

## Responsibilities

The Pendle Vale College Careers Plan and Programme are guided by:

- The eight Gatsby Benchmarks for best practice in careers education
- Our statutory duties as listed in DfE guidance.
- The Ofsted School Inspection Framework (September 2021+)

<i><b>Statutory Duty</b></i>	<i><b>How Pendle Vale College complies:</b></i>
Every school <b>should</b> appoint a Careers Leader who has the skills, commitment and backing from their senior leadership team, including protected time that enables the Careers Leader to carry out the role effectively.	Nicole Walton is the Careers Leader for Pendle Vale College. She is an experienced Pastoral Lead (Head of Year) and is supported by the Senior Leadership Team. We employ the services of a Level 6 careers advisor.
Schools <b>must</b> name their Careers Leader and publish their contact details on the website.	This information is published clearly on the school website.
Every school <b>must</b> publish details of their careers programme for young people and their parents.	This information is published clearly on the school website.
Every school <b>must</b> ensure that students are provided with independent careers guidance from Year 8- 13 (11).	All Year 10 students are invited to at least one annual appointment with a careers adviser qualified to Level 6. Students in other year groups are signposted to Post 16 providers and events and have access to Mrs N Walton, Careers Leader.
Every school <b>must</b> ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 13 (11) for the purpose of informing them about approved technical education qualifications or apprenticeships.	Pendle Vale College is committed to informing all students (Years 7-11) about the range of future education, training and employment options open to them. This information is provided in age- appropriate formats and is regularly reviewed. Staff CPD is in place to inform staff of changing options and to ensure impartiality from all.
Every school <b>must</b> publish a policy statement setting out their arrangements for provider access and ensure that it is followed.	The provider access policy is published clearly on the school website
Every school <b>should</b> be using the Gatsby Benchmarks to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a career adviser, to engagement with colleges, training providers and universities.	Pendle Vale College regularly reviews it's provision against the Gatsby Benchmarks.
Schools <b>should</b> continue to track student destinations for three years post-KS4. Schools should work with their local authority as they collect and collate destinations data and establish an effective data- sharing agreement.	We collaborate with Lancashire County Council throughout the process of obtaining and sharing data.

## Planning

The CEIAG programme is aligned to the Gatsby Benchmarks for best practice in careers education. The current programme is delivered through a combination of models including, but not limited to:

- Cross-curricular: through curriculum lessons, speakers and trips
- Co-curricular: including enrichment and extra-curricular activities.
- Form time: pre planned activity booklets.
- PSHE: links to PSHE content and through established Pastoral Days
- Collapsed timetable activity: where the timetable is suspended to concentrate on careers learning.

The blended approach to delivery ensures that students do not miss out on the programme as it is embedded in multiple aspects of school life. The programme is supported by education and training providers, employers, alumni and others through activities including assemblies, presentations, workplace visits, work shadowing, seminars, workshops, careers fairs, mock interviews, mentoring, small group and one-to-one impartial guidance.

A comprehensive, progressive careers education programme is in place to meet our strategic priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically deprived backgrounds and children with SEND.
- developing learners' career management skills
- improving young people's working lives by helping them to identify the values that are important to them.

To achieve the priorities, we:

- ensure that the governing body and Senior Leadership Team is actively involved in shaping careers policy and strategy.
- have a Careers Leader to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Pastoral Leaders) and specialist careers staff
- develop and maintain a careers programme for achieving current priorities including programme delivery, staff CPD, and monitoring and evaluating the strategy.
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning.
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme
- work with outside agencies to deliver a programme of employer engagement for all students.
- work with Alternative Provision providers to ensure all students are supported into post-16 education, employment or training.

