



## Careers Minimum Entitlement

At Matrix Academy Trust, we view careers education as an essential component of our curriculum. Exceptional careers education empowers pupils to thrive in the workplace, but also has strong links with improved attainment and attendance. Our careers programme raises aspirations, challenges stereotypical thinking and gives every pupil the best chance at progressing onto their chosen career pathway.

Every pupil deserves the opportunity to explore, through a variety of engaging events and activities, the wide range of career and learning options available to them so they make informed, ambitious decisions. Pupils are supported to understand their own strengths and interests and prepare for their future pathways by developing a strong skill set and knowledge base, through extra and supra-curricular endeavours. At the application stage, pupils are supported individually to give them the best chance at success.

### **To ensure this happens, each school will, as a minimum:**

- Be actively working towards achieving all 8 Gatsby Benchmarks. References to these Benchmarks (BM) are made throughout this document.
- Publish their Careers Plan and Provider Access policy on their website, updating this annually. (BM1)
- Regularly evaluate the success of their careers programme. (BM1)
- Share regular, up-to-date Labour Market Information (LMI) with both pupils, parents/carers and staff. (BM2)
- Engage with the LA or careers hub to ensure the school has up to date information on local and national changes to the career's agenda. (BM2)
- Train and upskill teaching staff on LMI and careers education as part of an annual CPD session. (BM2, 4)
- Write to parents at key transition points with useful links to advice: this should happen around Year 9 options, Year 11 autumn term, Year 12 summer term. (BM2)
- Raise aspirations of pupils by offering talks, events and trips to/from higher level providers such as Russell Group universities, Degree and Higher level apprenticeship providers and employers in professional occupations. (BM3, 5, 7)
- Develop an Alumni Network to keep in touch with former pupils and invite them back into school to support career events. (BM5)
- Make a record of the Careers Aspirations of all pupils annually to use when selecting pupils for events and evaluating the careers programme to ensure it meets the needs of pupils. (BM1, 3)
- Use Compass+ to plan and record all careers activity, ensuring pupil lists are accurately recorded after each event, sharing this data with tutors in Year 11 and 13 to support pupils when writing their personal statements, CVs and Sixth Form/College applications. (BM3)
- Give pupils access to an online careers platform (such as Start Profile or Launch your Career) and ensure pupils are booked into computers rooms to access this at least once a year. (BM3)
- Share destinations data with the local authority. (BM3)

- Offer extra support to SEND pupils, with priority access to interviews with the Careers Adviser and Careers Adviser support at SEND review meetings with parents of pupils in Year 9 and upwards. Attendance at these SEND meetings will be logged. (BM3)
- Plan sessions that challenge career stereotypes in PSHE or Assemblies. (BM3)
- Complete an annual curriculum audit with each subject lead, ensuring that appropriate careers learning is embedded into every subject's scheme of work. (BM4)
- Ensure every subject department has their own careers display. (BM4)
- Share contacts with teachers to help them engage with employers and universities and expand their curriculum links to careers. (BM4)
- All pupils should attend a Careers Fair each year to show them the full range of options available: employers, apprenticeship providers, universities, colleges, training providers, T level providers, technical education providers. (BM5, 7)
- Keep a spreadsheet detailing the contact details of all employers/learning providers/supporters/volunteers/alumni. (BM5, 7)
- Offer additional opportunities for pupils to meet an employer e.g. talks, networking events, employer workshops, workplace visits. (BM5)
- Organise for all of Year 12 to have a week of work experience. (BM6)
- Offer a 'Take Your Child to Work Day' (or similar) event for Year 9 pupils. Ensure there is an in-school alternative for those not taking part, for example a virtual work experience. (BM6)
- Organise a university visit for every pupil in Key Stage 3. (BM7)
- Organise a university visit or attend an Open Day with Year 12 students. (BM7)
- Organise a series of assemblies from university speakers offering advice to Year 12/13 on key areas: choosing courses, making a competitive application, personal statements, how to apply to UCAS, student finance and budgeting. (BM7)
- Organise assemblies/workshops from apprenticeship providers (such as Work Pays) to help Year 12 and 11 prepare for apprenticeship applications. (BM7)
- Arrange assemblies for Year 7-10 from a training provider and apprenticeship provider to explain alternative/technical pathways that differ from the obvious Sixth Form/College options. This will help enhance the fulfilment of the Baker Clause/Provider Access Legislation. (BM7)
- Work proactively with at least 3 university access schemes to support disadvantaged students in accessing higher education. For example: Pathways to Birmingham, Sutton Trust, Social Mobility Foundation, Aston Pathways to the Professions, Warwick Scholars, Exeter Scholars (BM3, 7)
- Ensure first generation university data is recorded onto SIMS as part of pupil enrolment in Year 7, to help target students for access schemes. (BM3, 7)
- Arrange for every pupil to have a careers interview with a qualified Careers Adviser (qualified to level 6 in careers guidance) by the time they reach February of Year 11, ideally earlier. Keep an accurate record of these to ensure everyone attends. (BM8)
- Arrange for every student to have another careers interview with a qualified Careers Adviser (qualified to level 6 in careers guidance) by the time they reach February of Year 13, ideally earlier. Keep an accurate record of these to ensure everyone attends. (BM8)
- Ensure pastoral staff, SEND staff and the leadership team work closely with the Careers Adviser to target risk of NEET pupils. These staff should create pupil referrals for Careers Interviews. (BM8)
- Track the Intended Destinations of Year 11 pupils in January (using the support of tutors) to help the Careers Adviser identify those at risk of NEET and offer targeted support. (BM1, 3, 8)
- Offer all pupils a mock interview in the summer of Year 10 or autumn of Year 11 (BM8)

- Offer an additional mock interview to all Year 13 pupils invited to an apprenticeship or university interview. (BM8)
- Support Year 11 to write their personal statements/applications for their next steps, possibly with the support of tutors. (BM8)
- Check every personal statement draft for every Year 13 student. Multiple drafts for each student should be checked until their statement is perfect. (BM8)
- Arrange an appointment for every Year 13 student applying to university, where their UCAS application is carefully checked to ensure all details are correct. Discussions around the student's predicted grades, chosen courses and reference should take place here to ensure they are being 'optimistic and realistic'. (This appointment can count as their second careers interview if done by a qualified professional) (BM8)
- Arrange application support for those pursuing apprenticeships or alternatives to university. (BM8)
- Prepare for A level Results Day with the 'Matrix UCAS Report' and send the final report to the CEO by the next working day following A level Results Day. (BM 1, 3)
- Keep accurate annual destinations reports for Year 11 and 13. These should include a full list of all pupil/student destinations and an analysis showing the percentage of pupils/students progressing onto each pathway. A three year trend should also be produced to help evaluate the impact of your careers programme. Destinations reports, analysis and trends should be sent to your Headteacher and CEO at the following times:  
 Year 13: By the end of September.  
 Year 11: Initial report by the end of October and a further update by the end of January (your local authority will support with this). (BM1, 3)
- Write to primary schools of outgoing Year 13 students by September, celebrating the destinations of their former pupils.
- Create opportunities for pupils to develop a strong skill-set for the workplace. The Matrix Academy Trust believes the Gatsby Benchmarks do not go far enough and, internally, we refer to this as 'Benchmark 9'. To address 'Benchmark 9':
  - Offer pupils the chance to take on leading roles in school, such as School Council, Anti-Bullying Committee, Sixth Form Subject Ambassadors, Cadets, etc.
  - Offer a range of extra-curricular clubs and opportunities to help pupils develop their skills, including Duke of Edinburgh.
  - Promote the NCS Commercial Programme to Year 11 and Year 12.
  - Raise awareness of supra-curricular activities in Key Stage 4 and 5 and introduce supra-curricular logs for Sixth Form students.
  - Help pupils develop self-awareness by feeding skills audits into PSHE sessions or using a career platform tool to do this, such as Start Profile/Launch Your Career.