

GATSBY BENCHMARKS EXPLAINED AND HOW WE MEET THEM

(CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE)

The Burscough Priory Academy Careers Plan exists to ensure that we meet 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 in developing happy, respectful and independent students: our students' aspirations will be raised and we endeavour for all of our students to go on to appropriate Education, Employment or Training. Our CEIAG Plan is subject to at least bi-annual review, ensuring that evaluation and improvement are cornerstones of the CEIAG programme at Burscough Priory Academy.

GATSBY BENCHMARK 1: A STABLE CAREERS PROGRAMME

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

At Burscough Priory Academy, 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
- Development and evaluation of Careers Programme
- Letters, meetings and information are shared with students and parents at key points
- Timely work-related learning: to develop employability skills, provide experiences of work, encounters with employers
- Library Careers section
- Careers Website continually updated and reviewed
- Review of destination data integral to evaluation process

At Burscough Priory, the outcomes and impact are:

- A CEIAG programme linked to School Improvement Plan development points
- A Gatsby Benchmarks-guided programme
- A CEIAG programme that supports Burscough Priory Academy's values
- Students with a developing ability to apply knowledge, understanding and skills

- Diverse range of student destinations
- An ever-improving understanding of local labour market, economy, enterprise, personal finance and business organisation structures and workings
- Positive attitudes to lifelong learning encouraged

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 Burscough Priory Academy, this involves:

- School website containing information for students, 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/Lancashire region-specific LMI session/Assembly
- 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 Burscough Priory, the outcomes and impact are:

- Sustained improvements in destination data: range, level and aspiration
- Students making informed decisions during key transitions
- Students and staff have thorough knowledge of local LMI and future pathways
- Promotion of a 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 Burscough Priory Academy, this involves:

- Promotion of all staff as positive role models
- Student Profiles logged on COMPASS+ so students gather a log off all the career related activities/encounters they have had during their 5 years
- 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 with Career North
- Year 9 GCSE Options support through interviews with House Progress Leaders & Senior Leaders
- Differentiated workplace visits for students
- Engagement with Local Authority, Providers and Alumni to track 3 Year destinations of students

At Burscough Priory, the outcomes and impact are:

- Raised aspirations and sustained improvements indicated by destinations data
- Students fully supported through CEIAG decisions
- Intended destinations are appropriate, aspirational and contain no gaps, including for disadvantaged pupils – these assist with follow-up interventions. This is evidenced through tracking documents
- Aspirations survey information collated to target Year 11 applications, employment experiences and appropriate post-16 choices
- Career North guidance interviews are individual for all PP/SEND students. 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 Burscough Priory Academy, 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
- English has supported CV writing plus face-to-face interview technique
- Delivery of money-management through PSHCE
- Cross-school use of higher-level CEIAG vocabulary to support Literacy development

At Burscough Priory, the outcomes and impact are:

- Maximum exploitation of activities through dedicated curriculum time 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 with Career North and at least 1 Mock Interview
- PSHCE sessions completed in all year groups

- Robust and valued processes for student leadership: prefects hold elevated status within Burscough Priory and they support good behaviour, acting as role models.
- All students 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 Burscough Priory Academy, this involves:

- Employers, employees, industry representatives and FE staff attending a range of events, including careers' fairs, employability-based sessions, workshops and skill-building
- All Year 8 students visit a local company for an industry visit
- All visitors asked to outline their own career paths as an introduction before their scheduled activity
- Staff confident in use of employer encounters to support GB4.

At Burscough Priory, the outcomes and impact are:

- Increased student and parent awareness of CEIAG provision
- All aspects of employability skills and workplace experiences undertaken linked to aspiration surveys
- Apprenticeship opportunities information gathered and decision making guided throughout their time at Burscough Priory.
- On-going destinations tracking (internal and external) supported with targeted intervention
- Increased knowledge of workplaces leading to 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 Burscough Priory Academy, this involves:

- Workplace visits and work placement for all Year 10
- All Year 8 students taking part in industry site visits to local companies
- STEM enrichment including 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 Burscough Priory, the outcomes and impact are:

- Increased student and parental awareness of the world of work to assist with informed decision-making
- 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 linked to students' aspiration surveys
- Aims and desired outcomes are communicated clearly to employers so that visits have the maximum impact in the limited time available
- Increased student and parent understanding of local LMI

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 Burscough Priory Academy, this involves:

- FE Taster Days for Year 10 students who have at least 2 College and 1 University visit over their 5 years at Burscough Priory
- Careers Fair with FE and Training Provider presentations open to all year groups (10 & 11)
- Tutors and 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 Career North
- Extended contact with training providers
- Increased staff awareness of different post-16 routes through sessions and guidance provided by ASK Project

At Burscough Priory, the outcomes and impact are:

- Increased student 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 students 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 Burscough Priory Academy, this involves:

- Level 6 Qualified advisors to provide guidance for all Year 11 students
- Level 6 Qualified advisor to provide guidance for Years 7-10
- Tutors and pastoral leaders trained on available post-16 options
- FE staff used during Year 11 application sessions and provision of drop-in sessions during Term 2
- Bespoke guidance for students via mentoring, including application training delivered by Career North
- Individual sessions booked in for anyone without an appropriate application in place
- Website promoting National Careers Service website and helpline
- Careers Leader follows up to ensure suitability of intended destinations

At Burscough Priory, the outcomes and impact are:

- Guidance interviews: guaranteed individual appointments for all disadvantaged students
- Staff given responsibility for their tutees with Pastoral Leaders and mentors focussing on PP students
- Needs of all students met, in order to prevent NEET and ensure suitability of post-16 pathway