



## **TAS Career Policy September 2024**

At TAS, we believe that every student has the potential to fully achieve their career goals. As a school, we are committed to tracking each student's progress throughout their time at TAS, working closely with their families to ensure they have the best opportunities available.

We analyse our career provision against the eight Gatsby Benchmarks to ensure that each student receives the highest quality career guidance.

### **Careers Provision for Key Stage 3 Students**

In Years 7, 8, and 9, students explore concepts of employment and careers during our "Learning for Life" lessons. We introduce a range of elementary concepts related to the world of work and careers. Additionally, aspects of the world of work are integrated into our thematic curriculum, such as exploring various farming-related jobs.

### **Careers Provision for Key Stage 4 Students**

In Years 10 and 11, students follow a vocational-based curriculum, including a BTEC Level 1 course titled "Introduction to Vocational Studies." This course explores a range of work-based learning areas, including health and social care, plumbing, and childcare.

In Year 10, our students are introduced to the world of Enterprise, where they simulate many of the conditions experienced in a working environment. They develop a range of employment skills, such as planning, personal responsibility, designing, researching, resourcing, making, budgeting, and selling. This practical introduction to the world of work provides valuable skills, expectations, and experiences that will benefit our students as they transition into the workforce.

Throughout Key Stage 4, career-linked work is integrated across the curriculum. For example, letter writing and CVs are covered in English, healthy lifestyle and positive leisure time are addressed in PE, and functional numeracy is taught in Maths.

We work closely with Transition Support Workers from each college to ensure a smooth transition for our students. These workers get to know our students before they leave TAS and are available for advice and assistance when they start their college courses.

## **Government Strategy and the Eight Gatsby Benchmarks**

All our advice and support align with the Government's Career Strategy. This strategy is underpinned by the Gatsby Benchmarks, a framework of eight guidelines for good career guidance. The Gatsby Benchmarks ensure that schools provide students with the best possible careers education, information, advice, and guidance (CEIAG).

The eight Gatsby Benchmarks are:

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, parents, teachers and employers.
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.
3. Addressing the needs of each pupil: Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers: 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 future career paths.
5. Encounters with employers and employees: Every pupil 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. Experiences of workplaces: Every pupil 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.
7. Encounters with further and higher education: All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.



8. Personal guidance: Every pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs.

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