



CHURCHILL  
SCHOOL

**Careers and Transitions  
Policy, Strategy and Overview**

## Vision and Objectives

Our vision for Careers guidance at Churchill School is in support of the schools vision and values:

**“Equipping our students for life beyond Churchill academically, socially and independently”**

Thus our aim is to support our pupils to gain the confidence and motivation they need to prepare them for the opportunities, responsibilities and experiences ahead.

This policy and strategy sets out a clear plan on how we intend to work towards meeting this vision in the short, medium and long term.

## Objectives

- To ensure the school meets the 8 Gatsby Benchmarks for good career guidance as recommended by the Department for Education Careers Strategy 2018 (See appendix).
- To enable all learners to reach a positive destination in learning or training after completion of Year 11.

## Rationale

The Government and Employers have recognised that the world of work has changed fundamentally. Future employees are going to have to be innovative in their approach to solving problems, people that can take the initiative, who can cope with uncertainty and change. They are going to have to be able to communicate well and work well in teams. They will have to be flexible and prepared to re-invent themselves in order to continue to be employed.

Careers Education and Guidance & Work-Related Learning make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

Schools have a statutory duty to give students access to careers information and impartial guidance in Years 8 to 11 but at Churchill we recognise our students benefit from a consistent sustained approach and our guidance will therefore be initiated with our Key Stage 2 class and build progressively each year.

Our Careers Guidance will include the following elements;

- A planned, progressive programme of career and employability education that is firmly embedded in our curriculum;
- Access to a wide range of careers and labour market information;
- The opportunity to take part in work-related learning activities within school and in the world of work;
- Information on the range of education or training options, including apprenticeships and other vocational pathways;
- Personalised interventions which support learners in choosing pathways that suit their interests and abilities, helping our young people to follow a career path and manage the transitions of their working lives;
- Information which will challenge stereo-types and which will help to increase student confidence and motivation.

- Access to a specialist career guidance professional for personal guidance.
- Development of partnerships with parents and careers.
- Engagement with former students and using their personal stories to help to inspire and motivate current students

We will

- ensure that the benefits to the students of the careers and transitions advice we provide are valued, assessed, reported on and accredited where appropriate.
- Identify examples of good practice and to regularly review and evaluate our practice.
- Ensure the programme meets the requirements of the Gatsby Benchmarks, and is evaluated regularly using the Compass+ tool in liaison with the Careers and Enterprise Coordinator.

## Aim

Through careers and work-related activities and interventions, we aim to;

- Provide students with planned activities to help them understand themselves and the influences on them and to help them investigate opportunities in learning and work.
- Provide students with the skills attitudes, attributes and behaviours needed for a successful transition into the world of work
- Enable students to relate their own abilities, attributes and achievements to career intentions and make informed choices based on an informed evaluation of the alternatives

## Statutory Duties

At Churchill, we fulfil our statutory duties by:

- Ensuring students have sufficient access to independent and impartial careers advice (including support from a trained specialist in careers guidance).
- Ensure the website is up to date with required information:
  - Information for parents including checklists for Y11 and post 16 parents.
  - Information for students including open events at local colleges and websites providing impartial careers advice.
  - A summary of our careers programme including how staff, students and parents can access it.
- Appointing a careers leader with strategic responsibility and publishing their contact details on the school's website (<http://www.churchillschool.co.uk/careers-and-post-16>)

## Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:

- Ensure that all pupils of the school are provided with independent careers guidance from Y8 Onwards (Nb. At Churchill it has been decided to commence the careers education and guidance from KS2).
- Ensure careers guidance includes information on the range of education or training options.
- Ensure careers guidance promotes the best interests of the pupils to whom it is given.

- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

### Links with other policies

The Careers Guidance Policy is linked with the following policies:

- Curriculum Policy
- Personal, Social and Health Education (PSHE) Policy

### Curriculum Opportunities

Our curriculum includes carefully planned learning, often individualised, which is undertaken through:

- A Careers education programme linked to a careers scheme of work
- Work related learning activities both in and out of school

The careers education and work-related learning curriculum meets the following learning outcomes as indicated by the Careers Development Institute (January 2020);

1. Developing themselves through career and work-related learning education
  - Self-awareness
  - Self-determination
  - Self-improvement as a learner
  - Making the most of career and work-related learning activities and experiences
  - Showing initiative and enterprise
2. Learning about careers and the world of work
  - Understanding careers and career growth
  - Understanding work and working life
  - Understanding business and industry
  - Investigating career and labour market information
  - Respecting equality of opportunity and diversity
  - Maintaining health and safety
3. Developing career management and employability skills
  - Making the most of guidance and support
  - Preparing for continuing learning and employability
  - Developing personal financial capability
  - Investigating choices and opportunities
  - Planning and deciding
  - Handling applications and selection
  - Managing changes and transitions

### Personalised Opportunities

At Churchill access to individual information, advice, guidance and careers guidance for are available through:

- internal staff
- external visitors.
- email, telephone, webchat and forums via websites such as [www.thesource.me.uk](http://www.thesource.me.uk) and the National Careers Service.
- Visits to appropriate post 16 provisions.
- Access to a qualified, specialist.
- Signposting to sources of impartial careers guidance.
- Explicit careers and work-related learning lessons (1 term per class).
- Linking curriculum learning to careers.

### **Employer Engagement**

We work closely with employers through a range of activities including

- employer visits
- attending careers fairs
- mock interviews
- work experience placements
- working with an Enterprise Advisor to explore opportunities for engagement with relevant employers, personalised to specific pupils.

### **Monitoring, review and evaluation**

Careers provision is monitored, reviewed and evaluated in the following ways;

- Staff feedback during meetings
- Students' feedback following work experience
- Employer feedback forms
- Mock interview feedback
- Destination data
- Parental and pupil feedback forms

### **Partnerships**

We work in partnership with a number of organisations to ensure learners receive specialised and impartial advice on a timely basis. These include;

- Suffolk County Council Young People's Services
- Sixth Form Providers – Colchester, Bury St Edmunds, Haverhill, Cambridge, Ipswich

### **Engaging with Parents and Carers**

The school involves parents and carers through Parents' Evenings, Information Evenings, discussions with staff, invitations to careers fairs and information online.

## Development Plan

### Results from Compass+ Dated Spring 2020

Using the compass evaluation tool has enabled us to see how the provision of Careers Guidance at Churchill compares against the Gatsby Benchmarks.

This allows us to see clear areas for development for the future.

**COMPASS+****Churchill Special Free School**

Report generated on April 26th 2021 at 17:57

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark	Latest Evaluation	Total achievement
1-A stable careers programme	82%	82%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	90%	90%
4-Linking curriculum learning to careers	100%	100%
5-Encounters with employers and employees	%	0%
6-Experiences of workplaces	12%	12%
7-Encounters with further and higher education	66%	66%
8-Personal guidance	100%	100%

■ Reached 1% - 99%    ■ Reached 100%

Benchmark	Compass Score	Actions	Outcomes	Lead	Others Involved	Timescales
1	82%	<ul style="list-style-type: none"> <li>- Finalise curriculum for KS2-4</li> <li>- Ensure careers evaluations are completed by parents and pupils.</li> <li>- Develop relationship with external stakeholders (ie. Apprenticeships, HE providers and employers).</li> </ul>	<p><i>Churchill has 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.</i></p> <p><i>The programme is regularly evaluated by parents and pupils.</i></p> <p><i>The school website is up to date with the programme, including information for parents, pupils and employers.</i></p>	<b>MS</b>	<p>Enterprise coordinator (New Anglia).</p> <p>Parents and Students.</p>	By June 2022
2	100%	<ul style="list-style-type: none"> <li>- Continue to ensure pupils experience LMI (ie. Data about local employment, career paths and future study opportunities).</li> <li>- Communicate regularly with parents regarding careers information and where to access this and how to use it to support</li> </ul>	<p><i>Liaison with Samuel Ward Academy Careers Lead provides support to pupils to access information regarding career paths.</i></p> <p><i>Planned opportunities within the curriculum to access LMI.</i></p> <p><i>Regular communication via the piota app/school website to signpost parents to relevant</i></p>	<b>MS</b>	<p>Careers teachers.</p> <p>SWA Carers Lead.</p>	Ongoing (Evaluate June 2023).

		pupils to make future plans.	<i>careers information and support.</i>			
<b>3</b>	90%	<ul style="list-style-type: none"> <li>- Build on use of compass+ to track pupils experiences and opportunities within school.</li> <li>- Ensure the curriculum continues to raise aspirations and challenge stereotypical thinking.</li> </ul>	<p><i>Students are aware of their progress in careers and evaluate their career development within school.</i></p> <p><i>Students are supported by a careers advisor to recognise available opportunities to them.</i></p> <p><i>Students are taught in curriculum lessons (STEM subjects) of opportunities available to them.</i></p>	<b>MS</b>	Subject leads (Eng, Maths, Sci, DT)	Ongoing (June 2023).
<b>4</b>	100%	<ul style="list-style-type: none"> <li>- Continue to utilise the CDI outcomes to plan explicit careers lessons for classes 1-6.</li> <li>- Encourage curriculum leads to discuss employment opportunities linked to their subjects within lessons.</li> </ul>	<p><i>Careers and enterprise education will be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.</i></p> <p><i>Evidence shows that all STEM subjects are including careers related learning in lessons.</i></p>	<b>MS</b>	Subject leads (Eng, Maths, Sci, DT)	Ongoing (June 2023)
<b>5</b>	0%	<ul style="list-style-type: none"> <li>- Covid19 has limited opportunities.</li> <li>- Curriculum lessons to include videos of employers (ie. Icanbea/icould).</li> <li>- Utilise links with enterprise coordinator to build relationships</li> </ul>	<p><i>Every year, from the age of 11 (Class 1), pupils will participate in at least one meaningful encounter with an employer.</i></p> <p><i>Encounters will be recorded on pupil records via compass+</i></p>	<b>MS</b>	Enterprise coordinator (New Anglia).  Careers teachers.	Ongoing (by June 2023).



		<p>with external employers.</p> <ul style="list-style-type: none"> <li>- Planned opportunities for careers fairs (ie. At parents' evenings, at Samuel Ward Academy).</li> <li>- Ensure encounters are recorded on compass+.</li> </ul>				
<b>6</b>	<b>12%</b>	<ul style="list-style-type: none"> <li>- Explore opportunities with careers and enterprise coordinator to build links for potential work experience.</li> <li>- Begin to consider the logistics of providing week long work experience for students in Y9.</li> </ul>	<p><i>By the age of 16 (Class 6), every pupil will have had at least one experience of a workplace, additional to any part-time jobs they may have.</i></p> <p><i>Encounters will be recorded on pupil records via compass+</i></p> <p><i>Encounters will be reviewed and evaluated to link to students future plans.</i></p>	<b>MS</b>	<p>Headteacher</p> <p>Enterprise coordinator (New Anglia).</p> <p>External employers.</p> <p>Parents/Pupils.</p>	By June 2025.
<b>7</b>	<b>66%</b>	<ul style="list-style-type: none"> <li>- Collate information regarding pathways for Churchill alumni.</li> <li>- Build a bank of contact information of HE providers relevant to Churchill Students.</li> <li>- Plan visits/talks from students/staff at providers.</li> <li>- Ensure parents are involved in communication between colleges/pupils and that they are aware</li> </ul>	<p><i>By the age of 16 (Class 6), every pupil will have a meaningful encounter with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This will include the opportunity to meet both staff and pupils.</i></p>	MS	<p>SWA Carers Lead.</p> <p>Class 5 and 6 form tutors.</p> <p>HE providers.</p> <p>SENcos.</p>	Ongoing (Evaluate June 2023)

		of the timeline for the application process.	<i>These experiences will be reviewed and evaluated and recorded on compass+.</i>			
<b>8</b>	100%	<ul style="list-style-type: none"> <li>- Continue to provide 1:1 guidance for students as part of the annual review process and future planning within Class 6.</li> <li>- Ensure parental involvement in the process and planning of next steps.</li> </ul>	<p><i>Every Churchill pupil will have a series of interviews with a careers advisor trained appropriately.</i></p> <p><i>These should be linked with future planning for annual reviews and recorded on compass+.</i></p>	<b>MS</b>	<p>SWA Carers Lead.</p> <p>Class 5 and 6 form tutors.</p> <p>HE providers.</p> <p>SENcos.</p>	Ongoing (June 2022).



## Careers Overview at Churchill School ~ Learners Entitlement to Careers Guidance and Inspiration at Churchill School

Churchill School views careers guidance and inspiration as integral to the work throughout the school. Our vision is to develop a learning community that broadens horizons and raises aspirations through meaningful and powerful links and contact with employers and local businesses. Learners will develop and apply a range of employability skills throughout their time in school and develop knowledge and research skills to ensure future pathways are fully informed and allow a clear sense of direction. Some of the activities listed below will be undertaken by the whole year group others are bespoke for smaller groups of learners' dependent on their individual needs.

### Acronyms:

ACEG	Association for Careers Education and Guidance
CIAG	Careers Information and Guidance
IAG	Information, Advice and Guidance
LMI	Labour Market Information
NEET	Not in Education, Employment or Training

When	Year	Activity	Aim	ACEG LINK
Termly	All years	All students work with teachers to discuss future pathways and ambitions during explicit careers sessions (1 x termly block of weekly lessons per class).	Develops the opportunity for dialogue between the student and their Class teacher and other key staff about future careers and options	Exploring careers and career development
Yearly (Date for 2021-2022 TBC following the	Class 3-7	A wide variety of local and national employers attend the Samuel Ward Academy <b>careers fair</b> . Students get the opportunity to learn about job roles, day to day duties, places of employment, what they wear etc.	Gain a wider understanding of the variety of different careers and job roles, what they entail and a wider knowledge of pathways	Exploring careers and career development Investigating jobs and LMI

Parents Evening – Autumn Term <b>TBC following COVID19 Pandemic</b>	Class 1-6	<b>Colleges, Travel Training, Apprenticeship scheme providers, Suffolk CC Post 16 Travel, School Work Advisor and Mencap are invited to attend Parents Evening</b> to give parents and pupils an insight what is available Post 16.	This enables students to establish what is available after school and what grades they need to achieve in order to get there. In addition, parents can obtain information on travel options.	Identifying and clarifying choices and opportunities
On-going	Class 1-6	All students have access to careers advice in books, pamphlets, prospectus and displays. This includes specific job role information, college and university prospectuses as well as skills information	Students are able to independently research and develop their knowledge around careers, colleges and universities.	Making the most of CIAG Planning and deciding
On-going	Class 1-6	Access to <b>One to One support</b> from both internal Careers Lead and External, Impartial IAG from Level 6 qualified consultant bought in by the school (Samuel Ward Academy Careers Lead).	Opportunity to explore ideas and start plans for future pathways, impartial and individual support	Self improvement as a learner Exploring careers and career development Making the most of CIAG Identifying choices and opportunities Planning and deciding
	Class 1-6	The school website hosts a wealth of information and links which is a great <b>online tool</b> that students and their families have access to.	This enables research and skill develop at home to enhance what is achieved in school	Exploring careers and career development Investigating work and working life Identifying choices and opportunities

	Class 1-6	<b>Employers attend</b> selected lessons, or via video links, giving insight into how the subject they are studying is linked to job roles.	This enables students to see the link between learning and earning and skills to work.	Understanding business and industry Investigating job and LMI
On-going	Class 1-6	<b>Money and Financial</b> Lessons delivered based on “real life” financial issues across the school as part of explicit careers learning as well as Life Skills and PSHE.	Explores the idea to support learning around personal responsibility regarding finance	Developing personal financial capability Self awareness
On-going	Class 4-6	All EHCPs to contain a reference to preparing pupils for paid employment – via the Moving into Adulthood Plan.	Helps to ensure that parents, pupils and the school continue to support and prepare pupils for employment after they have completed their education.	Exploring careers and career development
On-going	Class 1-6	<b>School Work Advisor from DWP (Dawn Lewis)</b> – to deliver lessons and advise parents on work related topics such as writing CVs and interview techniques.	To develop work related skills. To help pupils and parents to understand the skills needed and actions involved with the pupils’ transition into work.	Self awareness Handling applications and interviews Identifying choices and opportunities Managing changes and transitions
On-going	Class 1	<b>AQA Skills for Life Qualification</b> Pupils at Churchill undertake lesson in order to acquire this accreditation.	Helps to develop skills to develop independence and build confidence (including planning for the future, money and financial awareness, presenting themselves to others).	Self awareness Acquiring Independent Living Skills Financial awareness
Ongoing	Class 2-3	<b>Key Steps ASDAN Qualification</b> Pupils at Churchill undertake lesson in order to acquire this accreditation.	Continues to build on skills developed in KS2 to develop independence and build confidence (including planning for the future, money and financial awareness, presenting themselves to others).	Self awareness Acquiring Independent Living Skills Financial awareness

On-going	Class 4-5	<b>ASDAN Personal Development Programme</b> Pupils in classes 4-6 complete ASDAN lessons to gain Bronze, Silver and Gold Accreditation	Helps to develop skills to develop independence and build confidence.	Self awareness Acquiring Independent Living Skills Financial awareness
Ongoing	Class 1-6	All students take part in several <b>PSHE</b> lessons linked to careers learning to further develop skills such as; CV writing and Interview skills	Gain a more in--depth understanding through teacher led sessions on employability and careers	Self awareness Exploring career and career development Valuing equality, diversity and inclusion Preparing for employability
Summer	Class 5	Students attend a <b>college open day</b> or arranged tour of local colleges	Gain a clearer understanding and knowledge of colleges to make an informed choice and build confidence in attending	Self awareness Identifying choices and opportunities
On-going	Class 5-6	Students that have extra need for support and are totally unsure of their future paths can have an <b>independent and impartial interview</b> with an externally qualified careers advisor.	Independent and impartial advice for students that are confused or very unsure of their future	Self improvement as a learner Exploring careers and career development Making the most of CIAG Identifying choices and opportunities. Planning and deciding
On going	Class 6 and 7	<b>Access to One to One support from the AIM Group Federica Bocchetti</b> regarding access to <b>Apprenticeships</b> and local opportunities	Gain support and access to local opportunities, gain information regarding what individual employers are seeking. Direct recommendation for students regarding interviews for potential Apprenticeship employment.	Identifying choices and opportunities Understanding business and industry Exploring careers and career development Exploring jobs and LMI

Autumn	Class 6	Students Complete a ' <b>You and Your Futures</b> ' form for County Council to enable us to track where students intend to go post year 16 and identify further work with any that are still unsure. All students have a <b>One to One</b> interview with the Careers Lead	Monitor destinations and ensure every student receives the support needed.	Managing changes and transitions Identifying choices and opportunities Preparing for employment
Summer	Class 6	Students are supported on taster days at college by a member of staff.	To help to ensure transition to college is successful and student does not become NEET.	Managing changes and transitions
Autumn	Class 6 Leavers	Students that have left Churchill School and are in other education provisions, employment or training are supported by a member of Churchill staff (Family Liaison Office and Careers Advisor) in order to support with the transition	Helps to ensure the pupil remains in education, employment or training and does not become NEET.	Managing changes and transitions
Autumn --- Spring	Class 6	Students with an interest in going on to college post 16 will have the option to attend a <b>college open day</b> or arranged tour of local colleges	Gain a clearer understanding and knowledge of colleges to make an informed choice and build confidence in attending	Self awareness Identifying choices and opportunities



Autumn	Class 6 Suffolk Students	Identified students who are at serious risk of being <b>NEET</b> at the end of Year 11, and working with County Early Help Team identify additional support needs to create a plan of action for the individual.	Confidence and self esteem is built upon leading to the students feeling positive about their post 16 choices	Preparing for employment Investigating work and working life Exploring careers and career development <del>Valuing equality diversity</del>
Autumn	Class 6	Visits to <b>Careers Fairs and Skills Shows</b> that are showcasing a wider range of colleges, universities and employers are arranged	Gain a wider range of information that is impartial and varied that will help to widen aspirations	Exploring careers and career development Identifying choices and opportunities Planning and deciding

**APPENDIX 1**  
**GATSBY BENCHMARKS**

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 students, parents, teachers, governors and employers.
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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career 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	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.
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 a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
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.
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 in schools, colleges, universities and in the workplace.
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.