

Vanguard School

Careers Strategy

Academic Year 24/25

Purpose

- This strategy outlines our whole school approach to delivering careers guidance to all students throughout their journey at Vanguard School.
- Vanguard School is committed to preparing and enabling our learners for life beyond school through specialist, independent and impartial careers education, information, advice and guidance (CEIAG) that works for each individual pupil.
- We, as a school, are aware of the importance of CEIAG in preparing our learners to lead successful, fulfilling lives as well as making a successful transition into adulthood and the world of work – supporting our learners to achieve their full potential.
- Our careers curriculum uses the Gatsby Benchmarks (Appendix 1) to ensure high-quality careers education for all students and compliance with legal duties. The efficacy of the careers curriculum is monitored by the Careers Lead and Senior Leadership Team utilising feedback from all stakeholders, e.g. students, parents, staff, external visitors and the Trust in order to make improvements as and when necessary.

Aims and Objectives

The objectives of the Careers Education, Information, Advice and Guidance (CEIAG) provision at Vanguard School are as follows:

- To effectively implement all eight Gatsby Benchmarks in the best interest of each learner
- To provide learners with opportunities, and experiences of life after education and their preferred transitional pathway
- To provide opportunities across the curriculum to develop transferable skills and social skills.
- To offer personalised comprehensive guidance and advice with a range of supporting accessible information (in a variety of formats: printed, online, in person)
- To promote equality, social mobility and challenging stereotypes through purposeful interactions.

We aim for our students to:

- Build confidence in their identity
- Recognise their interests and abilities
- Develop soft and transferable skills across the curriculum
- Access opportunities to practice and generalise skills
- Understand the benefits of a work-life balance and how this impacts
- mental health and wellbeing
- Develop their resilience and learn to manage setbacks
- Visit and have experience of work-based environments
- Make their own choices, given information about a full range of post16 education and training opportunities.

Practices and Outcomes to ensure effectiveness of the careers program

VANGUARD CAREERS

PRACTICES AND OUTCOMES TO ENSURE EFFECTIVENESS OF CAREERS PROGRAM

TO EFFECTIVELY IMPLEMENT ALL EIGHT GATSBY BENCHMARKS IN THE BEST INTEREST OF EACH LEARNER	TO PROVIDE LEARNERS WITH OPPORTUNITIES, AND EXPERIENCES OF LIFE AFTER EDUCATION AND THEIR PREFERRED TRANSITIONAL PATHWAY	TO PROVIDE OPPORTUNITIES ACROSS THE CURRICULUM TO DEVELOP TRANSFERRABLE LIFE AND SOCIAL SKILLS	TO OFFER PERSONALISED COMPREHENSIVE GUIDANCE AND ADVICE WITH A RANGE OF SUPPORTING ACCESSIBLE INFORMATION	TO PROMOTE EQUALITY, SOCIAL MOBILITY AND CHALLENGING STEREOTYPES THROUGH PURPOSEFUL INTERACTIONS
<ul style="list-style-type: none"> • A stable careers programme • Learning from career and labour market information • Addressing the needs of each pupil • Linking curriculum learning to careers • Encounters with employers and employees • Experiences of workplaces • Encounters with further and higher education • Personal guidance 	<p>Vanguard Practices:</p> <ul style="list-style-type: none"> • Workshops with Back On Track exploring pathways • Supporting learners with work insight visits, career days, workshops and open days to FE/HE providers. • Arranging opportunities for parents/students to explore all pathways and transitions. <p>Outcomes:</p> <ul style="list-style-type: none"> • To ensure all students are well informed to take the next best step. • To support progression and NEET reduction. 	<p>Vanguard Practices:</p> <ul style="list-style-type: none"> • Provide work experiences in different school departments. • Explore career opportunities and transferable skills. • Subject teachers, tutors and support staff to contribute to the delivery of careers education through their role. <p>Outcomes:</p> <ul style="list-style-type: none"> • To ensure high-quality careers education in line with Gatsby benchmarks across all curriculum. 	<p>Vanguard Practices:</p> <ul style="list-style-type: none"> • Designated Career Leader: Zarko Zahariev • A minimum of two career guidance sessions with a Level 6 advisor. • One-to-ones, workshops, and parental engagement with a careers advisor throughout school life <p>Outcomes:</p> <ul style="list-style-type: none"> • Students/parents are able to make informed pathway choices through tailored support leading to meaningful transitions. 	<p>Vanguard Practices:</p> <ul style="list-style-type: none"> • Input from internal and external staff, mentors, drop-in sessions by employers and training providers. • To support social mobility by improving opportunities and outcomes for all young people, especially those who may be from disadvantaged backgrounds, with special educational needs and disabilities, or at risk of being NEET. <p>Outcome:</p> <ul style="list-style-type: none"> • Students supported to raise aspirations and explore new pathways and futures.

Provision

At Vanguard School, we take a whole school approach to careers through our school curriculum. This is provided through an integrated and holistic approach. Throughout their journey at Vanguard School, students receive the following careers related support and are provided with opportunities to participate within related activities.

Whole School

- **Please refer to Appendix 3 for additional information**
- Whole school Unifrog approach: The universal destinations platform that brings all the available information into one comprehensive, user-friendly platform that helps in providing the most up to date advice, guidance and support for students making the best choices, and submit the strongest applications.
 - Life skills lessons – work related tasks/topics, personal safety, problem solving, handling money
 - National Careers Week
 - National Apprenticeship Week
 - British Science Week
 - Art and Literature Festival
 - Industry specific visits and guests speakers throughout the year
 - Quality of Life
 - PDLs / PDL lessons
- Cross-curriculum links – subject teachers build careers education and guidance into subjects across the curriculum.
 - Whole school assemblies
 - Business / Young Enterprise Projects

Key Stage 3

- **Please refer to Appendix 3 for additional information**
- Unifrog Programme: Enables pupils in Year 7 to 13 to consider career decisions by exploring options, identifying core interests, creating career development plans, engaging with employers and developing employability skills.
 - Community and workplace visits
 - Employer encounters across curriculum lessons
 - Skills assessment
 - Careers exploration workshops and guidance
 - Personal Development lessons
- STEM Activities: Incorporate activities and challenges to foster interest in STEM careers and develop problem-solving skills.
 - GCSE/Qualifications options evening and resources

Key Stage 4

- **Please refer to Appendix 3 for additional information**

- Unifrog Programme: Enables pupils in Year 7 to 13 to consider career decisions by exploring options, identifying core interests, creating career development plans, engaging with employers and developing employability skills.
 - Transitions parent/student workshops
 - Community and workplace visits
 - Preparation for Adulthood Guidance during annual review and development of targets
- Career Talks and Panels: Invite professionals from various industries to share their career journeys, insights, and advice with students. Organize career panels to showcase diverse career paths and opportunities.
 - Careers guidance and interviews (where appropriate)
- 1to1 Careers guidance/interviews with a careers advisor – where information is gathered about the student’s interests, likes and dislikes. Advisor then creates a report and signposts the various different provisions available in their local authority, alongside an individual student action plan.
- Subject-specific Career Exploration: Provide information and resources about career pathways related to different subject areas. Help students understand how their academic interests can translate into potential career options.
- Skills Workshops: Offer workshops focused on developing essential skills such as digital literacy, financial literacy, critical thinking, teamwork, and leadership. These skills are valuable for both further education and future careers.
- Career Fair and Networking Events: Take part in career fairs where students can interact with employers, industry professionals, colleges, and training providers. Facilitating networking opportunities and informational interviews.
 - GCSE/Qualifications options evening and resources
- CV Writing and Interview Skills Workshops: Guide students in crafting effective CVs, cover letters, and job applications. Conduct mock interviews to help them develop confidence, communication skills, and professionalism.
- Mock Exams and Revision Support: Help students prepare for exams by organizing mock exams, study sessions, and revision workshops. Offer support in managing exam stress and developing effective study habits.

Key Stage 5

- **Please refer to Appendix 3 for additional information**

- Unifrog Programme: Enables pupils in Year 7 to 13 to consider career decisions by exploring options, identifying core interests, creating career development plans, engaging with employers and developing employability skills.
 - Transitions parent/student workshops
- Career Fair and Networking Events: Career fairs where students can interact with employers, industry professionals, colleges, and training providers. Networking opportunities and informational interviews.
- Mock Exams and Revision Support: Helping students prepare for exams by organizing mock exams, study sessions, and revision workshops. Offer support in managing exam stress and developing effective study habits.
 - Careers guidance and interviews (where appropriate)
- 1to1 Careers guidance/interviews with a careers advisor – where information is gathered about the student's interests, likes and dislikes. Advisor then creates a report and signposts the various different provisions available in their local authority, alongside an individual student action plan.
- Further and Higher Education Applications Support: Provide guidance on university and college applications, including UCAS (Universities and Colleges Admissions Service) processes, personal statement writing, and portfolio development. Offer workshops, one-on-one sessions, and resources to help students navigate the application process effectively.
- Apprenticeship and Traineeship Opportunities: Collaborate with employers and training providers to offer apprenticeship and traineeship opportunities. Provide information about apprenticeship pathways, available roles, entry requirements, and application procedures.
- Work Experience and Internships: Arrange extended work experience placements or internships aligned with students' career interests and post-18 plans. Encourage students to develop industry-specific skills, gain practical experience, and build professional networks.
- Industry-specific Projects and Challenges: Collaborate with industry partners to design and implement real-world projects, challenges, or competitions related to specific sectors such as STEM, arts, business, healthcare, or engineering. Encourage interdisciplinary collaboration and innovation.

Delivery:

All staff contribute to the delivery of careers education at Vanguard School, providing opportunities to learn or practice work-related skills. This allows students to generalise their learning across the curriculum.

We have a recognised Careers Lead who is responsible for leading the planning and implementation of our careers education that achieves the Gatsby Benchmarks, with the support of the senior leadership team, transdisciplinary team and teaching staff.

A collaborative approach is used in planning stages, ensuring that all stakeholders have the opportunity to contribute to the process. A support network built around the child by parents, staff, the local authority and other services is vital to ensuring informed decisions are made and successful transitions occur.

Teaching staff plan, deliver and support career exploration during lessons, providing information about how their subjects link to different career pathways alongside the implementation of Unifrog through our QoL and PDL provision.

Additional collaboration and support is provided through The Behaviour and Therapy Team who provide further opportunities to develop skills, knowledge and behaviours through individual, group and whole class sessions. This entails providing opportunities for open discussion alongside planned teaching delivered during tutor times, personal development, life skills, PDLS and quality of life sessions.

Alongside the curriculum delivered in school, it is important to develop appropriate and effective partnerships with relevant individuals/organisations to provide holistic careers education and guidance.

These partnerships involve matching the needs of the individual student to meaningful and relevant encounters with individuals/organisations.

As part of this, Vanguard School commissions external, qualified and independent careers advice, which allows development of career action plans to aid learners in their career planning and decision making.

Parents are an important part of the school community and are vital to their child's successful transition to the next stage of their education/career journey. As such, parents are included and involved in the process through annual reviews, coffee mornings and other school events, support to arrange and attend visits to further education provisions/workplaces, as well as being provided with access to careers information, advice and guidance.

Appendix 1: The Gatsby Benchmarks

Benchmarks	Summary
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 quality 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. Experience 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 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 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.

Appendix 2: Career Learning Outcomes for each Key Stage

The Areas of Career Learning are based from the CDI Careers Development Framework (April 2021). The framework presents end of key stage learning outcome statements for students across the six main areas of careers, employability and enterprise education.

Areas of learning	KS3	KS4	Sixth Form	Link to school curriculum
Grow throughout life	being aware of the sources of help and support available and responding positively to feedback	responding positively to help, support and feedback positively engaging in learning and taking action to achieve good outcomes	actively seeking out help, support and feedback taking responsibility for their learning and aiming high	Whole school PDLS Form / assembly
	being willing to challenge themselves and try new things	recognising the value of challenging themselves and trying new things	seeking out challenges and opportunities for development	
	recording achievements	reflecting on and recording achievements, experiences and learning	reflecting on and recording achievements, experiences and learning and communicating them to others	
	being aware that learning, skills and qualifications are important for career	Considering what learning pathway they should pursue next	Planning their next steps in learning and work	Careers All subjects
	being aware of heritage, identity and values	reflecting on their heritage, identity and values	discussing and reflecting on the impact of heritage, identity and values	PDLS Form / assembly
Explore possibilities	Being aware of the range of possible job	Considering what jobs and roles are interesting	being able to describe the concept of career and say what it means to them	Careers All subjects
	Identifying common sources of information about the labour market and the education system	Researching the labour market and the education system	Actively seeking out information on the labour market and education system to support their career	Careers

	Being aware of the main learning pathways (e.g. university, college and apprenticeships)	Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it	Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career	Careers
	Being aware that many jobs require learning, skills and minimum qualifications	Researching the learning and qualification requirements for jobs and careers that they are interested in		All subjects
	being aware of the range of different sectors and organisations where they can work	researching the range of workplaces and what it is like to work there	actively researching and reflecting on workplaces, workplace culture and expectations	Careers All subjects
	being aware of the range of ways that organisations undertake recruitment and selection	researching how recruitment and selection processes work and what they need to do to succeed in them	analysing and preparing for recruitment and selection processes	Careers
Manage career	being aware that career describes their journey through life, learning and work	recognising the different ways in which people talk about career and reflecting on its meaning to them	being able to describe the concept of career and say what it means to them	PDLS Form/assembly Careers
	looking forward to the future	building their confidence and optimism about their future	building their confidence and optimism about their future and acting on it	Whole school approach Form time
	imagining a range of possibilities for themselves in their career	making plans and developing a pathway into their future	actively planning, prioritising and setting targets for their future	PDLS Whole school approach
	being aware that different jobs and careers bring different challenges and rewards	considering the risks and rewards associated with different pathways and careers	considering the risks and rewards of different pathways and career and deciding between them	Careers All subjects
	managing the transition into secondary school and preparing for choosing their GCSEs	taking steps to achieve in their GCSEs and make a decision about their post-16 pathway	managing the transition into the post-16 learning context and preparing for post-18 transitions	PDLS Careers

	learning from setbacks and challenges	thinking about how they deal with and learn from challenges and setbacks	being proactive about being resilient and learning from setbacks	Whole school Therapy
Create opportunities	developing friendships and relationships with others	developing friendships and relationships and reflecting on their relationship to their career	building and maintaining relationships and networks within and beyond the school	Social interactions in school Therapy
	being aware that it is important to take initiative in their learning and life	starting to take responsibility for making things happen in their career	being proactive about their life, learning and career	Whole school PDLS Form / Assembly
	being aware that building a career will require them to be imaginative and flexible	being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them	being creative and agile as they develop their career pathway	Careers All subjects
	developing the ability to communicate their needs and wants	being willing to speak up for themselves and others	representing themselves and other	PDLS Therapy – skills building
	being able to identify a role model and being aware of the value of leadership	being able to discuss roles models and reflect on leadership	acting as a leader, role model or example to others	Whole school approach
	being aware of the concept of entrepreneurialism and self-employment	Researching entrepreneurialism and self-employment	Considering entrepreneurialism and self-employment as a career pathway	Careers
Balance life and work	being aware of the concept of work-life balance	reflecting on the different ways in which people balance their work and life	planning for the kind of balance of work and life that they want	Careers All subjects

	being aware that physical and mental wellbeing are important	reflecting on their physical and mental wellbeing and considering how they can improve these	taking action to improve their physical and mental wellbeing	Form / assembly PDLS
	being aware of money and that individuals and families have to actively manage their finances	recognising the role that money and finances will play, in the decisions that they make and, in their life and career	beginning to manage their own money and plan their finances (e.g. thinking about student loans)	Maths & PDLS Form / Assembly Careers
	being aware of the ways that they can be involved in their family and community	recognising the role that they play in their family and community and considering how that might shape their career	actively shaping their involvement in their family and community as part of their career planning	PDLS Form / Assembly Careers
	being aware of different life stages and life roles	considering how they want to move through different life stages and manage different life roles	planning for different life stages and considering the different life roles that they want to play	Whole school Therapy Careers PDLS
	being aware of rights and responsibilities in the workplace and in society	developing knowledge of rights and responsibilities in the workplace and in society	being aware of their role in ensuring rights and responsibilities in the workplace and in society	PDLS Careers
	recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them	PDLS Form / Assembly Careers

See the big picture	being aware of a range of different media, information sources and viewpoints	evaluating different media, information sources and viewpoints	evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career	All subjects Form / Assembly
	being aware that there are trends in local and national labour markets	exploring local and national labour market trends	exploring and responding to local and national labour market trends	Careers All subjects
	being aware that trends in technology and science have implications for career	exploring trends in technology and science	exploring and responding to trends in technology and science	Careers Science/Tech
	being aware of the relationship between career and the natural environment	exploring the relationship between career and the environment	exploring and responding to the relationship between career and the environment	PDLs Careers Whole school
	being aware of the relationship between career, community and society	exploring the relationship between career, community and society	exploring and responding to the relationship between career, community and society	PDLs Careers
	being aware of the relationship between career, politics and the economy		exploring and responding to the relationship between career, politics and the economy	Whole School

Appendix 3: Vanguard Careers Learning Journey delivered through Unifrog

Careers education learning journey (11 - 18)



Y7

Y8

Y9

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.

Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.

Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.

Create opportunities

Create opportunities by being proactive and building positive relationships with others.

Balance life and work

Balance your life as a worker and/ or entrepreneur with your wellbeing, other interests and your involvement with your family and community.

See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Reflect on who you are

Explore dream jobs

Learn what we mean by 'career'

Find out what entrepreneurs do

Learn about work-life balance

Learn about careers and the future

Reflect on your interests

Explore CVs

Learn about the workplace

Find out how to create the life you want

Define what success looks like

Learn about careers and the climate

Reflect on your skills

Explore learning pathways after school

Learn how to choose KS4 options

Find out how to take control of your career journey

Learn how to manage your money

Learn about the labour market (LMI)