



CAREERS AND EMPLOYABILITY STRATEGY

Aspirational Pathways Programme

Approved by:	Local Governing Committee	Date:	January 2019
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1 SUMMARY

Throughout the GFM in our commitment to ‘To be Greater and Aspire Further’ we recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. As a school we have a responsibility to prepare students for the time they enter the wider community - either through further education or employment. A key element of this preparation must come through the delivery of a coherent Careers Education Information, Advice and Guidance (CEIAG) Programme.

The careers programme across the GFM is committed to delivering high quality CEIAG by ensuring students make effective and informed decisions about their future through greater self- awareness, career exploration, work related learning and the development of employability skills. A vital part of this is contact with employers, training advisors, colleges and universities. For this reason we had developed strong links with the Enterprise Adviser Network, the GFM Education and Business Forum and the Solent LEP, and will continue to build relationships with external agencies that can support us in delivering an exciting and varied CEIAG Programme.

Using the Gatsby Compass Tool, we identified several areas of development and devised a three year strategy to address our top four priorities. They are:

- ☒ A stable programme (1)
- ☒ Learning from careers and labour market information (2)
- ☒ Linking curriculum learning to careers (4)
- ☒ Experiences of workplaces (6)

By developing these four areas and with the support of Teach First’s Careers , Employability and Leadership Programme (CELP), we believe that we will be able to raise students’ motivation, attainment and aspiration as well as achieving The Mark of Quality for Careers Education and Guidance.

Careers Lead (SLT)



2 DfE OVERVIEW OF REQUIREMENTS

WHAT IS CEIAG?

Careers Education, Information, Advice and Guidance (CEIAG) has four essential and interlinked principles:

- ☑ Careers Education – a planned programme in the curriculum that gives students the knowledge and skills for planning and managing their careers
- ☑ Careers Information includes learning options, labour market information, skills, occupations, and progression routes
- ☑ Careers Advice and Guidance – personalised help specialist advisers to identify long term goals and plan steps to attain them. These advisors are to be appropriately qualified.
- ☑ Work related learning – experiences within and outside of the curriculum that help students learn about economic well-being, careers and enterprise.

DEPARTMENT FOR EDUCATION (DfE) REQUIREMENTS

Requirements according to the Careers Guidance and Access for Education and Training Providers (January 2018)

Main Points Discussed

- ☑ Statutory guidance has been restructured around the Gatsby Benchmarks (Note: Gatsby benchmarks are not a statutory framework but highly recommended by the DfE)
- ☑ Schools should begin to work towards the benchmarks from January 2018 and meet them by end of 2020.
- ☑ Destination information will be published in performance tables. They are becoming an established part of the accountability system
- ☑ All schools should complete a self-evaluation tool against the Gatsby Benchmark.

Gatsby Benchmark	Description (Condensed)
1. A Stable Careers Programme	<ul style="list-style-type: none"> ● <u>Should</u> have a stable and structured careers programme ● <u>Should</u> publish on school website ● Programme <u>should</u> be regularly evaluated with feedback from pupils
2. Learning from career and labour market information	<ul style="list-style-type: none"> ● By age 14, all pupils <u>should</u> have access to information about careers paths and the labour market ● Parents encouraged to access
3. Addressing the needs of each individual	<ul style="list-style-type: none"> ● The programme <u>should</u> challenge stereotypical views ● Schools <u>should</u> keep systematic records of individual advice given (accessible to students) ● Schools <u>should</u> collect and maintain destination data
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> ● By age 14, every student <u>should</u> have the opportunity to learn how different STEM subjects help post 16/18 opportunities
5. Encounters with employers and employees	<ul style="list-style-type: none"> ● Every year, from the age of 11, pupils <u>should</u> participate in at least one meaningful encounter with an employer
6. Experiences of Workplaces	<ul style="list-style-type: none"> ● By the age of 16 every pupil <u>should</u> have had at least one experience of a workplace ● By the age of 18 every pupil <u>should</u> have had at least one experience of a workplace



7. Encounters with further and higher education	<ul style="list-style-type: none"> By the age of 16, every pupil <u>should</u> have a meaningful encounter with providers
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	<ul style="list-style-type: none"> By the age of 18, university applicants should visit at least two universities
8. Personal Guidance	<ul style="list-style-type: none"> Every pupil <u>should</u> have at least one careers interview by the age of 16 and an opportunity for a further interview by the age of 18

* When the guidance uses the term 'must' it means it is a legal requirement. When the guidance uses the term 'should' it means advice is being offered. See page 4 of the guidance.

Requirements and Expectations of Schools

The guidance has outlined requirements and expectations of schools, which includes timing and action points. The information below highlights where we are in relation to the timescales outlined in the guidance.

Timing	Actions outlined in the guidance
Ongoing (Legal duty since September 2012)	Every school <u>must</u> ensure that pupils are provided with independent* careers guidance from year 8 to year 13
From January 2018	<ul style="list-style-type: none"> Every student <u>must</u> have the opportunity to access a range of information about different career pathways Every school <u>must</u> publish a policy statement setting out their arrangement for provider access.
From January 2018 to end 2020	<ul style="list-style-type: none"> Every school <u>should</u> begin using the Gatsby Benchmark to improve careers provision Provide 7 encounters with employers (at least one every year) – Some should be STEM
From September 2018	<ul style="list-style-type: none"> Every school <u>should</u> appoint a named person to the role of Careers Leader to lead the careers programme
From September 2018	<ul style="list-style-type: none"> Every school is expected to publish details of their careers programme (Raising Aspirations) for young people and their parents
From September 2019	<ul style="list-style-type: none"> Destinations data to be made available KS2/ Girls/ STEM/ SEND students to become key focus groups for Careers Careers department structure defined and roles published Baker Clause document must outline our offer range of education and training adviser access to all students and be published with a strategy statement
by July 2020	<ul style="list-style-type: none"> All students must have had a minimum of 7 encounters with employers between years 7-13

3 VISION AND MISSION

Vision

A world in which every child can reach their full academic and career potential.

The Gosport and Fareham Multi Academy Trust is committed to the belief that every student has the right to achieve their full and utmost potential and together with our local community and parents our aim is to combat the historic and economic social injustice that exists in Gosport to ensure every student in the GFM has the best possible life chances. *This ethos motivates all members of our community to support our students in their life long learning and promotes high expectations and challenge for all.*

Mission

For every student across the GFM to be equipped with the knowledge and skills needed to make well informed, aspirational and independent careers decisions.

4 STAKEHOLDER AND EMPLOYER ENGAGEMENT

The role of Parents and Carers

Parents are an essential part of the careers and employability strategy which is why it is paramount that they are just as informed as their child(ren). The Gosport and Fareham Multi Academy Trust aims to increase parental engagement and knowledge by:

- ❑ Providing all parents with access to Unifrog
- ❑ Inviting parents to GCSE and Post-16 options evening
- ❑ Discussing their child(ren) careers notes on Academic Review Day



The role of our External Providers

Enterprise Adviser Network (EAN)

The Enterprise Adviser Network (EAN) connects young people to work experiences. Through the Solent LEP they will support the GFM with the following:

- ☑ Arranging workplace visits
- ☑ Organising careers talks
- ☑ Conducting Mock Interviews
- ☑ Delivering Careers and Enterprise lessons

	Before activity	During activity	After activity
External Providers	<ol style="list-style-type: none"> 1. Complete an Employer Engagement Request Form 2. Submit form to LCCC and EAN contact via email 3. Provide information when appropriate 	<ol style="list-style-type: none"> 1. Take pictures 2. Capture anecdotes 	<ol style="list-style-type: none"> 1. Gather feedback and testimonials from volunteers 2. Send a thank you email 3. Promote organisation on social media
GFM	<ol style="list-style-type: none"> 1. Provide GFM reception with visitor's information 2. Inform staff members involved of the activity (e.g. via email, assembly, meeting) 		<ol style="list-style-type: none"> 1. Complete a write up for the school newsletter

Enterprise Business Partnerships (EBP)

The Enterprise Business Partnership (EBP) helps young people find work placements. They assist the GFM with the following:

- Introduce work experience to students (assembly)
- Provide workshops on how to secure work experience, CVs and how to contact employers
- Add details of work placements to our database
- Carry out H & S regulations for placements
- Prepare work experience agreements for students and parents
- Attend parents evening to talk to parents about work experience
- Provide work experience diaries and certificates (electronic copies)
- Produce an evaluation report

The role of our Careers Advisors

A careers advisor from EBP currently provide one to one careers guidance to the following students:

- Sixth Form - Year 12 (30 minutes) /Year 13 (45 minutes)
- Year 11 (30 minutes)
- Targeted students in Year 8, 9 and 10 (30 minutes)

As well as one to one careers guidance, our careers advisors also deliver:

- careers assemblies for every year group
- a GCSE and Post-16 option workshop for year 8 and 11 students
- a presentation on GCSE and Post-16 options to parents

They are also present on results (GCSE and A Level) to support students with their next steps

Role and Responsibilities

- Provide one to one careers support
- Have a good understanding of local sixth forms and colleges and their application deadlines
- Support students with Post – 16 applications (e.g. emails, telephone calls)
- Organise careers appointments
- Write careers notes on every students
- Get students to complete an evaluation immediately after the one to one session
- Communicate all safeguarding concerns
- Attend GCSE results day
- Provide LMI information

5 MONITORING AND EVALUATION

MONITORING

Unifrog

We have purchased for all students across the GFM the Unifrog platform which can be accessed by students, parents and teachers via the internet and allows students to plot their encounters and experiences at all levels from year 3 through to year 13.

Unifrog enables to students to search for and successfully apply to a range of opportunities, whilst helping school staff to support students through this process.

How Unifrog can help

- Our UK University search tool presents information about university in an impartial, comprehensive and student-friendly way.
 - Our Apprenticeships search tool contains information about SLPs and Degree Apprenticeships, including wider information on all apprenticeships listed on the gov.uk website. Our tool is updated every 24 hours.
 - Staff can track the intentions and destinations of students based on their different characteristics (e.g. PP, NCOP, First in Family), in order to inform how the school supports students through the destinations process.
 - Our Application management tools help students to create successful applications, whilst supported effectively by staff through feedback and tracking.
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- Our Careers Library contains 100s of guides to different careers, including suggested related university subjects and apprenticeships. They also include the skills needed to succeed in that career and labour market information.
 - Our Subjects Library helps students to aspire towards a wide range of subjects they may not have previously considered, as well as given them the information to pursue any areas of interest.
 - Staff can track which university subjects or apprenticeship sectors students are interested in, enabling more targeted support for students.
 - Our MOOC tool enables students to search for short courses from universities around the world, giving them a taste of university style learning and evidence independent academic learning.
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- Our Know-How Library contains 100s of short guides to everything you need to know about applying to different pathways across the UK & around the world to help de-mystify the process.
 - Our search tools collate all the data from various HE information websites, and put it into one place so students can easily compare and contrast different courses, impartially.
 - Staff and parents can have their own Unifrog accounts, helping schools to develop a holistic CIEAG and destinations strategy.
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- Students can search for university courses based on grades they likely to achieve at GCSE, so they can clearly understand what their aspirational, solid and safe options are, and act on this information.
 - Our Subjects Library contains advice to students about the types of Level 2 and 3 qualifications they might need to take in order to study a subject at university level.
 - Every student at the school can have a Unifrog account which 'travels' with them throughout their school journey, helping them to focus on why their school work matters in the long run.



6 EQUALITY, DIVERSITY AND INCLUSION

The Gosport and Fareham Multi Academy Trust is committed to the active promotion of equality and opportunity for all. We are an inclusive school where we focus on the well-being and progress of every learner and where all members of our community are of equal worth.

We accept that the community of the school consists of a diverse population of people. That diversity consists of visible and non- visible differences which include factors such as age, sex, background, race, disability, religion, sexual orientation, personality and work style. We work on the premise that harnessing these differences will create a productive environment in which everybody feels valued, where their talents are being utilised and in which we are all meeting the goals of the school.

Below we have outlined how the Careers and Employability strategy will promote Equality, Diversity and Inclusion.

	Activity	Approach
All learners are of equal value	<ul style="list-style-type: none"> • Careers Talks 	<ul style="list-style-type: none"> • Volunteers who are diverse in age, gender, ethnicity, religion national origin/status, sexual orientation
We recognise, respect and value difference and understand that diversity is a strength	<ul style="list-style-type: none"> • Workshops/Events for underrepresented groups. • Post-16 option talks 	<ul style="list-style-type: none"> • E.g. STEM workshops for girls and BAME focused events • Talks on apprenticeships and other post-16 options • Industry champions
We work to raise standards for all learners	<ul style="list-style-type: none"> • One to one careers guidance meetings 	<ul style="list-style-type: none"> • Vulnerable/Disadvantaged students will have one to one careers guidance meeting in yr 8, 9, 10 and 11
We have the highest expectations of all our children.	<ul style="list-style-type: none"> • Presentations from outstanding colleges in the borough and Russell Group (RG) universities 	<ul style="list-style-type: none"> ☑ University visits ☑ Mock interviews



7 WHOLE-SCHOOL APPROACH

In the same way that it takes a village to raise a child, it takes the whole school to effectively execute a careers and employability strategy.

Position	Responsibility
Link Governor for Careers and Employability	<ul style="list-style-type: none"> ● Feedback to the local governing body on careers related activities ● Meet once a term with Director of Raising Aspirations or Careers Lead Report to Local Governing Body and Trust
Careers Lead (SLT)	<ul style="list-style-type: none"> ● Signs off the budget ● Oversee the careers strategy Report to Governors
Director of Raising Aspirations	<ul style="list-style-type: none"> ● Write, review and update strategy ● Manages the budget ● Liaise with AYLs and PYLs Report to Careers Lead and SLT
Careers Coordinator	<ul style="list-style-type: none"> ● Run reports ● Oversee career guidance s appointments Report to the Director of Raising Aspirations
Careers Advisor	<ul style="list-style-type: none"> ● Provide one to one careers support and guidance ● Arrange careers appointments ● Complete careers guidance notes on every student supported Report to the Director of Raising Aspirations and/or Careers Lead (SLT)
Academic Year Leads (AYL) / Pastoral Year Leads (PYL)	<ul style="list-style-type: none"> ● Ensure vulnerable students in year group have received the careers support required ● Arrange an assembly slot for careers ● Make careers an agenda item during pastoral meetings (Aware of upcoming activities and complete/incomplete evaluations on AJ) ● Ensure form tutors have access to computer rooms for students to complete their evaluations
Form Tutors	<ul style="list-style-type: none"> ● Deliver career tutorials during form time ● Read tutees careers guidance notes and support GCSE and Post-16 options where appropriate ● Share careers guidance notes with parents on Academic Review Day
Teachers	<ul style="list-style-type: none"> ● Link curriculum learning to careers ● Ensure careers and employability skills are built into the lesson/curriculum
Teaching Assistants (TAs)	<ul style="list-style-type: none"> ● Participate in all careers and enrichment based activities where appropriate ● Supervise lunch time drop in sessions led by the careers committee
Careers Committee	<ul style="list-style-type: none"> ● Run lunch time drop in sessions for students who would benefit from further LMI via Start Profile ● Communicate information to students about opportunities Report to the Director of Raising Aspirations



APPENDICES

- ☒ Pathways & Raising Aspirations Programme – Activities by Year Group
- ☒ Equality, Diversity and Inclusion Legislation
- ☒ Baker Clause Statement
- ☒ Employer Engagement Request Form

9 EQUALITY, DIVERSITY AND INCLUSION LEGISLATION

Disability Discrimination Act 1995: Protects the rights of all those with disabilities. It also places a duty on schools (and other organisations) to eliminate barriers to ensure that individuals can gain equal access to services.

Disability Discrimination Act 2005: Places a duty for schools to produce a Disability Equality Scheme (DES) and an Access Plan. Schools must encourage participation in all aspects of school life and eliminate harassment and unlawful discrimination

Special Educational Needs and Disability Act 2001: Makes it unlawful for educational providers to discriminate against pupils with a special educational need or a disability

Race Relations (Amendment) Act 2000: Outlines the duty of organisations to promote good relationships between people from different races.

Human Rights Act 1998: Sets out rights of all individuals and allows them to take action against authorities when their rights have been affected

Children Act 1989: Sets out the duty of local authorities (including schools) to provide services according to the needs of children and to ensure their safety and welfare

Children Act 2004: Sets out the duty to provide effective and accessible services for all children and underpins the five Every Child Matters outcomes

Education Act 1996: Sets out the school's responsibilities towards children with special educational needs. The Act also requires schools to provide additional resources, equipment and / or additional support to meet their needs

Equality Act 2010: Sets out the legal responsibilities of public bodies, including schools, to provide equality of opportunity for all citizens. This brings together nine equality laws.