



Woodbrook Vale School

Careers Strategy

Date approved by Governors: **October 2019**

Review Date: Annually **Autumn Term 2020**

Headteacher's Signature: Date:

Print name:

Chair of Governor's Signature:Date:

Print name:

Contents

| | Page |
|--|-------------|
| Overview | 1 |
| Aims | 1 |
| Careers Education | 2 |
| Work related learning | 2 |
| Careers Information | 2 |
| Advice and Guidance | 3 |
| Action Planning | 3 |
| Management and Co-ordination | 3 |
| Overview of Careers, Education, Information, Advice & Guidance | 4 |
| Parents and Carers | 4 |
| Partnerships | 4 |
| Appendix 1: Outline of Careers Programme through: Years 7 - 9 | 6 |
| Years 10 & 11 | 7 |

Woodbrook Vale Careers strategy

Woodbrook Vale School (WBV) is committed to providing a planned programme of careers education for all students in year groups 7 – 11, as well as providing information, advice and guidance. We aim to inspire students, and provide real-life contact with employers and professionals, so that when students are required to make important post-16 decisions, they understand where different choices could take them.

We will ensure that each Year 11 student leaves WBV having made an informed choice regarding their post-16 education. We will provide individualised, timely and proactive guidance which recognises each student's strengths, weaknesses and aspirations. We will ensure that all students possess the skills and knowledge to enable them to thoroughly consider the pros and cons of each option and the potential consequences of their choices. All decisions will be supported by objective evidence.

The careers programme includes careers education sessions, careers guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities. Careers lessons are part of the school's Personal Development Programme. Other events and activities are planned and organised separately throughout the year. We have strong links with local Post-16 providers and with the North Charnwood Learning Partnership (NCLP) careers group.

Aims

Woodbrook Vale School's Careers strategy has the following aims:

- to enable students to make informed choices for the next stage of their education
- to contribute to strategies for raising achievement, especially by increasing motivation
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to encourage participation in continued learning including higher and further education
- to develop enterprise and employment skills
- to reduce drop-out rates and 'course-switching' in education and training
- to contribute to the economic prosperity of individuals and communities
- to meet the needs of all our students through appropriate differentiation
- to focus students on their future aspirations
- to provide parents/carers with relevant information regarding post-16 education to enable them to assist their child in making informed choices

Through Careers education and guidance our students will:

- Develop a positive self-image in relation to future learning and work related roles, based on an accurate assessment of abilities and aptitudes.
- Acquire a sound understanding of the range of opportunities available through learning and work, and of career progression pathways.
- Develop skills to form and implement effective decisions and a reflective approach to learning from experience.

To do this we will:

- Work in partnership with local employers and other education and training providers like schools, colleges, universities and apprenticeship providers.
- Use the 8 Gatsby benchmarks to ensure our provision meets the required standards
- Stress the importance of academic achievement in all GCSEs including English and maths.
- Promote equality of opportunity for all students, including SEND, boys/girls and disadvantaged students.
- Provide opportunities for students to develop entrepreneurial skills.
- Support all students to make informed choices, taking account of those with high aspirations, those from disadvantaged backgrounds and those with SEND and tailoring the support accordingly.

The Careers Education and guidance entitlement at WBV consists of five elements which together provide a coherent and progressive programme for all students.

1. Careers education programme
2. Work related learning
3. Careers information
4. Advice and guidance
5. Action planning

Students and parents are made aware of the programme through the school prospectus, the school website and the weekly and termly newsletters.

The statutory requirement to deliver independent careers guidance from Year 8 to Year 11 is fulfilled through the following (please also see Appendix 1):

1. Careers Education

Careers education is delivered through a variety of means including assemblies, registration periods (15 mins per day), Personal Development (PD) sessions, 'drop-down' days and standalone opportunities throughout years 7-11. Careers education includes opportunities for our students to engage with employers from a range of industries. The careers education materials are updated to include changes around careers in society. Kudos is updated regularly with support materials for new and existing careers.

2. Work related learning

Work related learning is part of the careers education programme and is taught through the PD curriculum. In Year 10 all students take part in a full week of Work Experience which is funded entirely by the school budget.

3. Careers Information

The Careers library is open all day, every day. Students have access to prospectuses, college and 6th form information, leaflets and brochures. The careers library computers are available for student use and Kudos (for KS4) can be accessed by all. The library is maintained by the Careers lead, HLTAs and the Deputy Headteacher i/c careers. Students receive training on how to use Kudos.

Year 11 students attend the school's Careers Convention in October each year to have a chance to meet a range of post-16 providers, training organisations and employers.

Students have access to help from LEBC when applying for apprenticeships.

Students have previously had access to UCAS Progress to apply to sixth form colleges and schools using it. UCAS Progress has closed for the 2019-20 academic year so students will apply to post-16 providers directly.

An assembly is delivered by LEBC to all Year 10 students about future pathways.

In the autumn term of Year 11, local post-16 providers deliver assemblies about the opportunities at their institution. This coincides with an individual careers interview and the careers convention.

The school's Careers week takes place each March to coincide with the national careers week (was moved from being in October prior to 2018)

4. Advice and Guidance

The statutory duty to provide independent and impartial careers advice and guidance is fulfilled. Each Year 9, 10 and 11 student also has a careers interview annually with a level 7 Careers Advisor, so in total a student will have 3 individual appointments during their time at Woodbrook Vale. SEND and PP students are prioritised for their interviews.

One-to-one help is also provided for all PP students through the HLTAs and for the SEND students through the SEND Dept.

Each young person receives individualised one-to-one guidance about their choice of post 16 options from a designated member of staff (usually the form tutor), using knowledge about the student and his or her academic achievement, and evidence within the local context (including examination results and, if available, destination data). Staff do not show any favouritism or bias towards a particular institution.

5. Action Planning

All students discuss their careers plan during each careers interview. Notes are recorded on G4S. The action planning section of Kudos is explored during time with tutor.

Management and Co-ordination

The CEIAG programme is co-ordinated by the Careers Co-ordinator working with the Deputy Headteacher i/c Careers and the Head of Personal Development. The Careers Co-ordinator and Deputy Headteacher are responsible for:

- Producing and updating the Careers (CEIAG) Strategy
- Managing the careers library
- Liaising with LEBC, including the annual partnership agreement
- Identifying the careers needs of students and making appropriate referrals
- Organising trips and visits relating to careers
- Work experience
- Promoting CEIAG within and outside school
- Providing guidance to tutors and relevant staff on how to deliver post-16 advice
- Monitoring tutors effectively to ensure appropriate advice is given to students

The Head of PD is responsible for:

- Producing and updating the careers education scheme of work, lesson plans and materials in conjunction with the careers co-ordinator. This includes 'drop-down' days
- Liaising with tutors and other staff delivering the careers education elements of PD.

Overview of CEIAG (please also see Appendix 1)

In Year 7, the focus is on students knowing themselves well. Jobs and careers are introduced and students begin thinking about the vast number of careers and jobs available. Students start to look at their achievements and align these with possible careers pathways. The content then focuses on linking plans and dreams to reality. The connection between working hard at school and being more able to get a chosen job or career is made. We also link jobs to money and look at the cost of living.

In Year 9, the focus is self-assessment, career pathways and options post-14. We look at options choices and link these to career pathways and jobs. We organise trips, visits and speakers in order to give students ideas about the real world of work.

In Year 10, the focus is the world of work, being responsible and preparation for work experience. We also look outside school for inspiration. On return from work experience students evaluate their understanding and begin to consolidate or rethink their ideas about work and career pathways.

In Year 11, the focus is post-16 options and the sixth-form application process. Students are now focussed on the reality of applying for sixth form, jobs and apprenticeships. They write personal statements, application forms and prepare for interviews.

Parents and Carers

In Year 9, parents are invited to an options evening where they are informed of the option choices and have time to talk to subject teachers. This is followed by a parents' evening. The options booklet is published on the school website with key dates.

In Year 10, parents are kept informed of any information and key dates in the weekly bulletin. They are informed of the work experience programme.

In Year 11, a letter is sent home, explaining the options open to students Post-16 and a list of key dates. Parents are spoken to at Year 11 Parents Evening and most also attend the Careers Convention with the student.

Partnerships

- A Service Level Agreement is ongoing with LEBC, detailing the contributions to the programme that each partner will make.
- Links with local 14-19 Providers and local Universities are strong and opportunities to engage students are looked for.
- Links with parents / carers are maintained using a variety of methods (parental leaflets, letters, options evenings etc.)

Any education or training provider who would like to share their opportunities with our students contacts Mr P Hynes (phynes@wbvs.co.uk) in the first instance. We then ensure that the request is appropriate for our students and then arrange a suitable session that may be part of a dedicated careers (Personal Development) lesson, an assembly or an existing calendared school event. There are a variety of spaces that are used for such sessions that include

classrooms, the lecture theatre, the drama studio or the dining hall.

The 8 Gatsby benchmarks of Good Career Guidance

The 8 Gatsby benchmarks have been adopted by the government for schools to use as a framework for improving their careers provision. More information can be found at <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>.

The Gatsby 8 benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The school will continually evaluate its careers provision against the Gatsby benchmarks using the Compass tool to assist in further developing the existing provision.

(<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>)

The first self-assessment using the Compass tool was completed in **April 2018** to help formulate our Careers action plan for 2018-19 and progress has been reviewed every six months since.

| Gatsby Benchmark | | National figure (April 2018) | WBVS Score (April 2018) | WBVS Score (Nov 2018) | WBVS Score (June 2019) |
|------------------|--|------------------------------|-------------------------|-----------------------|------------------------|
| 1 | Learning from career and labour market information | 41% | 4% | 94% | 100% |
| 2 | Learning from career and labour market information | 50% | 30% | 100% | 100% |
| 3 | Addressing the needs of each pupil | 71% | 9% | 100% | 81% |
| 4 | Linking curriculum learning to careers | 0% | 13% | 100% | 100% |
| 5 | Encounters with employers and employees | 0% | 37% | 100% | 75% |
| 6 | Experiences of workplaces | 100% | 39% | 100% | 100% |
| 7 | Encounters with further and higher education | 83% | 8% | 87% | 100% |
| 8 | Personal guidance | 100% | 46% | 100% | 100% |

Appendix 1: An outline of the typical Careers Programme through Years 7-11

| Year Group | 7 | 8 | 9 |
|--|--|---|--|
| Element 1 – Careers Education Programme | PD lessons: <ul style="list-style-type: none"> ● Building Learning Power (BLP). ● My Progress File ● Achievements ● Decisions and choices ● My dream job ● Economic Well Being ● Exploring careers ● A working world and school ● Dream wish list ● Types of jobs ● Reality check ● After work ● Getting away ● Fair play ● Realising your dream ● It all starts at school | | PSHE/PD content: Options process The use of Kudos Activities such as: <ul style="list-style-type: none"> ● Your job or theirs? ● Superwoman ● Which way now ● Changing work patterns ● Young Enterprise ‘Learn to earn’. |
| Element 2 – Work-related Learning | | | Your job or theirs? Changing work patterns Young Enterprise ‘Learn to earn’ considered |
| Element 3 – Careers Information | Widening Participation events Careers week activities Possible introduction to Kudos | Widening Participation events STEM activities (eg CGI 2019) Careers week activities | Kudos University visits North Charnwood Opportunities Fair (TBC) ‘Have a Go’-style events at Loughborough College (TBC) Options taster lessons Options evening Widening Participation events |
| Element 4 - Advice and Guidance | | | Options discussions with tutors and class teachers Careers interviews Loughborough University mentoring programme (TBC) Future scholars programme Which way now? Careers week activities |
| Element 5 - Action Planning | Use of Kudos Start initial careers awareness | Use of Kudos Start initial careers awareness | Use of Kudos Start initial careers awareness Careers action planning through Options process |

| Year Group | 10 | 11 |
|--|---|--|
| Element 1 – Careers Education Programme | <p>Work Experience preparation in Dec/Jan. Lessons on what it is and how to choose</p> <p>Self-placements arranged.</p> <p>Economic Well Being: can we live without money, how do you make the most of your money, inflation, taxation, etc.</p> <p>Work Experience – preparation for placement (June/July)</p> | <p>Post-16 choices</p> <p>Skills for work</p> <p>Personal statements</p> <p>Writing letter for jobs</p> <p>Applying for jobs</p> <p>Interviews</p> <p>Money</p> |
| Element 2 – Work-related Learning | <p>Work Experience placement (June/July)</p> <p>Young Enterprise ‘Companies Programme’ (TBC)</p> <p>3M Young Innovators challenge at Loughborough University (TBC)</p> <p>Bridge to Work event (TBC)</p> | <p>STEM activities</p> <p>University challenge day</p> <p>Mock Interviews (external provider)</p> <p>Talks from various employers</p> <p>Bridge to Work Event</p> |
| Element 3 – Careers Information | <p>Pathways talk from LEBC</p> <p>Oxbridge presentation.</p> <p>Bridge to Work – Year 10-11 with Loughborough College</p> <p>University trips</p> <p>Widening Participation events</p> <p>Careers week activities</p> | <p>Assemblies from all sixth form providers</p> <p>Q&A sessions with 6th form students</p> <p>Attendance at WBVS Careers Convention (October)</p> <p>Upper schools and colleges present in assemblies</p> <p>Loughborough College in to talk to selected students about apprenticeships.</p> <p>Widening Participation events</p> <p>Careers week activities</p> <p>Oxford University visit (TBC)</p> |
| Element 4 - Advice and Guidance | <p>Careers interviews for PP students and SEN students</p> | <p>Careers interviews for all. Careers interviews every Tuesday with careers advisor from LEBC. Action plans produced.</p> <p>Talk ‘Why should I go to University’ by Leicester University</p> |

| | | |
|--|---------------|--|
| Element 5 - Action Planning | Through Kudos | Through Kudos Personal statements written Kudos CV builder |
|--|---------------|--|

Appendix 2: Additional opportunities through the Careers Programme (Years 7-11)

Every year opportunities arise that are not part of the standard careers offer. These opportunities are evaluated and then included where appropriate.

Examples from the past academic year include:

- Travel and Tourism students visiting Stonehurst Farm Park to explore careers in the tourism industry
- Travel and Tourism students visiting East Midlands Airport to explore careers in the tourism industry
- Volunteer It Yourself session for 15 students to experience a joinery trade taster building benches for the school
- Leicester college - creative/media/vocational courses taster (Years 9/10)
- Stephenson College visit - experience a newer college outside the usual local post-16 providers
- STEM day with CIG - activities and presentations on careers in the STEM industries
- Opus SEND project to mentor, support and give work experience to SEND students in a variety of industries (employers provide work experience, trips to employer's sites, visits schools to provide cv workshops, mock interviews, careers fairs, one to one mentoring etc.)
- Wolfson degree show (Year 9s)
- Teen Tech festival day (Year 8/9)
- University of Creative Arts (cynotype workshop) (Year 10 Fine Art students)
- Bank of England careers workshop (2019-20 TBC)
- Cartoon Art workshop (Years 7/8/9)
- Apprenticeship workshop (Year 10 and 11)
- Design/engineering project - Year 9 with Loughborough University students
- Loughborough University Higher Education experience day (Year 9 and 10 pupil premium students)