

Careers Policy

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Introduction

Vision

At The Outdoors School we are committed to implementing a Careers' Programme that focuses on raising learners' aspirations and broadening their horizons. We empower our learners to ensure they can make aspirational choices that are realistic and meet their needs for the future. The school is working towards all 8 Gatsby Benchmarks with a personalised approach. This approach significantly increases the chances of our young people successfully transitioning on to a post-16 setting of their choice and ensures their needs both current and for the future are at the forefront of decision making.

Our Careers information and guidance will support learners and enable them to make informed choices about opportunities available to them through education, employment and training. This will be achieved by:

- Raising aspirations of learners, inspiring them to achieve their full potential.
- Providing information advice and guidance that learners understand.
- Enabling learners to experience first-hand opportunities about the world of work and the skills required.
- Promoting equality, diversity, social mobility and challenging stereotypes.
- Empowering learners to plan, make decisions and manage their own futures.
- Enabling learners to sustain employability and achieve personal and economic wellbeing throughout their lives.

Statutory Requirements and Expectations

The school is committed to fulfilling its statutory duties in relation to careers education and guidance. The Education Act 1997 places a duty on schools to give learners in Years 7 - 11 access to careers education, information, and guidance. The school also follows the statutory [Careers Guidance and Access For Education and Training Providers Statutory Guidance \(2022\)](#).

Learner Entitlement

Every learner is entitled to a high-quality careers education and guidance as part of their overall education which includes ensuring every learner has a meaningful plan in place for the next stage of their journey after The Outdoors School. The careers programme will be delivered in line with the 8 Gatsby Benchmarks, which sets out a framework for the organisation of careers provision within schools:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each learner
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Further information can be found at: [Implementing the Gatsby benchmarks](#)

The Gatsby Benchmarks

Benchmark	Description
1. A stable careers program	Embedded programme of career education and guidance that is known and understood by learners, parents, staff, and employers.
2. Learning from career and labour market information	Every learner, and their parents, will 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 learner	Learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. The schools' careers programme will embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All tutors will link curriculum learning with careers. Across Phase 1, 2 & 3.
5. Encounters with employers and employees	Every learner will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This may be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every learner will 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 learners 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 learner will have opportunities for guidance interviews with a career's adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level (Level 6 Careers Guidance). These should be available whenever significant study or career choices are being made. They should be expected for all learners but should be timed to meet their individual needs.

The six learning areas for lifelong career development.

For a positive career you need to:

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 careers

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.

By the end of their time at The Outdoors School, all learners should be well prepared to enter the next stage of their life.

Roles & Responsibilities

The Senior Leadership Team is responsible for strategic oversight of the careers programme and ensuring suitable time and resources are available for its effective delivery.

The Phase 3 Lead is responsible for day-to-day management of the careers programme, monitoring and reporting on its delivery and providing advice and support to staff.

During the 23/24 school year, The Head of Teaching and Learning, Head of Pastoral and Phase 3 Lead will become responsible for ensuring that the careers education is woven into their schemes of work and delivered in line with the whole school careers programme. This development is part of schools strategic 3-year plan for development of careers across the school.

All staff are expected to contribute to the careers learning and development of learners in their different roles as staff.

Information, Advice and Guidance

We will ensure that all learners have access to independent and impartial career guidance delivered by a Level 7 or above qualified careers advisor who upholds the professional standards of the Career Development Institute. This is alongside tailored information and advice for each learner about the pathways open to them. Our aim is for each of our learners to make informed decisions about their future options.

Careers information and general guidance will be delivered to all Phase 1, 2 & 3 within groups on a regular basis as well as ensuring our learners have opportunities to visit and engage with a range of further and higher education settings, colleges, alternative post-16 providers, apprenticeship information and employers and workplaces.

Monitoring, Reviewing, Evaluating and Reporting

The implementation of the careers programme will be monitored and reviewed by the Phase 3 Lead using the Careers Plan with progress being kept under regular review by the Headteacher.

Feedback on specific aspects of the programme is regularly sought from learners, parent/carers, staff, and employers to identify areas of improvement. At the end of Phase 3 evaluation forms are sent to parent/carers and pupils.

In Phase 3 detailed records are kept by the Phase 3 Lead of each learner to track progress in their post-16 planning, preparation and transition work such as college visits and work experience. Tutors can also add to a learner's record of The Outdoors School personal development. In Phase 3 tutors will keep records of career learning and associated personal development.

The Phase 3 Lead will undertake a twice-yearly review using the Compass Evaluation Tool, on the implementation and activity relating to the 8 Gatsby Benchmarks as provided by the Career and Enterprise Company. This will highlight strengths and areas for improvement, the outcomes reported will be shared with the Senior Leadership Team.

The effectiveness of the careers plan and programme will be kept under review at SLT level, with a more formal evaluation taking place every 3 years.

Stakeholders and Partners

Parents/carers

We recognise the important role that parents/carers have in their child's career development and aim to partner with them to aid development of both confidence and capability to support their child's planning and decision-making whilst recognising and understanding the complexity of the post-16 landscape.

Information for parents will be made readily available and will include:

- Regular opportunities for school to meet with parents/carers throughout the school year.
- Information sent home and in the termly careers/post-16 newsletters.
- Pathway Reports for learner's EHC Plan Annual Reviews.
- Availability of the Phase 3 Lead who is also our Careers Leader at parents/carers open evenings and option events.

The Phase 3 Lead is also available to meet with parents/carers at any time throughout the school year.

Agencies

The school also works closely with SEND teams in different Local Authorities to provide the best advice and support to learners as they explore and then progress post-16 transitions.

Employers, Community Partners, and Learning Providers

The Outdoors School is committed to working collaboratively with employers, local colleges, other learning providers and apprenticeship/traineeship providers.

All learners benefit from visits to different workplaces, as well as employer and employee visitors to the school. As they move into Phase 3, they are offered the opportunity to undertake three work placements, and if appropriate visits to colleges and encounters with apprenticeship providers.

Useful Links

Government Careers Strategy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

Statutory Guidance

[Careers guidance and access for education and training providers](#)

CDI Framework

<https://www.thecdi.net/New-Career-Development-Framework>

The Gatsby Benchmarks

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers and Enterprise Company

<https://www.careersandenterprise.co.uk/>