



Information for Staff

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At West Lakes Academy we are committed to delivering high quality careers, information, advice and guidance (CIAEG) for all of our students. We understand that all young students need to prepare themselves for progression through learning and education into adulthood.

Our aim is to equip our students with the knowledge and skills to enable them to make effective choices, understand their career and progression routes, and enable them to manage smooth transitions on to the next stage of either learning or employment. At key milestones throughout the students' education we will provide support, advice and guidance to ensure realistic and informed decisions are made to help them to progress to higher education, apprenticeships, and the world of work. We provide impartial advice and ensure the advice given is in the best interest of the student.

Careers education has never been more important for young people. They are bombarded with complex choices which need considering and planning such as; What KS4 subjects do I take? Do I choose vocational or academic subjects or a mixture of both? Which extracurricular activities would enhance my CV? And, of course, which career would I find interesting, is achievable and would suit my lifestyle?

Each year group follows a careers education program which aims to raise aspirations and provide students with a better understanding of the pathways they need to follow to help them to achieve their goals. Students will investigate careers during curriculum time within PD and spend time on this in tutor time, with a whole school initiative known as Future Fridays.

Throughout the year speakers and local employers from different organisations will come in to provide the students with inspiration, advice and inform them of professions and careers that they might not have considered previously.

As a member of staff you are an important part of the careers provision for West Lakes Academy students. Whether teaching or non-teaching, you will come into contact with students and you may well be asked careers-based questions or take part in a careers-based discussions.

It is important to remember that even though you are an expert in your own field, you are not a trained careers professional; you are not a Careers Advisor and you are not expected to be one. These professionals are trained to at least a Level 6 specialist qualification.

If you feel that a student you know would benefit from a 1:1 careers interview from our dedicated Level 6 Careers Advisor Liz Kay from Inspira, please contact Vicky Stabler, Careers Leader, to arrange.



However, we should all try to give good advice or at least point students and parents/carers in the right direction whenever we can. Our job is to help our students to leave us happy, having reached their potential and prepared for the careers pathways ahead of them. So what can you do?

Here are some ideas:

- become familiar with West Lakes Academy Careers Programme to see what we offer our students
- embed careers into your subject curriculum to help students see the links between their study now and when they leave us
- ensure that the careers logo is displayed at the front of each classroom and is used alongside any explicit teaching of careers
- show our students what is out there in the world of work beyond the school environment by exploring real-life applications of subject skills
- reinforce the importance of transferrable employability skills, such as responsibility, team-work, communication, resilience and problem-solving
- encourage students to take part in extra-curricular activities, the Duke of Edinburgh award, the Inspiring Digital Enterprise award, NCS (National Citizens Service), Dream Placement and all the other careers opportunities they are offered
- keep careers notice boards in department areas up-to-date
- take a look at some of the websites below to get a flavour of what is out there for our young people these days
- become familiar with the different qualifications students are offered, beyond GCSE's and A Levels
- refer students to Vicky Stabler, Careers Lead, to members of the 6th form team (Karis Orr, Di Brown, Andrew Haslop) or the head of yr. 11, Christina Thurston or to heads of departments.

Never be afraid to admit that you don't know the answer yet, but that you will find someone who does very soon.

General

<https://nationalcareers.service.gov.uk/explore-careers>

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

<https://www.inspira.org.uk/>

<https://icould.com>



<https://successatschool.org>

<https://targetcareers.co.uk>

Apprenticeships

<https://www.apprenticeships.gov.uk>

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

<https://amazingapprenticeships.com>

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

<https://careemap.co.uk>

Higher Education

University

<https://www.ucas.com>

<https://www.whatuni.com>

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

<https://discoveruni.gov.uk/>

Student Finance

<https://www.gov.uk> › Education and learning › Student finance

https://www.youtube.com/watch?v=mO_rAsMuAIM (Martin Lewis Student Loans

Decoded)

<https://www.ucas.com> › Finance › Student finance in England

Qualification Routes Explained

Qualification Level	Example Qualification Type	
8	Doctorate	Higher or degree
7	NVQ Level 5	
	Vocational Qualifications Level B	
	Postgraduate Certificate or Diploma	
	Master's Degree	
	NVQ Level 5	



	BTEC Advanced Professional Award, Certificate and Diploma Level 7	
6	Degree (with or without Honours)	Higher or degree
5	Graduate Certificate or Diploma BTEC Advanced Professional Award, Certificate and Diploma Level 6 Foundation Degree Diploma of Higher Education (DipHE) BTEC Advanced Professional Award, Certificate and Diploma Level 5 NVQ Level 4	Higher
4	Certificate of Higher Education (CertHE) BTEC Advanced Professional Award, Certificate and Diploma Level 4 NVQ Level 4 Key Skills Level 4	Higher
3	A Levels (A-E grade) AS Levels T Levels NVQ Level 3 Key Skills Level 3 City & Guilds/BTEC	Advanced
2	GCSEs (9-4 or A*-C grade) NVQ Level 2 Key Skills Level 2 City & Guilds/BTEC Functional Skills/Skills for Life Level 2	Intermediate
1	GCSEs (3-1 or D-G grade) NVQ Level 1 Key Skills Level 1 City & Guilds/BTEC Functional Skills/Skills for Life Level 1	Traineeship
Entry level	Functional Skills/Skills for Life Entry Level	Traineeship

Careers Education – Information for Teachers and Staff

Careers education is now a statutory element of secondary and post-16 education. To embed careers successfully, it is now clear that a *Golden Thread* approach has a more positive impact on the outcomes of young people. In practice, this means careers should not be solely the responsibility of the Careers Lead.

Emerging evidence of the impact of careers education also indicates a positive impact on the following areas linked with careers events and encounters: attitudes to learning, attendance, revision time, motivation, and even improved GCSE grades. ([Motivated to achieve: How](#)



encounters with the world of work can change attitudes and improve academic achievement
- Education and Employers)

As a member of staff, you play an important role in helping to nurture a young person's careers ambitions. If you are a form tutor, for example, it is likely that you will come into contact much more often than members of the careers team and also develop a stronger relationship with that individual. As a subject specialist, you can share your insights into the world of work linked to your subject. This approach combined with access to impartial advice and guidance (which someone with a Level 6 Qualification in Careers can provide) for every young person will ensure a well-rounded careers education programme..

The Careers Leader within your organisation will be working to ensure that all the 8 Gatsby benchmarks (<https://www.careersandenterprise.co.uk/careers-leaders/gatsby-benchmarks/>) are embedded and achieved within your school or college. A particular Benchmark of importance for teachers is Benchmark 4 - *Linking curriculum learning to careers*. It would be useful to become familiar with this Benchmark, using the link above to find out more. Additionally, Cumbria Careers Hub have arranged a wealth of resources to help you embed careers and achieve Gatsby Benchmark 4. <https://www.careershucumbria.co.uk/schools-colleges/benchmarks/benchmark-4/>

So how can you support?

Below, are some top tips which might help you embed careers into your subject area:

- ✓ Ensure you have read your organisation's careers programme. This will help you to familiarise yourself with upcoming careers events – you can then see if you can link your subject to that event or get some reflections from the year group who attended.
- ✓ Identify the process of how to book a 1-1 careers appointment. Or, if you would like to bring in an outside speaker, talk with your Careers lead who will probably have some contact.
- ✓ Ensure that 'soft' employability skills are identified and included within your schemes of work. In lessons, this could include opportunities for young people to develop their communication, team work or public speaking skills.
- ✓ Create a *careers notice board* in your subject area – show progression opportunities and job linked to your subject, or show destinations data from students who studied your subject.
- ✓ Utilise previous students – invite back previous students who went on to study or work in an area linked to your subject area.
- ✓ Keep up to date with progression opportunities for young people in your area. Such as, T-levels at a local College, or changes in university finance. A useful website which goes



through different types apprenticeships, T-levels and university in more detail is:
<https://careerpilot.org.uk/> .

- ✓ Include 'day in the life' style videos into your lessons, showcasing a job linked to your subject. These can be found on YouTube and could be a useful plenary.
- ✓ Use the 'Start with your subject' section on Careers Pilot – you can then explore different jobs linked to your subject. <https://careerpilot.org.uk/job-sectors/subjects>