

John Spence Community High School Careers Plan

John Spence Community High
School

2017/2018

Foreword

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The school careers plan sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The school Careers Plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015, and will use the Gatsby Benchmarks as a framework for good practice.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

Student Entitlement Statements

Year 7 Careers Entitlement

Focus - Self awareness and skill attributes

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Grofar Student Passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial advisers via drop in sessions.
- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.

Year 8 Careers Entitlement

Focus - The world of work and employment

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 9 Careers Entitlement

Focus - Understanding my strengths and skills

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think about GCSE option in terms of career pathways and plan future within school.
- What is a CV, what is a cover letter and why do people applying for jobs need them?
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 10 Careers Entitlement

Focus - Preparing me

- Students begin to explore 6th form options and interview techniques.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students begin CV and cover letter writing.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Students complete work experience and record progress on Grofar Work Experience Log.

Year 11 Careers Entitlement

Focus - Decision Time

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Specific mock interviews for those with a particular career path in mind also available.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Disclaimer

This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users School Careers Service.

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Careers Service Goals

Careers Service Goals

Our goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. These targets are also set out in the School Development Plan as one of the 7 Key Priorities for 2017-2018

Goal	Description	Resources Required	Success Criteria	Target Date
To audit the current provision against the Gatsby benchmarks and establish priorities	Use the Gatsby benchmarks to evaluate the state of current provision and to identify the key priorities	Benchmarks, Simon Roberts/Marion Berry to assist	Completed Document	20 Nov 2017
To build a coherent and personalised calendar of CEIAG events/provision including use of form time	Work with HOY and Fit for Life Co-ordinator to carefully plan a coherent and engaging programme of Careers education for form time and fit for life lessons. Delivery will be set to start in September 2018 but may begin earlier.	Approved form time programmes - research this Meetings with DGi	SOW, masterslides, staff training on delivery	30 Apr 2018
100 strong Employer Community	To attempt to compile a mailing list of employers that is 100 strong to enable a wide breadth and variety of interactions with pupils from assemblies to site visits	LEP, WOW team, web	Excel spreadsheet resulting in list of contacts	31 Jul 2018
To begin building more personalised provision for groups of pupils including NEET, SEN, Disadvantaged and G&T	To ensure provision is in place for each and every pupil by identifying groups of students and targeting events, talks, events to each group. Use data to inform decisions on interventions.		Depending upon how many groups/targeted interventions take place this year	31 Jul 2018
Work towards completing 'IAG Quality Award' and the 'Level 6 Certificate in Careers Leadership'	Begin work on both Level 6 and Quality Award	John Gibson Marie Jobson Assessment criteria RAG Audit	Completion of both	31 Jul 2018
To work with departments to ensure subject specific CEIAG is meaningful and widespread	Ensure each department is Careers education built into their curriculum	Meetings with CL, enterprise partners, contacts, WOW team	Provision map outlining details of each department's provision	31 Jan 2019

Information & Self Help

Self-Help Resources

A broad range of information sources are available in the careers library. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the library and will be provided with guidance on the use of the resources where necessary.

Resource	Description
School website careers page	This will be completed within the first term as it currently does not exist. Links will be present to take parents to: national careers service apprenticeships.com icould Fast tomato NHS
Library	Resource area in library
Twitter	The school careers twitter account will highlight career activities and successes during the year.
Noticeboard	Notices about events and opportunities advertised daily

Careers Providers

Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:

- Post - 14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 - year - old enrolment at local colleges.
- Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

Provider	Services	Summary
Connexions	CV critiquing and coaching Interview training Post-16 Education	Provider Type Careers Guidance Cost £0.00 Provision 0.0 Hours per Day

Access to Independent Careers Guidance

The school's careers education programme adheres to the ACEG/CDI framework for careers education and work-related learning and also complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined by the Head of Year 11 in consultation with the senior leadership team, the head of sixth form, the careers leader and other personnel including outside agencies. A detailed "needs analysis" ensures all students with barriers to progression are seen first. Any other pupils who self-refer are accommodated and the adviser has an open door policy at lunch time and at the end of the day.

Access to Internal Careers Guidance

The connexions advisor will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school.

Stakeholder Engagements

Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

Engagement	Description	Month	Leadership	Students	Parents	Employers
Governors update meeting	Present draft career plan to governors. Review progress termly.	Ongoing	✓			
Student Feedback Form	Produce an end of year feedback form for students to get their feedback on the careers advice they are receiving and any recommendations for service improvements.	Ongoing		✓	✓	
Destination Data Collection	Collection of all destination data from students at the end of year 11.	Ongoing	✓	✓	✓	
Enterprise Adviser network	Meet with Enterprise Adviser volunteers to develop effective employer engagement plans.	Ongoing	✓			✓
Parental Feedback Form	Produce an end of year feedback form for parents to gain an understanding of their experience of the careers advice their children are receiving. Tutor review day surveys	Ongoing		✓	✓	

Provision Allocation

Provision Allocation

We want all of our students to be prepared for life after school. We will provide in-school guidance and independent advice from external consultants to ensure our students receive the impartial advice that they need. We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

Independent Guidance Provision

Year Group	Students In Year Group	Basic Provision (per student per year)	Students for Additional Provision	Additional Provision (per student per year)
Year 7	174	0 Hours	0	0 Hours
Year 8	171	0 Hours	0	0 Hours
Year 9	154	0 Hours	0	0 Hours
Year 10	169	0 Hours	12	3 Hours
Year 11	158	3 Hours	11	3 Hours

In School Guidance Provision

Year Group	Students In Year Group	Basic Provision (per student per year)	Students for Additional Provision	Additional Provision (per student per year)
Year 7	174	10 Hours	0	0 Hours
Year 8	171	10 Hours	0	0 Hours
Year 9	154	15 Hours	12	7.5 Hours
Year 10	169	20 Hours	12	6 Hours
Year 11	158	20 Hours	12	8 Hours

Curriculum Provision

Year Group	Careers and Work related curriculum activities (per student per year)	Of which involving contact with "inspirational employees and other" (per student per year)
Year 7	0 hours	0 hours
Year 8	0 hours	0 hours
Year 9	0 hours	0 hours
Year 10	0 hours	0 hours
Year 11	0 hours	0 hours

Careers, Employability and Enterprise Education

The school aims to follow the CDI Framework for Careers, Employability and Enterprise Education 7-19. A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers & enterprise education as part of overall school policy and a clear understanding of the national and regional drivers. The Strategy is clearly linked to the School Improvement Plan and there is a clear vision for employability and enterprise education. There is a shared definition of 'Employability, Careers & Enterprise' for students, staff, governors and parents/carers. Local employers advise on the employability, careers & enterprise strategy to ensure the programmes enable children and young people to achieve the schools employability goals before they leave school.

Staffing & CPD

Staffing

Over the course of the next 2 years, each department will play an increasingly significant role within the CEIAG programme. Current provision is being mapped at the moment.

Staff Member	Description	Hours Per Week
Marion Berry	Connexions	7.0 Hours per Week
Simon Roberts	SLT Link	0.0 Hours per Day
Wendy Thompson	Dept work and pensions	1.0 Hours per Week

Staff Development

Staff training needs are identified as part of the school annual appraisal process. The school will endeavour to meet all training needs but individual staff are expected to carry out a degree of their own 'self-learning' to ensure they understand what they are expected to be able to contribute towards the school careers plan.

Staff Member	CPD to be met	How CPD will be met	Due Date
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Budget

Spending on resources, supplies, services, and activities

Funding is allocated in the annual school budget. The careers manager is responsible for submitting the budget requirements and for ensuring that best value is achieved.

Expense	Description	Cost	Notes
Workplace visits	£29 plus Vat for 10 pupils to participate in the Medical day at QA	£300.00	
Independent Provider Costs	Annual Cost of all Independent Providers	£0.00	
Event Costs for Academic Year	Total event costs for the plan's academic year	£0	

Budget Summary	
Total Budget	£1000.00
Total Cost	£300.00
Remaining	£700.00

Roles and Responsibilities

Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the schools statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

Curriculum leader for careers education responsibilities

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Audit current teaching practices (in relation to careers) against the NFER good practice and strategies and the CDI Framework for careers, employability and enterprise.

Careers leader responsibilities

- Prepare and deliver the careers plan.
- Recruit, retain and develop the support staff needed to deliver the careers plan.
- Report monthly progress to the SLT.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide you as required.
- Bring any problems that you are unable to resolve to the attention of the careers senior leader.
- Ensure you engage with all your stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

Careers information staff responsibilities

- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best school examples are providing.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Leadership and Management

Leadership and Management Meetings

Throughout the year, a number of meetings will take place to ensure the effectiveness of the service. Meetings will be arranged with school leaders and staff members to establish school expectations and evaluate the careers strategy. Well-structured operational meetings are recognised as a key function to running an effective careers service.

Month	Meetings		
July	<table border="1"> <tr> <td data-bbox="288 573 587 656">End Of Term Targets & Objectives Meeting</td> <td data-bbox="587 573 1442 656">Term end review of progress of careers objectives and look forward to following terms challenges.</td> </tr> </table>	End Of Term Targets & Objectives Meeting	Term end review of progress of careers objectives and look forward to following terms challenges.
End Of Term Targets & Objectives Meeting	Term end review of progress of careers objectives and look forward to following terms challenges.		

Careers Service Evaluation

Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

	Focus	Methods	Due Date
1.	Business Engagement	End of year survey to understand how we can improve our relationships with local businesses.	30 May 2018
2.	Staff Needs	End of year survey to measure careers integration and identify changes for next academic year.	30 May 2018
3.	Student Needs	End of year survey to understand how well we met our students needs and to identify improvements.	20 Jun 2018