Our vision

The common ethos of Bosworth Academy is to ensure every young person is valued and achieves their ambitions no matter their background or interests.

Careers education has an essential role to play in removing all barriers to learning and achievement as well as raising aspirations. We want to ensure each young person is supported to be the best they can be and that equality of chances is at the core of what we do at Bosworth Academy.

For this we must have a strong Careers education model based on core values and the 8 Gatsby benchmarks.

Students need to be informed about the variety of pathways available to them as well as have the skills to make their own decisions and if necessary change their plans. Information given to students and parents needs to be independent and impartial.

We want to build a framework whilst recognising each school is unique and evolves in a different context and needs flexibility in approaches . We also want to encourage the sharing of best practice and innovation.

What does it look like in practice?

Gatsby benchmarks	**What does it look like in practice?**
G 1 - A Stable Careers Programme **Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.**	• We should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it. • The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process. • Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils.
G 2 - Learning from career and labour market information	By the age of 14, all students should have accessed and used information about career

All students and parents should have access to high-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.	paths and the labour market to inform their own decisions on study options. Schools should use data sent by LLEP about local, national and international labour market which is regularly given to schools and on their website in particular their annual world of work booklet. • Parents should be encouraged to access and use information about labour markets and future study options to support their children.
G 3 - Addressing the needs of each pupil **Students have different careers guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.**	• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development. • Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.
G4 - Linking curriculum learning to careers **All teachers link curriculum learning with careers.**	• Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths. • By the age of 14, every student has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers. • All subject teachers emphasise the importance of succeeding in English and maths.
G5 - 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.**	• Students should participate in at least one meaningful encounter with an employer every year between Years 7-13. • Work with your regional Local Enterprise Partnership (LEP) to make sure you are aligning to the strategic economic plan of the region.
G 6 - Experiences of workplaces **Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work**	•Key Stage 3 (Years 7–9): Schools are expected to run one week's worth of work experience activities. This can include structured employer-led projects, insight

experience to help their exploration of career opportunities, and expand their networks.	days, or immersive digital hybrid simulations. •Key Stage 4 (Years 10–11): Schools must organize one week's worth of work experience placement(s) in an actual professional setting • By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
G7 - Encounters with further and higher education. **All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace**	• By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.
G8 - 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. They should be expected for all pupils but should be timed to meet their individual needs. • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

How do we measure our progress against Gatsby?

- We use Compass plus tool at least every term
- We are a member of the Enterprise Adviser network
- The schools to achieve Career Mark and successful revalidation every 2 years
- All destination data to be compiled, updated and analysed (with identified groups such as PP etc..) at KS4 and KS5, with input from Local Authority.

Staffing (include staff training and time to deliver and lead)
All Careers leads to be have or work towards the Careers lead qualification run by the CEC (either non accredited or accredited) and one member of the Careers team to be qualified or working towards level 6 +.

School	Current staffing and structure	Staffing needed to meet our vision
Bosworth Academy Year 7 - Year 13	-Governor reporting on careers (regular meeting attendance) - SLT Link with careers responsibility - Careers Lead (teacher with TLR) - 2hrs a week - Internal Careers Coordinator /Adviser - 2 days Grade 9 point 22 -Internal Enterprise Coordinator - External enterprise Coordinator (LLEP) - External Enterprise Adviser	Governor reporting on careers (regular meeting attendance) - SLT Link with careers responsibility - Careers Lead (teacher with TLR) - 5 hrs a week - Internal Careers Coordinator /Adviser - 4 Days a week -Internal Enterprise Coordinator - Post to be filled - External enterprise Coordinator (LLEP) - External Enterprise Adviser