHSE lessons every Tuesday morning. To cover success, next steps, applications, job interviews and behaviour in the workplace.	1, 3, 4
	To practice interview techniques and develop interview skills	Job interview 1:1 practice, with member of staff and practice for sixth form applications/interviews. PHSE lesson interview skills development and CV writing.	8, 3
	To attend EBC sixth form open evening.	Information on EBC Sixth Form - Opportunities in Sixth Form Evening; setting provides students with the chance to learn more about the courses we offer in sixth form	3, 7
	To attend year 11 induction.	Students will take part in sixth form taster sessions and year 11 induction, where they have a tour and can ask sixth formers questions.	7
	To understand alternative Further Education.	Information on alternative FE and apprenticeships – Workshops, talks by visiting providers, prospectuses and emails forwarded to students	3, 7

	To start to decide on my future career based on my GCSEs, strengths and weaknesses	Attend careers fair. To research work experience options in PHSE.	5, 2
	To decide on my career route and education pathway post 16	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure e.g. possible NEET students.	3, 4, 8
12	To decide on my education pathway and career route	Careers during form time, using Uni frog.	7, 4, 3, 2
	To decide on my career route and education pathway	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure	3, 4, 8
	To apply to UCAS	During form time, and tutors to track.	7
	To start to decide on my future career based on my A-levels, strengths and weaknesses	Attend careers fair. To research work experience options.	5, 2
	To decide on FE options	Applying to apprenticeships.	7
	To visit universities	To arrange individual visits to universities, year 12. Departments may arrange visits to local universities which have excellent course for their subject e.g. computer science.	7
	To arrange internships during Summer.	For year 12 students to arrange internships over Summer.	7
	To complete a personal statement.	To Attend “UCAS week” and finalise personal statements, with support.	7
13	To decide on my education pathway and career route	Careers during form time, using Uni frog; personal statements writing, CVs and interview techniques.	7, 4, 3, 2
	To decide on my career route and education pathway post KS5	Opportunity for individual careers interview, students wishing to meet with an independent and impartial careers advisor may request an interview. To attend a 1:1 careers advisor session, for students who are unsure priority to possible NEETs	3, 4, 8
	To start to decide on my future career based on my A-levels, strengths and weaknesses	Attend careers fair. Form time (Unifrog)	5, 2
	To assist students on results day	Assist with confirmation and clearing – results service provided	7