



Careers Strategy

Encompassing Work Related
Learning

Careers Education, Information, Advice and Guidance (CEIAG)

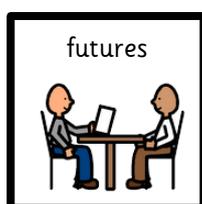
Mission Statement

“At West Oaks we work with consideration, commitment and co-operation to ensure our school community will develop the capacity to enjoy life and succeed.”

Whilst at West Oaks SEN Specialist School and College pupils are taught the skills and attitudes required to enable them to become as independent as they can be and to prepare for adulthood. We aim for pupils to have an enriched and stimulating curriculum to give them every opportunity to reach their full potential regardless of their gender, race, learning disability or physical disability.

Rationale and commitment to CEIAG

At West Oaks SEN Specialist School and College careers education, information, advice and guidance is at our forefront ensuring pupils' leave with the right tools and values to help prepare them for adulthood. We support students to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the job market. We prepare students for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently and we use a person-centred approach in our delivery method. We are fully committed to our statutory and moral obligation to provide a holistic careers service to students identified in Year 8 onwards, highlighting the vocational and academic routes to their preferred careers path. Throughout West Oaks our careers programme is known as;



Futures is led by a member of the Senior Leadership Team and overseen by the Careers Leader. The Careers Leader is also the Apprenticeship Champion. We ensure that students are inspired and motivated for the world of work, ensuring high achievable aspirations are considered for a range of careers available. Our Careers Strategy works in line with our PSHE policy.

We work closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. We all share the presumption that for many of our pupils are capable of sustaining paid employment with the right preparation and support. We regularly celebrate and showcase and promote the achievements of our students who are volunteering or in paid employment at every possible opportunity.

We underpin our strategy with the National Careers Council objectives;

- Ensure that all students understand the range of career routes open to them and how to access information necessary to underpin informed choices
- Make available face-to-face guidance to all pupils from Year 8 onwards
- Have strong links with employers who are able to contribute to pupils' education by raising their awareness and giving insights about the range of careers open to them
- Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all education and vocational education training routes pre- and post-16
- Help young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies
- Work with parents to raise awareness about career routes and to challenge stereotypes
- Have access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance
- Ensure that all leavers have a planned progression route
- Integrate career management skills into a broad and balanced curriculum.

We underpin our strategy with the Gatsby Benchmark and our specialism of Applied Learning.

We are committed to reducing the number of 13-19 year olds who are not in education, employment or training (NEETs) by ensure this strategy is embedded in our practices.

Government Policy

Several different resources have been used to underpin our strategy including:

- **January 2018** – Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- **December 2017** - Careers strategy: making the most of everyone's skills and talents
- **April 2017** - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.
- **February 2017** - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities

Governing Body

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our governing body is aware of its statutory duty to ensure;

- careers guidance is presented in an impartial manner.
- careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- careers guidance given promotes the best interests of the pupils to whom it is given.
- they provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- they are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' government paper dated January 2018.
- there is a curriculum link governor specifically responsible for CEIAG.
- they strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- there is supporting CPD for the designated governor and Careers Leader.

Terminology

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Curriculum outline

1. Careers Education

Class leads fully support students and discuss futures by delivering careers 'futures' lessons which embed inspiration and aspiration, not just advice. This includes broadening students' horizons, challenging stereotypical thinking about the kind of careers which individuals might aspire. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our students is a key value we all hold at West Oaks, ensuring the information we provide is current and relevant.

Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We use terminology such as 'Our Next Steps', 'My Next Steps' and 'What's next?' which are more appropriate and inclusive to our student's needs.

We plan a curriculum that has individual pathways running throughout, ensuring a range of interventions to provide CEIAG, building on knowledge taught at each stage. CEIAG is able to be delivered cross-curricular discretely throughout the academic year, which can be naturally occurring and planned for. In addition, during the summer term, CEIAG is a timetabled subject, one session per week, for those in Key Stages 3, 4 & 5. Our Careers Education 'Futures' Scheme is taken from the CDI Careers Education Framework KS2, KS3, KS4 & Post 16 with links made to our PHSE Scheme and Preparation for Adulthood. Our scheme allows us to track progress of our students during their time at West Oaks whilst being flexible to differentiate appropriately to meet our student's needs. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work place visits and talks as outlined in this document.

Some of the education areas covered include;

- Curriculum Vitae (CVs)
- Covering Letters
- Interviews techniques
- Job searches
- Making telephone calls for information and advice
- Attire
- Volunteering and Work Experience
- Online portals
- Career talks
- Role expectations
- Work related skills and knowledge
- Open days/experiences

Staff note: A range of teaching and learning resources can be found saved in the Staff Write area, 14-19 in a folder called 'CEIAG'. There are also a range of physical resources in the library and Falcon classroom base. Please remember to make links to our Futures Scheme LTPs within ST planning.

National Careers Week

We participate annually in National Careers Week, which runs throughout the school to inform and raise aspirations amongst our pupils. This is a great opportunity for our students to focus on their future whilst engaging with a range of organisations and training providers. We call National Careers Week 'Futures Week' at West Oaks.



National Careers Week 2018 – Primary/All through Case Study Winners. Awarded 1st Place.

“We at NCW were very impressed with the reach, differentiation and opportunity for staff buy in within your case study...”

Work Related Learning and Work Experience

We are aware that there is no longer a duty to provide work-related learning at Key Stage 4; alternatively the Government has moved this statutory requirement to 16-19 year olds to be “offered the opportunity to undertake high quality and meaningful work experience as part of their post-16 education”. As many of our students continue with us into Key Stage 5 we are confident that all students will gain work-related learning experience whilst at West Oaks.

WeCanDoCo

To support vocational learning and enterprise, pupils in 16+ created their own company which they called the 'WeCanDoCo'. It was established in 2010 and continues to grow and develop. At West Oaks, we are committed to high quality and meaningful work related learning and work experience which is paramount for our students to develop the necessary skills, knowledge and experience they can transfer to life and the world of work. All of our work related learning and enterprise initiatives are branded 'WeCanDoCo'.

What do we do?

- Take orders from customers
- Place orders for resources and stock.
- Design and print gifts, cards and crafts.
- Personalise the gifts with the customers own design or photograph.
- Make personalised products and gifts for local schools and organisations.
- Invoice and take payment for the products.

Shop

The WeCanDoCo Shop in Boston Spa Library provides an outlet to sell the products made by the students in the workshops. Students also hold special sales for staff and visitors at both school sites including stalls at our Christmas and Summer Fair, plus other citywide events. We also have a selection of our products on display at both school sites.

Workshops

The WeCanDoCo currently have two workshops which enable some of our 16+ students to 'go to work'. The WeCanDoCo Workshop situated behind Boston Spa Library is where we design and print gifts, cards and crafts.

Our Carlshead Farm Workshop is used by our students for craft activities. The students also take part in activities linked to the farm, allotments, and the local environment, whilst also developing products to sell in the WeCanDoCo shop.

Community involvement and events

Students in 16+ are highly involved in charity and community events to develop a range of skills, knowledge and experience which is transferrable to the world of work, including team work. We develop and expand a link to cross-curricular activities to allow these activities to flourish and for students to take away learning. Students have for example, undertaken a concept to market activity with the Royal Horticulture Society, raised money for Red Nose Day, Children in Need and held MacMillan Coffee Mornings.

Work Experience

Work experience is an important part of our study programme in 16+ (Key Stage 5). We relate and give accreditation to the work-related learning within the curriculum and qualifications structures. Cross-curricular activities and vocational learning include outdoor learning and food technology which provide an opportunity for our students to see products grow to sell. For example, students grow fruits and vegetables from seed, make jams and chutneys, make the packaging and then sell these items within the WeCanDoCo shop alongside a range of other products they design and print. This provides students with the opportunity to understand the world of work and relate functional skills such as English and maths. Gaining these workplace skills, such as communicating with a variety of different people, team work and independence, in turn, increases pupils' confidence.

Work Experience at Boston Spa Library

We work in partnership with Leeds Library and Information Service in order to provide opportunities for our students in 16+ to complete work experience within the library. Students undertake this work experience opportunity whilst they are at the Boston Spa Workshop. Students are encouraged to reflect on their work experience and keep a learning log.

Work Experience at School

Students in 16+ also undertake work experience throughout the school during the summer term. Roles include Catering Assistant, Caretaking Assistant, Administration Assistant, and Classroom Assistant. All students are provided with a work badge and uniform to differentiate between being a student and being at work. Some of our students apply and are interviewed before gaining the position to enhance their employability skills. Students are encouraged to reflect on their work experience and keep a learning log.

Work Experience in class base

Students in 16+ also undertake work experience in their classroom base, known as 'Student Responsibilities'. Roles include;

Admin Assistant – Each morning collect all the home-school books in, ensure everyone puts their feelings up, ring reception to let them know who is in and update the classroom date and visual timetable. At the end of each day give out home-school books, take down classroom date, visual timetable and feelings.

Classroom Assistant – In the morning organise the classroom tables and put all the chairs out. At the end of each day stack chairs, wipe down the tables and whiteboard, turn off the computers and ensure mouse, mouse mats and keyboards are put away tidily.

Catering Assistant – At snack time decide the snack options you are going to offer and put the symbol on the snack display, set the table, take snack and drink requests, prepare food and drinks and serve everyone.

Kitchen Assistant – After snack time clear and clean the table, wash and dry the dishes, clean and tidy the kitchen. Put any leftover food and drinks away.

Work Experience in the local community

Students identified in year 14 who have developed their employability skills, undertake a real-life supported work experience placement within the local community. We have had students placed in local charity shops, libraries, cafes and retail shops. This allows students to enhance the skills developed within the school environment and move students forward to becoming work ready; achieving paid employment, apprenticeships and internships. Students are encouraged to reflect on their work experience and keep a learning log.

Supported Internships

Supported Internships are aimed students that have an Educational Health and Care Plan. Supported Internships give students opportunities to access work experience with the primary goal that it will lead to an apprenticeship or paid future employment. Supported Internships can range in length from one to five days a week. Typically, students would start at one day week and build up from there. Students will follow the 16+ curriculum when not on placement. While most of our 16+ students already go on work experience, Supported Internships are one step beyond this and would form part of their whole year educational programme. Another key difference from work experience is that the possibility of the placement becoming a paid job or apprenticeship is clearly discussed at the beginning with the employer. Even where these opportunities do not materialise, there are obvious benefits to the student with regard to their future career as they will have developed a wealth of transferrable skills, knowledge and experience. We aim to place students within Support Internships which align with their career aspirations depending on access, opportunities and availability of placements. Students will have a Job Coach who will get the Support Internship set up and ensure that students are fully inducted into their role. The Job Coach will support the student throughout their placement but depending on students' abilities, this support will reduce as students become more and more familiar with their role, increasing their independence and preparing them for adulthood.

Xperience

We commission this organisation to impartially risk assess and ensure the suitability of any community work experience or internship. This ensures we follow all our statutory duties around safeguarding, health and wellbeing ensuring the safety of our students whilst on placement. Placements are booked by the Careers Leader using the 'Xperience database' or by sourcing and referring our own contacts to Xperience to be assessed.

College and university visits

During Year 14, students attend a college carousel as part of their transition which prepares them for life after school, whilst developing new skills, knowledge and experience being in a new setting.

Mencap

We are currently working with Mencap to broker relationships with employers to increase our community work experience programme. They are also supporting us to explore avenues for funding to deliver supported internships and job coaches.

Local Enterprise Partnership (LEP)

We are also working in partnership with the LEP who are working in partnership with The Careers & Enterprise Company to provide Enterprise Coordinators. They are trained to work with school leadership teams to build careers and employer engagement plans. Helping to make links and unlock relationships with other local businesses.

2. Careers Information

Yorkshire and Humber Skills Show by Prospects

Students in 14+ for whom it appropriate, have the opportunity to attend the regional careers fair to develop their careers information, advice and guidance about a range of opportunities in their region including technical and academic education, apprenticeships, traineeships and supported internships. This is also a great opportunity for parents and staff to develop their knowledge and understanding of the regions offer. Parents/carers are also informed of this event should they wish to attend.

National Careers Service (NCS)

The NCS provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles, and each of them gives you the essential information you need on what the job involves and how to get into it. The site also has a job market information section about the job situation in your local area and you can also talk to an adviser – www.nationalcareersservice.direct.gov.uk. The service offers confidential and impartial advice, supported by qualified careers advisers.

The NCS aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action
- enable people to make the best use of high quality career related tools.

The NCS is working to improve its offer to SEND schools and colleges. They currently offer digital workshops free of charge, delivered to classes for up to 30 minutes on a range of topics. There are also a range of E-Teaching and Learning resources available to use. For more information, please speak to the Careers Leader. At West Oaks we encourage students and parents that are able, to explore the websites information. We have held a number of online workshops sessions with the NCS which have provided a wealth of resources and insight for our students.

Leeds Pathways

A local and regional resource to support pupils, parents and professionals - www.leeds.gov.uk/leedspathways. Provides key information regarding job sectors in Leeds, pathways for supported learning, teaching and learning resources and networking opportunities for professionals (Leeds CEIAG Network); providing local labour market information and guidance with regular CEIAG newsletters about what is happening in the region and opportunities for students and staff. Our Careers Leader attends these networking meetings to hear all the local initiatives and opportunities. The Careers & Enterprise Company which was introduced to “transform the provision of careers education and advice for young people and inspire them about the opportunities offered by the world of work”, also attend these meetings through organisations that have been funding to deliver their programmes in the region.

Leeds Local Offer Live: Preparing for Adulthood

The regular SEND careers event is aimed at young people (aged 14 to 25 years), their parents, carers and health and care professionals to find out about the wide range of options available for young adults post-16. The aim of this market place event is to bring to life many of the services listed on the Leeds Local Offer website for young people with Special Educational Needs and Disabilities (SEND) as they grow into adulthood. It provides the opportunity to talk with service providers and professionals, to ask about further education, preparation for employment, social and leisure activities, individual support and much more.

External Partners

We regularly invite employers and previous students (alumni) to school to speak with students about the world of work, college and opportunities available. We are committed to this practice as we find it is more meaningful and moves teaching and learning into the real-world context. We welcome other educational bodies to “access registered pupils during the relevant phase of their education for the purpose of informing them about approved technical education qualifications or apprenticeships” as outlined in the amendment to the Technical and Further Education Bill, where appropriate. Our Provider Access Policy is attached as

Appendix 1.

Employers may be able to;

- Volunteer and attend events
- Mentor and give students/staff advice
- Deliver business presentations or workshops
- Provide students with a taste of life at work
- Offer mock interviews

We aim for our students from year 7 to have at least one meaningful encounter with an employer every year. We will endeavour to approach STEM employers and business to engage with our work.

School Library Resources

We have a range of career specific books and resources in our 'Careers Information' section in our school library. This also has any careers literature we receive from local organisation and services which students, parents and staff can access which provides information on courses, open days and careers fairs to help inform the decision-making process.

3. Careers Advice and Guidance

Jobcentre Plus (JCP)

We are currently working with the Jobcentre Plus to support us to expand and understand the Local Offer for SEND students and local labour market. They are supporting us to explore routes into traineeships and apprenticeship, broker work experience opportunities, deliver impartial careers advice sessions, mock interview and soft skills development whilst being a critical friend and support mechanism to develop our careers work across the school. The JCP are working closely with many other organisations (including the LEP) which bring a wealth of knowledge to the school. They have also provided access to an online careers portal suitable for our students to learn a wealth of information around careers at their own pace.

Independent and Impartial Careers Information, Advice and Guidance

We are aware of our statutory duty to secure access to independent, impartial careers guidance for pupils, which is an entitlement for those in years 8 until students leave West Oaks. We currently commission Aspire-igen who provide a suitably qualified careers advisor with a minimum and relevant level 6 qualification, and experienced at providing careers advice to students with special education needs and disabilities. We understand that it is crucial for young people to have high-quality and impartial information and guidance to get the most out of their learning, to enable successful progression from one stage to another and to inform the important choices that young people make for future career aspirations.

Aspire-igen meet with those identify in Year's 10 to discuss impartial options Post-16 and those in Year 12 to discuss options Post-19. Parents, teachers and students can request a careers appointment at any time, when they think it would benefit transition, progression or pathway planning. The Careers Advisor will draw on the SEND local offer published by the local authority.

The service we buy in is external to the school ensuring impartiality, ensuring no bias or favouritism towards a particular education, training or profession. This is provided face-to-face and over the phone and includes all of the education, training and employment opportunities on offer, and signposted to study programmes that will support students transition into paid employment. This advice includes information regarding supported internships for young people with EHCPs, traineeships, apprenticeships and qualifications that will enable young people to study at higher education, where appropriate. We ensure that parents are part of this process to ensure a collaborative approach.

We check our Careers Advisors credentials using www.cdiregister.net.

Where students have the ability to comprehend, students are made aware that good career choices require good understanding of STEM (Science, Technology, Engineering, and Mathematics) subjects and a particular focus is offered during Science Week. Students are informed that they will carry on learning English and maths until they achieve a minimum of a grade 4 (C) at GCSE whilst they continue in education and training.

Students are also given advice and guidance from staff members that have known them for a long time, helping students to explore their options, holistically. This may be during EHCP reviews, 'Futures' lessons or circle time.

Parent/Carer Involvement

We work in partnership with parents/carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We do this by the use of home-school books, newsletters, parents' evenings, coffee mornings, Twitter, school website, events and ClassDojo. We share course information, open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website: www.westoaksschool.co.uk/careers.

We send opportunities to parents/carers which will enrich, enhance and add to the curriculum offered at West Oaks, including open days, activities and events. We remind our parents/carers that with the right support, the majority of young people with SEND can find paid work and be supported to live independently and participate in the community. We remind parents/carers that at West Oaks we promote gender-neutral careers and request that parents/carers do the same. We encourage parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills which are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage students to participate.

We initially start the discussions about life after school (futures) from year 8. During EHCP annual reviews, particularly during years 10, 12 and 13, we invite local further education colleges to participating in these discussions. We also include information about the financial support available to stay in education post-16, including the 16 to 19 Bursary Fund.

Raising the Participation Age (RPA)

The law requires all young people in England to continue in education or training until at least their 18th birthday. RPA is not quite the same as the school leaving age as it doesn't mean young people have to stay on at school as young people have the option to choose alternative education and training routes. At the school leaving age, which is at the end of Year 11, students may choose to leave school and move onto different education and training routes. Here are some of the options for young people that are defined as suitable 'education and training' routes;

- Study full-time at school, college or with a training provider and complete academic or technical education and training.
- Full-time employment or volunteering (full-time is counted as more than 20 hours a week) but it must be combined with part-time study or training.

- A full-time apprenticeship or traineeship.
- A full-time supported internships.

Destination Data, Recording and Measures

At West Oaks we take our statutory duties seriously and record our success data and destination data accurately. We understand our duty to inform the local authority whenever a pupil under the age of 18 leaves education before completion, at the earliest opportunity. Data regarding outcomes for our students is published on our school website on an annual basis and provided to the Department of Education and the Local Authority. We use the data received from the local authority to support students that become NEET. **Privacy notice:** *Parents, carers or students can opt out from having their personal details shared by contacting the Careers Leader.*

Quality in Careers Standards

We are committed to continued improvements and quality assurance at West Oaks SEN Specialist School and College and to our Careers Strategy. We aim to carry out a self-review and evaluation of the school's programmes and gain national validation known as the Quality in Careers Standards, as recommended by the Government. We will also annually ensure that our Careers Strategy is working towards meeting all of the Gatsby Benchmarks using the Compass online self-assessment tool **(Appendix 2)**.

Outcomes for students

Our strategy aims to ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options. By helping students to shape clear and ambitious goals learners can work towards, we can help learners prepare for adult life.

Monitoring and review

This strategy has been approved by the governing body and will be reviewed every two years or in the light of new guidance from the Department for Education or Local Authority.

We welcome feedback from staff, students, parents and those wishing to comment on our Careers Strategy.

Signed (Vice Principal) _____

Signed (on behalf of the governors) _____

Date _____

Appendix 1

West Oaks SEN Specialist School and College Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-14 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Shane Baker, Careers Leader, Telephone: 01937 844772; Email: shane.baker@westoaksschool.co.uk.

Opportunities for access

A number of events, integrated into the schools careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers as outlined in this Careers Strategy. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meetings rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader who will make this accessible to students, parents and staff within the library area.

Approved and reviewed as part of the Careers Strategy.

Appendix 2

The 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 external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.