

Careers Strategy

Elmwood & Penrose Federation



Careers Strategy

Policy Title:	Careers Strategy	
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Person(s) Responsible:	Class Teachers Middle Leaders Ryan Parker-Binns Shane Baker Helen Farnell Jayne Forester	Careers Leader Assistant Head Teacher Executive Head Teacher CEIAG Link Governor

Introduction:

The Elmwood & Penrose Federation has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all students' entitlement and learning here at the Federation to aid their personal development.

Through a planned careers education programme, we are committed to providing the appropriate activities and experiences to enable students to make well-informed decisions and successful transitions in life and work. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to student outcomes through our EHCP annual reviews process, where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.

Throughout the Elmwood & Penrose Federation our careers programme is known as 'Futures'.

Futures is led by our Careers Leader.

We work closely with the local authority due to the vulnerable nature of our students who all have special education needs and disabilities with Education, Health and Care plans in place, ensuring that we know of all the services available to support students, to access these and share this knowledge amongst our community. We all share the presumption that for many of our pupils will be capable of sustaining paid employment with the right preparation and support. We regularly celebrate, show case and promote the achievements of our students who are volunteering or in paid employment at every possible opportunity to raise the profile of our student's abilities.

Terminology:

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Vision:

To ensure students, their parent carers, are informed and prepared to achieve aspirational next steps into adulthood and the world of work.

Strategic Objectives:

- All students, parent carers and teachers have access to careers information, advice and guidance.
- All students are accessing and engaged in a meaningful and developmental careers education curriculum programme.
- All students' transition to a variety of positive destinations.

The strategy sets out where Elmwood & Penrose Federation is currently, using the Gatsby Benchmarks to explore what we currently do and what we need to do next. The strategy goes on to describe the key objectives in detail and explain how different stakeholders involved in careers and employability will work together to achieve these objectives over the next 3 years.

Current State:

Gatsby Benchmark & progress made	What we currently do	Areas to develop
<p>1. A stable careers programme</p> <p>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.</p>	<ul style="list-style-type: none"> We have a named Careers Leader. Strong links to the community including local businesses and employers. Pupils experience contact with employers in the primary phase. We have a developed Enterprise Education Policy. Enterprise projects are ongoing throughout the year that link to school events and the local market place. Established links with the SEND Enterprise Co-ordinator who provides many opportunities to the Federation. Established links with the Schools Advisor from the Job Centre Plus who works with individual students throughout the year offering impartial advice and guidance (although not Level 6). Links with Prospects exploring Apprenticeships and Supported Internships. Careers Leader and a member of SLT undertaking CDI Level 6 Careers Leadership programme. Member of SLT undertaken Teach First Careers Education Leadership Programme. We have a good understanding of our destination data and how we are working to ensure students transition to their preferred transition destination. The whole school takes part annually in National Careers Week. 	<ul style="list-style-type: none"> Complete all 8 areas of the Gatsby Benchmarks. Ensure all teaching staff are aware of the careers strategy. Formalise the links with employers and businesses to have a strategic approach to their engagement. Enterprise Education Policy is known and understood. Develop an enterprise brand to promote the work of the students. Develop the Careers Programme and Careers Education Framework. Upload the Careers Strategy, Careers Programme and Careers Education Framework to the school website. Develop a shortened student-friendly version so that students understand what to expect from their careers programme. The Careers Strategy and Programme to be shared and approved by the board of governors and has the explicit backing of the senior leadership team. Establish a clear model of all-through layers of work experience throughout the Federation. New tracking method of Destination Data, tracking for three years post-leaving. Annually need to evaluate the careers programme. Monitor and evaluate students engagement with the careers programme. Incorporate careers themes in all MLP and LTP. Staff CPD. Dates for careers specific learning to be added to the whole school calendar.
<p>2. Learning from career and labour market information</p> <p>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.</p>	<ul style="list-style-type: none"> Links to local industries and employers including EDF, Bridgwater Library, Angel Place, Secret World, Young Somerset, Train 4 All, Environment Agency who provide experience days and visits alongside work placements for students. Links with the Job Centre Plus. Links with Bridgwater and Taunton College. Pupil, staff and parent carers attend careers fairs. Organise and host Employability and Partnership Award events. A range of electronic resources are stored on the SLP. Actively work with the Transitions Social Care Team. We actively encourage employer visits and workplace visits. Future options are fully discussed during annual reviews so that steps can be put into place to meet the aspirations. 	<ul style="list-style-type: none"> Create a career display boards on all 3 sites. Establish Careers Champions on all 3 sites (1 member of staff and 2 students). Arrange Job Coach training to effectively utilised students' experience of the world of work. Establish a range of careers resources and make them available in the Learning Support Centre (LSC) for parent carers i.e. 'prospectus'. Develop a bank of physical teaching and learning resources accessible to all teaching staff. Promote the latest LMI to students and parent carers and use this information to shape our careers education lessons. Update the website to include a range of links accessible and useful to students and parent carers.

		<ul style="list-style-type: none"> Roll out the Careers Education Framework and programme across the Federation.
<p>3. Addressing the needs of each student</p> <p>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.</p>	<ul style="list-style-type: none"> The curriculum at Post-16 is based on the individual students' aspirations, which are discussed and reviewed at the students' PCR. Personalised learning. Wherever possible, students have long-term work placements as part of their core offer. These are supported by skilled staff and are linked to accredited outcomes. Linking with Local Authority Advisor for Post-16 and Adult Transitions Social Care Workers to explore individual options for students leaving at Post-16 and 19, including Supported Internships. We challenge students' stereotypical thinking. As a school, our position is the "presumption of employability" for all. We keep record of students' experiences of careers and enterprise activities. We also keep records of Destination Data that allows us to identify areas for development. Career Education lessons are taught from Key Stage 3 using our tailored curriculum. It has been developed to allow students to develop a 'spiky' profile. Session plans and resources are differentiated based on the needs of students. 	<ul style="list-style-type: none"> Develop Vocational Profiles so that students can document their individual skills, abilities, interests, aspirations, and needs in relation to employment. Embed and deliver the Skills Builder programme as a way of measuring pupil progress performance. Develop a method of tracking pupils' progress through the new Careers Education Framework. Develop and diversify the destination data for Elmwood & Penrose Federation so that students transition to a variety of destinations to meet their long-term aspirations.
<p>4. Linking curriculum learning to careers</p> <p>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.</p>	<ul style="list-style-type: none"> Key Stage 4 students have weekly sessions at the local college that links to future courses for Post-16. Enterprise activities run through the school at various times throughout the year that link to school events and the local market stall where products are sold to members of the public. Links with local industries and businesses enrich the curriculum as they provide experience days and visits. STEM projects are delivered throughout the curriculum from Year 7. Taking the principles identified by Preparation for Adulthood, we have developed a Vocational Curriculum (Age 16-19) for students with a range of learning needs. This curriculum is focused on the application of skills in authentic settings including the workplace. The curriculum is tailored to individuals needs and learning outcomes identified in their EHCP. Functional Skills in Maths and English are taught where appropriate. Developed a Careers Education Framework with links to Skillsbuilder and Gatsby Benchmarks. 	<ul style="list-style-type: none"> All subject leaders/Deputy Head of Curriculum have met with the Careers Leader and made clear career education links in MTP and LTP. Greater careers links made during other themed weeks i.e. Science Week/Enrichment Weeks. Develop a range of links with different industries so that students gain experience in different sectors. Profile of careers to be raised through departmental meeting, strategy to be regularly shared with staff, so that everyone understands their role i.e. Twitter, Careers Newsletter i.e. staff newsletter/FedNews. Develop the career working group.
<p>5. Encounters with employees and employers</p> <p>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.</p>	<ul style="list-style-type: none"> Attendance at careers fairs and events. Hosting Careers and Employment events at school Partnership awards hosted and organised by the school to celebrate our links with local businesses Students from Key stage 4 and Post 16 have work placements that link to their own interests and individual aspirations. We engage with over 10+ small, medium and large businesses enabling us to offer regular and meaningful encounters with employers. We deliver bespoke and meaningful work based opportunities across the academic year. Our enterprise initiative allows all of our students to contribute to its success. Students participate in an annual National Careers Week where they access employment based workshops, multiple offsite visits and participate in mock interviews with employers Throughout the year, we invite employers to give talks about the work they do to inspire the students. 	<ul style="list-style-type: none"> To develop the Enterprise curriculum so that all sites contribute regularly to product manufacture. To develop the Federation calendar to incorporate businesses and employers attending assemblies and showcase events. Ensure all classes have at least one encounter with an employer/employee annually and monitor and evaluate its success. With help from the SEND Enterprise Coordinator, recruit an Enterprise Advisor to develop enterprise, careers strategy, programme and curriculum. Arrange for students who have left the Federation (alumni) to return and share their experiences with our current students, particularly about their transition from education to

	<ul style="list-style-type: none"> If employers and businesses have any worries or concerns about supporting a young person with learning difficulties and additional needs, we support these employers to develop their skills, knowledge and experience through training and visits to our school. 	<p>the world of work and the impact this has had on their lives.</p>
<p>6. Experiences of workplaces</p> <p>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.</p>	<ul style="list-style-type: none"> Links with local industries and businesses enrich the curriculum as they provide experience days and visits. Attendance at careers fairs and various educational visits. We engage with over 10 small, medium and large businesses, to offer regular encounters with employers an offer meaningful and bespoke Work Based Placement across the academic year. Work based placements have been provided on a gradual basis beginning in Year 10 and 11 with generic retail and hospitality placements, building up students understanding of what a workplace is; rules, uniform, line managers etc. In the Post-16 students participate in Work Based Placements which are specific to their work interests identified through Vocational Profiling and careers education lessons. Support is built around an individual and is tailored to their aspirations as identified through their EHCP 	<ul style="list-style-type: none"> To review work placements and ensure students have clear objectives set and that work experience is progressive in developing key skills. Work Based Placements are progressive with targets set by Job Coaches for each placement that aim to build on previous placement experience. Develop whole school and classroom based work experience to ensure consistency across classrooms. Ensure all school educational visits incorporate careers in some capacity i.e. a short talk, questionnaire, Q&A and evaluation.
<p>7. Encounters with further and higher education</p> <p>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.</p>	<ul style="list-style-type: none"> Weekly visits to Bridgwater and Taunton College as part of the core offer for Key Stage 4 students Post-16 participate in transition days to their future place of study (if that is their preferred next steps). Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development. Through career coaching, careers lessons, teacher/family progress evenings and the Annual Review process, students and their families are made aware of the opportunities available to them in the local area including apprenticeships, supported internships, enterprise, employment and Further Education. On a biannual basis we host a 'Futures Fair' providing information whereby local education and social care providers, support services are able to discuss with families the support and services they can offer Post 16 and 19. Students also attend the annual Somerset Careers Fair where they encounter and learn about a range of apprenticeship, FE colleges, independent training providers, employers and university offers. Where students are able, many undertake Independent Travel Training. 	<ul style="list-style-type: none"> Local FE invited to students PCR's including the Federations Post-16 provision. Independent Travel Training is delivered 1:1 with students with a clear plan of progression that is tracked and reported back to parent carers. A link is made with a university in a purposeful context i.e. school radio/university radio.
<p>8. Personal guidance</p> <p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> Regular visits by the Specialist worker from the Job Centre Plus who: <ul style="list-style-type: none"> Conducts individual interviews Supports completion of application forms Complete skills analysis Provides job profiles 	<ul style="list-style-type: none"> One to one career meetings with an impartial advisor. Develop Individual Career Development Plans. Track IAG meetings and ensure actions are implemented.

Destination Data, Recording and Measures

At the Elmwood & Penrose Federation, we take our statutory duties seriously and record our destination data accurately. Data regarding the outcomes for our students is published on our school website and helps to inform our careers programme. We use the data received from the local authority to support students that become NEET for up to three years following their transition. We request that parent carers complete Destination Data Consent Forms in students' final academic year of study so that we are able to maintain contact. Note that we record destination measures in Key Stage 4 and 5 when a student transitions from our school at the end of an academic year. We understand our duty to inform the local authority whenever a pupil under the age of 18 leaves education before completion, at the earliest opportunity. **Privacy notice:** Parent carers or students can opt out from having their personal details shared by contacting the Careers Leader.

Key Stage 4 Destination Measures

%	Sustained destination	Continued into the schools 6th Form Provision	Apprenticeship	Supported Internship	Residential College	Local FE College	Employment or Independent Training Provider	Other
All leavers in July 2019	TBC	55.6%	0	0	5.6%	33.33%	0	5.6%
Girls	TBC	27.8%	0	0	0	5.6%	0	0
Boys	TBC	27.8%	0	0	5.6%	27.8%	0	5.6%
All leavers in July 2018	-	50%	0	0	0	40%	10%	0

Key Stage 5 Destination Measures

%	Sustained destination	Apprenticeship	Supported Internship	Residential College	Local FE College	Employment or Independent Training Provider	Other
All leavers in July 2019	TBC	0	0	9.09%	72.72%	0	18.18%
Girls	TBC	0	0	0	36.36%	0	9.09%
Boys	TBC	0	0	9.09%	36.36%	0	9.09%
All leavers in July 2018	-	0	0	0	33.3%	0	66.6%

Long Term Action Plan Overview

Long-Term Strategic Objective 1: All students, parents, carers and teachers have access to careers information, advice and guidance.

Why our school believes this objective is important: Accessing and using accurate, impartial and tailored information about the different options post-16 and post-19 is vital to choosing a next step that meets the students' full potential and is most likely to lead to a successful outcome.

Link to Benchmarks: GB1, GB2, GB3, GB4 and GB8.

What will success look like (Targets)? What do we need to achieve?

Year One 2019-2020	<ol style="list-style-type: none"> 1. Establish a bi-annual careers fair that enables the whole school community to develop their IAG knowledge and understanding of service and provisions in the local area. 2. Commission an organisation to provide impartial IAG. 3. The IAG programme has been established; we know which students will receive their IAG meetings and at which times of the year. 4. An IAG meeting proforma is developed to capture the meeting discussions and identify next steps.
Year Two 2020-2021	<ol style="list-style-type: none"> 5. Positive feedback from IAG meetings using anecdotal, proformas, parent/carer/student feedback indicates the role is having positive impact. 6. Destination data indicates that a range of IAG is being given to students & parents. 7. Develop phase Careers Champion responsible for ensuring subject display areas are up to date and providing relevant information to the phase team to enable a whole school approach to careers.
Year Three 2021-2022	<ol style="list-style-type: none"> 8. Carry out teaching staff CPD to enable them to provide informal IAG within class context that ensures an impartiality. 9. Review the IAG role to establish next steps and succession planning. 10. Review IAG practice with other schools to identify next steps.

Long-Term Strategic Objective 2: All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme.

Why our school believes this objective is important: To ensure students are fully prepared for life after school and for participating in everyday life, careers education provides a platform for students to develop a wealth of transferrable skills for the world of world.

Link to Benchmarks: GB1, GB2, GB4 and GB8

What will success look like (Targets)? What do we need to achieve?

<p>Year One 2019-2020</p>	<ol style="list-style-type: none"> 1. Whole school careers education framework is developed and shared amongst teaching staff. 2. Whole school development plan for enterprise has been produced and shared. 3. Student dreams and destinations are now part of the language and routine at the Federation. 4. Skillsbuilder has been introduced and is being used to track progress for community based work experience. 5. Written impact case studies based on destinations are visible on the school website and on display in the school. 6. Annual staff, student, parent and employer evaluations are collated and the action plan for 20/21 is amended accordingly.
<p>Year Two 2020-2021</p>	<ol style="list-style-type: none"> 7. Recording demonstrates the Careers Education Framework is being delivered in classes. 8. Careers Leader can begin Quality in Careers Standard accreditation. 9. Evaluate data to inform and introduce Medium Term Planning for the four phases which highlights opportunities for careers education delivery with links to Skills Builder. 10. Review and evaluate the enterprise education policy.
<p>Year Three 2021-2022</p>	<ol style="list-style-type: none"> 11. Data from Skillsbuilder and case studies enables us to evaluate the work experience programme and establish next steps. 12. Quality in Careers Standard accreditation has been awarded. 13. Monitor and evaluation the data for the last three years of pupil engagement in the Careers Education framework in Years 11 & 13 (for comparison). 14. In light of the above, whole careers strategy evaluation and review. Achievements highlighted and celebrated.

Long-Term Strategic Objective 3: All students' transition to a variety of positive destinations.

Why our school believes this objective is important: Ensuring students transition to the differing right destinations ensures students are on the right pathways for their future aspirations. This would hope to broaden students, staff and parents/carers expectations and aspirations.

Link to Benchmarks: GB2, GB3, GB7 and GB8

What will success look like (Targets)? What do we need to achieve?

Year One 2019-2020	<ol style="list-style-type: none"> 1. At least one student (c.5% of year group) has transitioned to an alternative destination other than a local FE college. 2. Staff CPD around discussions with parents at Elmwood and 6th Form regarding future long-term destinations during EHCP Annual Reviews. 3. Maintaining 100% engaged in EET.
Year Two 2020-2021	<ol style="list-style-type: none"> 4. At least 10% of year group has transitioned to an alternative destination other than a local FE college. 5. Futures (careers) Fair for all school community to develop knowledge and understanding of services available post-16 and post-19. 6. Development of resources and visuals to support staff during EHCP Annual Review discussions regarding future aspirations. 7. Maintaining 100% engaged in EET.
Year Three 2021-2022	<ol style="list-style-type: none"> 8. At least 15% of year group has transitioned to an alternative destination other than a local FE college. 9. Maintaining 100% engaged in EET. 10. Pupil, parent/carers and staff voice indicates they have a growing breadth of knowledge of varying destinations.

How do we know that our careers programme works and how can you help us to improve it?

We underpin our strategy with the Gatsby Benchmarks. We are committed to reducing the number of 13-19 year olds who are not in education, employment or training (NEETs) by ensure this strategy is embedded in our practices.

Government Policy

Several different resources have been used to underpin our strategy and programme including:

- **October 2018** - Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- **October 2018** – Destination data: Good practice guide for schools.
- **December 2017** - Careers strategy: making the most of everyone's skills and talents.
- **April 2017** - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.
- **February 2017** - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities.

This strategy has been approved by the governing body and will be reviewed every three years or in the light of new guidance from the Department for Education or Local Authority. The strategy will be monitored by the Careers Leader to ensure the activities planned are implemented through a range of monitoring and evaluation practices are used throughout. Some of these include;

Monitoring

- IAG guidance meetings proformas
- IAG action plan follow up
- Attitude to learning scores - Students attendance, behaviour, completion of work because of careers input i.e. surveys
- Student/parent carers knowledge of destinations options has increased
- Work experience placements
- Monitor transitions programmes
- Careers Education Framework delivery
- Careers tracker monitoring pupils engagement in the careers programme linked to the Gatsby Benchmarks throughout their time at the school.

Evaluation

- Destination data
- Futures Fair attendance and feedback
- Work experience and transitions programme
- End of year student, staff and parent carer feedback
- Curriculum outcomes
- National Careers Week
- Case studies

All stakeholders are welcome to feedback on the careers strategy and programme to the Careers Leader whose details are available on the school website.

Governing Body

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our governing body is aware of its statutory duty to ensure;

- careers guidance is presented in an impartial manner.
- careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- careers guidance given promotes the best interests of the pupils to whom it is given.
- they provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- they are informed by the requirements and key principles for good careers guidance set out in the 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.' government paper dated January 2018.
- there is a curriculum link governor specifically responsible for CEIAG.
- they strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- there is supporting CPD for the designated governor and Careers Leader.

How do we communicate what we are doing?

Our careers strategy and programme is accessible on the school website. Emerging opportunities are shared on Twitter, Facebook and home-school books. Successes are celebrated internally through displays and within weekly Star of the Week assemblies and externally through newspapers and local magazines.

Parent Carer Involvement

We work in partnership with parent carers, care providers and other agencies to ensure that students are supported holistically in their onset development. We do this by the use of home-school books, newsletters, parents' evenings, coffee mornings, Twitter, school website and events. We share course information, open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website.

We send opportunities to parent carers that will enrich, enhance and add to the curriculum offered at the Federation, including open days, activities and events. We remind our parent carers that with the right support, the majority of students can find paid work, supported to live independently and participate in the community. We remind parent carers that at the Federation we promote gender-neutral careers and request that parent carers do the same. We encourage parents with personal budgets to use this to access activities that promote greater independence and to learn important life skills that are transferrable to the world of work. A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage students to participate.

We initially start the discussions about life after school (Futures) from year 8. During EHCP annual reviews, particularly during years 10, 12 and 13, we invite local further education colleges to participating in these discussions. We also include information about the financial support available to stay in education post-16, including the 16 to 19 Bursary Fund.

Strategy Approval

Signed (Careers Leader) _____

Signed (Head Teacher) _____

Signed (on behalf of the governors) _____

Date _____