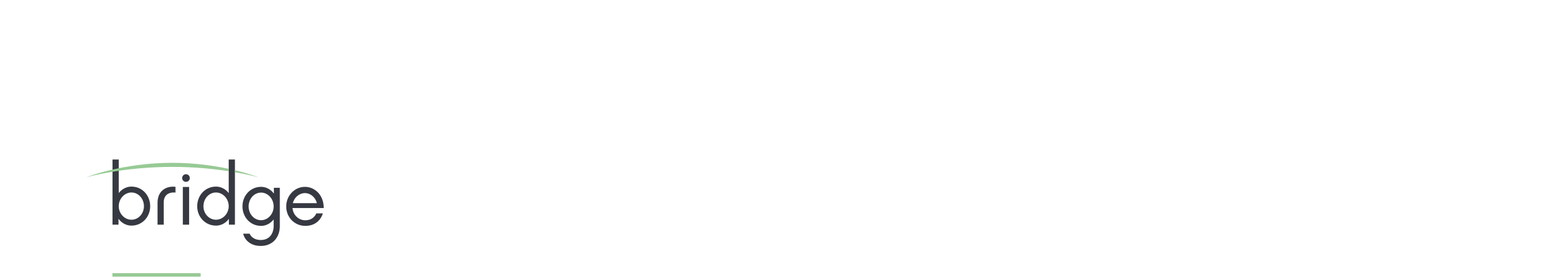
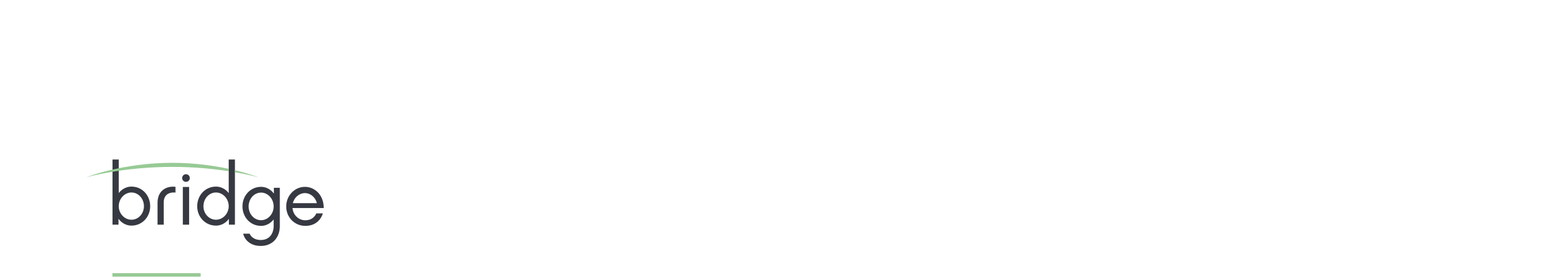
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| **Resource: Website Guidance document** | **Supports Benchmark One** |
| This guidance was developed by the teams in Cornwall and Greater Manchester to support schools in their localities when designing their careers element of the website. | |
| **What is the resource?** | |
| It is a step by step guide to one option for creating a website which clearly showcases careers, this document contains links to statutory guidance and ideas for each section as described by the team. | |
| **Top tips for effective use:** | |
| * Use as part of your work in Benchmark 1 alongside your strategic plan and programme * Can be used alongside the audit tool also featured in this directory * Visit other schools and colleges websites for other examples | |
| **Is this resource to be used with a specific Key Stage?** Applicable to all  **Is there a cost attached to this resource?** No | Download/link:  For further information regarding this resource please contact:  Karl Grimes – Hub Lead at Bridge GM - [Karl.Grimes@greatermanchester-ca.gov.uk](mailto:Karl.Grimes@greatermanchester-ca.gov.uk) |
| Resource last updated: January 2020 | |

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**Careers information on the school website - Guidance**

You may wonder why you cannot simply publish your careers policy on your website.

I would not recommend that:

* as it does not contain all the information students and parents need.
* it contains quite a lot of sections that most students and parents will not be that interested in e.g. rationale, management and training. Some may, which is why I would suggest you include a link to your Careers Policy.

I do recommend selectively including information from your policy in the careers section of your website. When you take sections/paragraphs from your policy you may want to check/tweak them to make them as clear as possible to students and parents.

In terms of what careers information goes on your website, the Government has published an amendment to its statutory guidance, that is very specific. Please see the below link:

**‘**[**Amendment to the School Information (England) Regulations**’](http://www.legislation.gov.uk/uksi/2018/466/made).

I have followed all the points in this guidance in my guidance to you!

**Accessible** - The two key stakeholders (others are welcome too!) that you really want to access careers information on your website are students and parents, so I suggest that your ‘Careers’ link is in both your student and parents’ sections of your website (most schools have these, if your school does not make sure the careers link is easily found). I think work experience is an element (a very important one) of careers education, so I suggest it is a link on the careers section.

**1** **Careers Team –** Completely logical to start with this. I suggest job title, e-mail address, and direct telephone number or extension (if you have either!) of the Careers Lead (statutory requirement), Careers Line Manager and Work Experience Coordinator/ Administrator.

**2 Introductory Paragraph** explaining the school’s positive approach to careers education (should be able to take this from the introduction to your Careers Policy).

**3** **Aims** – again you should be able to lift these from your policy.

**4 Resources –** again you should be able to lift a paragraph from your policy.

**5 Careers Programmes –** this should explain whatcareers provision there is for each year group or key stages. Make sure you are making clear where specific learning will take place for students e.g. in PSHE lessons, tutor time, assemblies, Careers Day…

**6 Measuring Impact –** this is a statutory requirement as stated in the ‘Amendment to the School Information Regulations’. One thing that the school must publish for that academic year is:

* how the school measures and assesses the impact of the careers programme on pupils

Our suggestion would be a statement on the lines of:

**“**‘The School will assess the impact of its careers programmes on students by completing an annual student survey and analysing destinations data in line with activities that they have taken part in at school. In addition, the views of students and parents will be surveyed after key events e.g. the Careers Information Evening, Year 10 Work Experience, Year 12 Work Experience…”

**7** **FE/Training Provider Access**

Paragraph 65 of the ‘Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff’ published in January states:

“Every school should review their arrangements for provider access and must set out those arrangements in a policy statement. The school may revise the policy statement from time to time and we recommend that this is done annually. The policy statement must be published and should be made available on the school website. The purpose of the statement is to set out opportunities for providers to visit and to explain how requests from providers will be handled.”

Very helpfully in annex A of the guidance, there is an: ‘Example of a policy statement on provider access’. I suggest you use this two-side template to produce your own policy statement (you may have already). I have attached a copy of the appendix template. I must apologise but I could not help myself add in some provider opportunities to the table based on the activities that take place in your schools, you can see the unadulterated version on-line!

I suggest you write the following sentence:

“ X school believes in giving FE, HE and training providers the opportunity to talk to pupils at the school. Please use the following link to see its ‘Provider Access Policy’: “

**8 Policy** – I would simply state - To read the full Careers Policy please use the following link:

**9 Useful websites**

Benchmark 1 requires you to provide careers information for different stakeholders: students, parents, employers and teachers. Information in your Work Experience section should cater for employers as well as students and parents. Teachers need access to resources that help them deliver careers learning in their lessons. A key resource is the ‘LMI in A Box’ teacher resources. I suggest you put a link on your VLE or website, whichever teachers use at your school.

Students and parents are going to be the main users of website links added to your website. I suggest you do two things;

* Briefly explain the value of each website
* Do not include too many websites – be a little selective for them. Or if you want to include lots, explain the top six or maybe a couple more and list the others.

You definitely want to include websites students use at school. I personally would include and explain your key six/eight sites as there is a danger that by listing too many students and parents do not use the most valuable ones or maybe none at all. You may want to make it easy for parents by including links to local colleges.

[**National Careers Service**](https://nationalcareers.service.gov.uk/) – a comprehensive careers website with **job profiles**, outlining: the skills required, main tasks, pay levels and career prospects for hundreds of different jobs. In addition, valuable guidance on the different stages involved in getting a job.

[**Get in Go Far**](https://www.mcrgreater.co.uk/event/get-in-go-far-apprenticeships-everything-you-need-to-know-careers-information-advice/2019-04-30/) – a website for anyone wanting to know more about **apprenticeships.** The website has a search facility for job specific apprenticeships in a particular area.

[**Careers Pilot**](https://careerpilot.org.uk/)– comprehensive information on the **jobs market in the south-west**. Contains information on the main employment sectors, including the number of people working in that sector and whether the number is projected to increase or fall. In addition, information on job salaries, relevant subject areas, top employers and types of apprenticeships.

[**Icould**](https://icould.com/) **–** helpfulvideos about a wide range of job roles

[**UCAS**](https://www.ucas.com/) – a very helpful website for students thinking of applying to **higher education**. Also contains valuable information on different options, including apprenticeships