

Careers Strategy 2018 - 2021

Our comprehensive Careers and Provider Access Policy can be found in the documents and policies section of the school website. The following shows our priority planning and evaluation of the Careers Strategy from the Year 2018 – 2021.



2018 - 2019	Intent and Implementation
	<ol style="list-style-type: none"> 1. Ensure compliance with Statutory Guidance published by the DFE <ul style="list-style-type: none"> • Develop pages on the school website to appeal to students, teachers, parents, and employers. • Implement clear CIAG Policy and Provider Access Policy • Ensure SLT support of Careers Programme 2. Implement measures to ensure sustainability of Careers Programme <ul style="list-style-type: none"> • Explore additional funding to secure web platform and transportation costs to HE and FE institutions 3. Develop a robust Careers Programme focusing on Gatsby 1, 4, 7 & 8 <ul style="list-style-type: none"> • Ensure programme has both strategic and operational elements • Widen the experiences of Careers Education to lower year groups beyond KS4 • Begin to offer more bespoke sessions to cater for students interests • Introduce Careers Focus Week in every half term through introduction of Careers Slide in all subjects 4. Begin to measure Careers Programme against Gatsby Benchmarks, particularly Gatsby 1, 7 & 8 <ul style="list-style-type: none"> • Use Compass Tracker to evaluate programme against the Gatsby Benchmarks • Meet with CEC to ratify plans and add in additional accountability measures
	<p>Impact</p> <p>The school website now hosts a variety of information relating to Careers Education at Newman School. The Careers Leader and Careers advisor have embarked upon external training courses (Level 6 diploma in Careers Advice and Guidance and Level 7 PGCE in Careers Leadership). This will help to strengthen leadership and strategy of the programme moving forwards, and will ensure sustainability and value for money in terms of delivery of independent advice and guidance.</p> <p>The Careers Policy and Provider Access policy have been made available on the school website, ensuring full statutory compliance, including with the Baker Clause. Numerous external FE providers are given access to our students and facilities should they request to see them. This has ensured all of our students are able to experience a wide range of next step opportunities so as to make an informed, measured choice in relation to their next steps. Destination data shows that students make suitable next steps and compares favourably with local destination data.</p> <p>The school now uses Start profile as the website of choice to host our Careers Delivery. Students access start regularly through their ICT lessons so as to track their Careers Encounters throughout the year.</p> <p>Opportunities for Quality Assurance, pupil voice and wider attitude surveys are now routinely built into the Careers Programme. There is strategic planning for the year 2019 – 2020 and beyond, to ensure sustainability and longevity within the programme.</p> <p>Careers Focus week now happens with regularity, and observations show that the high quality encounters students have with careers education has significantly increased, especially within subject areas. Survey</p>

data shows improving attitudes when students in Year 9 were asked for their opinions before and after a university visit.

The compass tracker and meeting minutes with the CEC show that we are almost fully Gatsby compliant. Whilst pupils do have encounters with employers, and there have been trips, work experience proves difficult to implement. This is an aspect that will require further exploration, costing and inclusion in future strategic planning to make viable.

2019 -
2020

Intent and Implementation

1. Incorporate wider employer encounters into the Careers Programme for all students

- Plan a Careers Fair in school, to be attended by all Year groups
- Begin to invite employers from varied backgrounds in order to deliver bespoke presentations to groups of pupils who identify careers paths early

2. Embed approach to allow for visits of KS3, Y10 & Y11 pupils (all pupils in each Year group) to HE providers

- Secure CCOP funding to fund travel to FE & HE providers
- Explore KS3 opportunities for trips to providers such as Virgin

3. Ensure widened use of Start profile in a wide range of lessons throughout the school

- Subject Leaders to plot areas of site they will explore with their classes during different careers focus weeks
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4. Explore work experience opportunities (*this priority has been and will continue to be held due to ongoing Covid-19 situation)

Impact

The careers leader is now a fully qualified careers lead, with Level 7 Careers Leadership PGCE awarded. The Careers Advisor is now fully qualified with a diploma in Careers Advice and Guidance. This has ensured the programme will maintain stability and will continue to achieve both operational and strategic elements.

At the start of the year, students in Year 7 were given the opportunity to visit the company Virgin where they explored the station and were spoken to about various aspects of the operational logistics behind a train company. All of Year 11 visited Newcastle University, and target groups from Years 9 & 10 also visited the university. This greatly impacted aspirations, with a significant number of students stating in post-survey results that they would consider University (having previously stated it was not a viable next step for them) and a number of students said they were no longer worried about perceived financial burdens. This indicates that the programme is having a positive impact on attitudes and aspirations.

The school held a Careers Fair that was attended by all students in years 9 through to 13. In addition, Years 12 & 13 attended a UCAS Fair at Newcastle University. Pupil voice indicated overwhelmingly that students valued the experiences and would like to experience more events like this in the future. Furthermore, Pupil Voice indicated that students felt more confident in talking to employers, through their engagement at the fairs.

The bespoke presentations took off to a flying start, with a range of employers and HE providers from different backgrounds attending school. Again student voice showed tremendous positive appetite for

these events. With the interruption of Covid-19 and a National Lockdown, we moved to events through Microsoft teams and pre-recorded videos. Whilst these events were still engaging, and students did have chance to ask questions through the chat bar, we felt that they didn't generate the same 'buzz' as in person events.

We saw a significant shift in the number of student engagements with the Start website. Students are beginning to track Careers they have encountered, indicating likes and dislikes for career opportunities they have explored. This contributes to additional data that we hope to use more robustly in coming years as part of our strategy to improve further. Making use of external funding from CCOP, we have added to our Careers Library in the LRC and also bolstered the Curriculum offer to help with guided choices. A vast selection of subject specific, electronic careers guides can be found on our school website. We will use these resources in the coming years to compliment the HRSE, SALAD day and Careers Focus Week offer.

2020 - 2021	<p>Intent and Implementation</p>
	<ol style="list-style-type: none"> 1. Develop more robust communication strategy with Parents <ul style="list-style-type: none"> • Send Careers Newsletter to parents, informing them of labour market information and updates with the careers programme • Ensure careers advisor is available on Parents' Evenings to be free to discuss next steps 2. Develop CIAG to cater for younger students in KS3 and to prioritise students with SEND & EHCPs so as to ensure coordinated, regular contact between our Careers Advisor, SENDCo, Inspira, Parents and students <ul style="list-style-type: none"> • Ensure targeted students are given Careers Guidance meetings to help with future planning • Ensure students with an EHCP and SEND are given frequent access to CIAG throughout their time at St John Henry Newman School 3. Map and plot Gatsby 4 across subject areas <ul style="list-style-type: none"> • Subject Leaders to plot the Careers Encounters from a subject specific perspective onto Careers Tracking sheet • Form Time to incorporate employer exploration, again mapped on the Careers Tracking sheet 4. Introduce Compass+ to allow for more effective tracking of Careers Encounters. <ul style="list-style-type: none"> • Careers Leader and Advisor to track and map encounters in Compass+ in order to more effectively track and record encounters 5. Explore work experience opportunities (*this priority has been and will continue to be held due to ongoing Covid-19 situation)
	<p>Impact and Priority Setting</p> <p>The Careers Programme meets 92% of the Gatsby benchmarks and has made significant strides in offering a broad range of experiences and opportunities for pupils at the school. Work experience remains an area of focus for the careers programme.</p> <p>The careers leader sits on SLT in the role of Assistant Headteacher and is qualified with Level 7 Careers Leadership PGCE awarded; furthermore, the Careers Leader has completed the certified NPQSL. The Careers Advisor is fully qualified with a diploma in Careers Advice and Guidance. This has ensured the</p>

careers programme has maintained stability throughout National instability and Covid-19 and will continue to achieve both operational and strategic elements.

While Covid-19 has impacted on live events such as Careers Fairs and Employer Engagement Days, we have implemented several online activities with external providers, however pupil voice overwhelmingly indicates these events are not as inspiring or engaging, even when delivered through providers who in previous years have proved popular amongst the student body when delivering 'live' events.

We continue to make good use of external funding, which is in excess of £4000, accessing staff INSET and paying for enhanced features on our chosen Careers Platform where students are now successfully recording Careers encounters using Start profile. We seek to bolster this further in the coming year with updated features allowing more careful tracking of the records pupils are inputting. A significant use of the fund this year was to implement whole school pupil voice using PASS surveys from GL assessments, allowing us to gain insightful information regarding individual pupil's mindsets in relation to their attitudes and perceived capabilities.

Careers education is now mapped within subject areas within the curriculum, ensuring we securely meet Gatsby Benchmark 4. With the introduction of the CDI 2021 Framework, we are now looking to further develop and deepen curriculum provision by mapping Careers skills and encounters more precisely for 2021 – 2022.

Our Careers Advisor meets with 100% of the Year 11 and 13 cohort, offering impartial advice and guidance. We have an up-to-date Provider Access Policy and regularly invite in FE and Apprenticeship providers from the local area to meet the statutory Baker Clause. Our destination data (2019 – 2020) holds up favourably with national averages, with more than 95% of the cohort moving onto suitable destinations. Our Careers Advisor now routinely meets with students identified as being disadvantaged or as having SEND from Year 7 through to Year 13, sharing her notes with interested stakeholders to target and secure destinations and aspirations early from those most in need. Students who have an EHCP or identified as at risk of NEET in Years 9 – 13 also meet with the Local Authority's External Provider 'Inspira'.

2021 -
2024

Actions moving forwards...

- 1. Mapping the CDI framework to the Careers Programme and developing a more detailed Learning Journey for pupils through KS3 to KS5.**
- 2. Developing more opportunities for coverage of up-to-date labour market information within lessons**
- 3. Middle Leader INSET surrounding the planning for intent, implementation & impact of high quality, impactful Careers Experiences**
- 4. Staff INSET around the delivery of outstanding Careers sessions**
- 5. Building up the tracking system for destinations to the full three years post 16.**
- 6. Developing a more secure network of employer partnerships in the local area**
- 7. Piloting and delivering on work experience**
- 8. Applying for a Careers Award assessment for external validation of the Careers Programme**

