

FIVE YEAR PROGRAMME

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE

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Next Review: July 2021

RATIONALE: GATSBY BENCHMARKS

The Shuttleworth College Careers Plan exists to ensure that the College meets the eight Gatsby Benchmarks and that the CEIAG delivered to our pupils is appropriate, timely, and progressive and helps them to achieve their ambitions. However, it also exists to ensure that all stakeholders are confident that our CEIAG programme helps to fulfil the College's aims of 'Think Big, Chase Dreams, Succeed Together': our pupils' aspirations will be raised, our attainment will be high and all our pupils will go on to appropriate Education, Employment or Training. Our CEIAG Plan is subject to at least annual review, ensuring that evaluation and improvement are cornerstones of the CEIAG programme at Shuttleworth College.

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

At Shuttleworth College, this involves:

- SLT and Governing Body-supported 5-year programme to meet all benchmarks and target key transition periods
- Careers Leader provides clear aims & objectives
- Link CEIAG Governor
- Development and evaluation of Careers Programme supported by Careers Hub Lead and Enterprise Advisers with age appropriate and timely activities
- Letters, meetings and information are shared with pupils and parents at key points
- Timely work-related learning conference for Year 10: Your Future, Your Choice (YFYC) to develop employability skills, provide experiences of work, encounters with employers and results in informed post-16 applications
- Library Careers section
- Careers Website continually updated and reviewed
- Review of destination data integral to evaluation process

At Shuttleworth, the outcomes and impact are:

- CEIAG programme linked to School Improvement Programme development points
- A Gatsby Benchmarks- guided programme
- Supporting Shuttleworth College's ethos and values
- Developing pupils' ability to apply knowledge, understanding and skills
- Diverse range of pupil destinations
- Improving understanding of local labour market, economy, enterprise, personal finance and business organisation structures and workings
- Encourage positive attitudes to lifelong learning

GATSBY BENCHMARK 2:

LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil, 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 advisor to make best use of available information.

At Shuttleworth College, this involves:

- Shuttleworth College website has information for pupils, families, teachers and employers
- Class sessions on CEIAG, future pathways and LMI, emphasised at key-decision points
- Encounters with ASK, Independent Training Providers, Sixth Forms, FE Colleges and HE Institutions support student and parent/carer knowledge of future pathways across all year groups
- A North West region-specific LMI session during YFYC
- Pre- and post- employer encounters preparation and evaluation
- Staff CPD from Enterprise Adviser on LMI, recruitment and the changing world of work
- Local LMI used in curriculum activities

At Shuttleworth, the outcomes and impact are:

- Sustained improvements in destination data: range, level and aspiration
- Pupils make informed decisions during key transitions
- Pupils and staff have thorough knowledge of local LMI and future pathways
- Promoting the SC ethos of 'Think Big, Chase Dreams, Succeed Together' as pupils focus on all their skills and attributes alongside academic achievement
- Better staff understanding of the changing world of work and FE/HE options

GATSBY BENCHMARK 3: ADDRESSING THE NEEDS OF EACH PUPIL

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

At Shuttleworth College, this involves:

- 5-year Plan links directly to school ethos of 'Think Big, Chase Dreams, Succeed Together'
- Challenge stereotyping
- Promote all staff as positive role-models
- Student Profile folders in Year 10 & 11 for students to track their own career development
- Year 10 Aspirations Survey
- Year 11 are tracked for applications, intended and actual destinations, including interventions and aspirational support where appropriate
- Year 11 access to Level 6 CEIAG practitioner for individual guidance
- Year 9 GCSE Options choices support through interviews
- Differentiated workplace visits for pupils
- Engagement with Local Authority, Providers and Alumni to track 3 Year destinations of students

At Shuttleworth, the outcomes and impact are:

- Raised aspirations and sustained improvements indicated by destinations data
- Pupils are fully supported through CEIAG decisions
- Tracking documents ensure that intended destinations are appropriate, aspirational and contain no gaps especially for disadvantaged pupils – this assists with follow-up interventions
- Aspirations survey information is collated to target Year 11 applications, employment experiences and appropriate post-16 choices
- Guidance interviews are individual for all PP/SEND pupils. Small group appointments for those with similar ability/interest/aspiration

GATSBY BENCHMARK 4: 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 career paths.

At Shuttleworth College, this involves:

- Careers in the Curriculum group with staff representation from all faculties to create, embed, track and reflect on careers activities in CEIAG curriculum programme
- CEIAG overview includes pre- & post-sessions for activities
- STEM activities are promoted through the science and creative technologies curriculum
- Technology link learning programmes to industry links and have organised industry visits linked to lessons and classroom projects
- English has supported CV writing plus face-to-face and telephone interview technique
- Maths deliver money-management to PSHE
- Edge Hill university visit incorporated English Language masterclasses for Year 11
- World of Work Fortnight for Year 7 & 8
- Cross-school use of higher-level CEIAG vocabulary to support Literacy development

At Shuttleworth, the outcomes and impact are:

- Dedicated curriculum time ensure maximum exploitation of activities e.g. companies are researched and questions prepared before visits so that relevant information is gathered and shared in addition to creating an enjoyable experience – this is reinforced in follow-up work
- Expansion of employer contacts for curriculum activity

- Year 11 pupils have a completed CV and at least 1 Mock Interview
- PSHE sessions and booklets completed in all year groups
- Robust and valued processes for student leadership: elevated status within SC and prefects support good behaviour, acting as role models through peer mentoring and reading leaders
- All pupils have confidence to talk about their CEIAG development and experiences

GATSBY BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil should have multiple opportunities to learning from employers about work, employment and the skills that are valued in the workplace. This can be through a range of activities including visiting speakers, mentoring and enterprise schemes.

At Shuttleworth College, this involves:

- Employers, employees, industry representatives and FE staff attend a range of events
- YFYC includes employability-based sessions, workshops and skill-building
- All Year 8 pupils visit a local company for an industry visit
- Year 11 visit to the Apprenticeship Show
- Support and promotion of apprenticeship routes
- Burnley Bondholders are Year 11 mentors
- Business GCSE enterprise task
- iSTEM robotics challenge (employer attendance e.g. BAE)
- All visitors are asked to outline their own career paths as an introduction before their scheduled activity
- Develop confidence of staff to use employer encounters to support GB4.

At Shuttleworth, the outcomes and impact are:

- Increased pupil and parent awareness of CEIAG provision
- All aspects of employability skills and workplace experiences undertaken in YFYC – these are linked to aspiration surveys
- Apprenticeship opportunities information gathered and decision making
- On-going destinations tracking (internal and external) continues with targeted intervention
- Increased knowledge of workplaces
- Increased knowledge of local LMI

GATSBY BENCHMARK 6: EXPERIENCES OF WORKPLACES

Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

At Shuttleworth College, this involves:

- YFYC includes workplace visits and work shadowing for all Year 10
- All Year 8 pupils take part in industry site visits to local companies
- STEM enrichment has included workplace visits
- CEIAG in the curriculum has increased use of employers supporting curriculum activities
- Use of Enterprise Adviser to grow employer network
- Expansion of curriculum trips to industry

At Shuttleworth, the outcomes and impact are:

- Increased pupil and parental awareness of the world of work and making informed decisions
- Constant reinforcement that the available opportunities are immense and that research and information gathering is essential to making informed decisions
- Workplace experiences and work shadowing is linked to pupils' aspiration surveys

- Aims and desired outcomes are communicated clearly to employers so that visits have the maximum impact in the limited time available
- Pupil and parent understanding of local LMI is increased

GATSBY BENCHMARK 7:

ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils 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.

At Shuttleworth College, this involves:

- FE Taster Days for Year 10-11
- Pupils have 2 university visits over their 5 years at Shuttleworth College
- Year 9 & Year 11 Careers Fairs with FE and Training Provider presentations
- Form tutors, pastoral leaders are trained by FE staff and Careers Leader on FE and apprenticeship routes and applications (including Higher and Degree Level apprenticeships)
- Year 11 Careers Fair includes application and CV writing session supported by FE staff
- Promotion of the National Citizenship Service
- Extended contact with training providers
- Sessions and guidance provided by ASK Project
- Increased staff awareness of different post-16 routes

At Shuttleworth, the outcomes and impact are:

- Increased pupil and parental awareness of post-16 options and lifelong opportunities available, the world of work and the need to make informed decisions
- Constant reinforcement of immense range of opportunities and the need to research and gather information to make informed decisions
- Range of destinations for pupils
- Increased staff awareness of different providers and post-16 routes

GATSBY BENCHMARK 8: PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that 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 pupils but should be timed to meet their individual needs.

At Shuttleworth College, this involves:

- Level 6 Qualified IAG advisors to provide guidance for all Year 11 pupils
- Form tutors and pastoral leaders trained on available post-16 options
- FE staff (IAG qualified) used during Year 11 application sessions and provide drop-in sessions during Term 2
- PP RAP strategy includes bespoke guidance for pupils via mentoring including application training delivered to industry mentors
- Individual sessions are booked in for anyone without an appropriate application in place
- Website promotes National Careers Service website and helpline
- Careers Leader follows up on all Action Plans to ensure suitability of intended destinations

At Shuttleworth, the outcomes and impact are:

- Guidance interviews: guaranteed individual appointments for all disadvantaged pupils

- Staff are given responsibility for their tutees with Pastoral Leaders and mentors focussing on PP pupils
- Ensure we meet the needs of all pupils, prevent NEET and ensure suitability of post-16 pathway

TYPICAL ANNUAL CEIAG ACTIVITY PLAN BY YEAR GROUP

All external speakers are asked to share employment and career information when they visit and are speaking to pupil groups including: job title and role outline, qualifications, career paths. In particular, this is useful on PSHE drop-down-days and during assemblies.

	Autumn	Spring	Summer
Year 7	Author Visit World of Work Fortnight: curriculum focus	STEM: Women into Engineering DT Project (local employer involvement and LMI focus) Marketing Workshop	University Visit (Y7 or 8) DT Project (local employer involvement and LMI focus)
Year 8	University Visit (Y7 or 8) Author Visit World of Work Fortnight: curriculum & employer focus	Industry Visits: focus on local LMI STEM: Women into Engineering	
Year 9	Careers Fair to introduce GCSE study: raising aspirations, importance of academic success & future pathways – FE, Training Providers & Employers LMI class sessions	GCSE Options Preparation STEM: Women into Engineering Chester Zoo: careers in science focus Secondary Engineers Rolls Royce visit Army STEM Workshop	GCSE Options IAG Interviews Secondary Engineers: employer support
Year 10	PE Testing day	STEM: Women into Engineering Chester Zoo: careers in science DT Workplace visits Army STEM Workshop	FE Taster Days University Visit (Y10 or 11) Your Future, Your Choice: Employability Week including LMI (local and national), skills development, work shadowing, mock interviews, CV/portfolio development
Year 11	University Visit (Y10 or 11) Careers Fair: FE, HE & Employers LMI Session: local focus National Apprenticeship Show Mentoring Post-16 Applications focus Individual IAG Appointments FE College enhancement programmes	FE Lecture Follow-up Individual IAG Appointments	Tracking: intended destinations
Alumni	Tracking students for 3 years		
Whole school	All external speakers are asked to share employment and career information when they visit and are speaking to pupil groups including: job title and role outline, qualifications, career paths. In particular, this is useful on PSHE drop-down-days and during assemblies.		
Staff	Staff CPD on CEIAG, LMI and updates. Curriculum Group meets once per term. Website Development and evaluation ongoing.		