

# Career Related Learning Strategy (Careers & Guidance)

January 2026

<b>Date Approved:</b>	Jan 26	<b>Review Date:</b>	Jan 27	<b>Approved by:</b>	The Trust Board
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## **1. Review**

Fareham Academy was judged to be 'good' in 2021 when the inspection identified that:

*"An extensive personal development programme means that pupils learn about topics such as the right to protest, harmful social media, hate crime, anti-bullying and anti-racism. Pupils learn about healthy relationships and fundamental British values. They also learn about different careers and hear from external visitors about the options available to them. Assemblies and 'RAK days', where the timetable is focused on one of the school's three values, are carefully planned. These events link closely with topics that are being taught within the curriculum."*

The school has continued to invest in and expand in the career related learning curriculum developing external trips and visits and a wider network of links with employers, colleges and universities to further promote the breadth of study and employment opportunity in the Solent region

## **2. Context**

Fareham Academy serves the local communities of Fareham and Gosport. It has established itself as an inclusive welcoming school committed to unlocking individual students' potential.

## **3. Purpose**

Our motto "Unlocking Potential – Creating Opportunity", supported by our values of Resilience, Aspiration and Kindness, captures the ambition we have for all our students.

## **4. Mission**

At Fareham Academy we believe young people should leave school with the skills to make well informed and equipped decisions for themselves and about their own lives, whilst respecting the rights of others. Fareham Academy will use the Gatsby Benchmarks to review the careers programme termly. These are:

- 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.
- 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.
- Addressing the needs of each Young Person: 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 equality and diversity considerations throughout.
- 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.
- 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.

- Experiences 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
- Encounters with further and higher education: All students 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.
- Personal guidance: Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs

Whilst the Gatsby benchmarks are not statutory, the government suggests this tool to plan effective career related learning that increases students' opportunities.

## 5. Vision

By 2027, we aim to further develop our Personal Development Curriculum which includes career related learning that supports our local community to raise aspirations, challenge misconceptions and improve economic development.

## 6. Strategic Priorities

1. Preparing students to make informed and relevant choices and decisions regarding post 16 routes and opportunities.
2. Ensuring all students receive age and stage support to explore careers, making the best start to life
3. Providing a high quality and inclusive career related learning curriculum to meet local community needs, keeping pace with sector changes delivering education policy
4. Improving economic opportunities, through preparing students for success

Fareham Academy is committed to fulfilling its statutory duties in relation to the 2002 education Act, The Statutory Career Guidance Duty (2011 Education Act), 2018 Access to Providers, and the Gatsby Benchmarks through our Strategic Priorities 1-4.

### Actions:

**1** - Preparing students to make informed and relevant choices and decisions regarding post 16 routes and opportunities.

Meeting Gatsby Benchmark - 1, 2, 3, 7

<b>We will</b>	<b>And as a result</b>
Develop a wide collaboration of post 16 educational providers with shared values working to improve regional outcomes	Students across all year groups will have improved understanding in a wide range of opportunities available to them in the Solent region.

Develop a wide collaboration of apprenticeship providers with shared values working to improve regional outcomes	Students across all year groups will have improved understanding of the benefits of studying an apprenticeship routes at post-16
Build a greater understanding among parents and carers of Career related learning	Parents and carers will have improved guidance to the contemporary range of post-16 routes including T-Levels to better support their child in the post-16 process.

**2** - Ensuring all students receive age and stage support to explore careers, making the best start to life

**Meeting Gatsby Benchmark - 1, 2, 3, 4, 5, 7, 8**

<b>We will</b>	<b>And as a result</b>
Develop a wide collaboration with higher education providers with shared values working to improve regional outcomes	Students will have an improved understanding of the economic benefits of studying at Higher Education.
Build a greater understanding among parents and carers of Career related learning throughout all years of student's time at Fareham Academy.	Parents and carers will have an improved knowledge of the career related learning curriculum provided by school.
Provide all students with a 1-2-1 impartial career interview with a Level 6 qualified Careers Practitioner.	All students will receive a bespoke action plan exploring the full range of post-16 routes to support them in their decision making.

**3** - Providing a high quality and inclusive career related learning curriculum to meet local community needs, keeping pace with sector changes delivering education policy

**Meeting Gatsby Benchmark - 1, 2, 3, 4, 5, 6, 7**

<b>We will</b>	<b>And as a result</b>
Provide all students with a current and contemporary career related curriculum through meaningful interactions with a wide range of external stakeholders.	All students will receive meaningful career related learning relevant for their future lives.
Adjust policies and curriculum design to reflect government educational priorities.	Students, parents and carers will be confident in the school's curriculum being

	meaningful to support future aspirations.
Adapt KS4 options to reflect Labour Market Information and community economic needs.	Improved economic links between the schools wide KS4 curriculum for students, parents and carers.
Working with curriculum staff to ensure careers is further embedded into subject area curriculum	Improved understanding of the links between their learning and the world of work.

#### 4 - Improving economic opportunities, through preparing students for success

##### Meeting Gatsby Benchmark - 1, 2, 3, 4, 5, 6

<b>We will</b>	<b>And as a result</b>
Develop the 'whole child' through our Personal Development curriculum expanding character and employability skills.	Students will be better prepared for post-16 transition and the world of work.
Support students to achieve their academic and personal potential.	Students will leave school with the qualifications required to continue in their chosen post-16 route.
Provide students with 'cultural capital' opportunities.	Students will leave school with a range of non-examined qualifications for example DofE award and wider world experiences.
Collaborate with local employers to further enhance our careers curriculum.	Students will have meaningful opportunities to understand the world of work from real life employers to better prepare them for their post 16 route.