

## Impact Summary For Careers Provision at Scissett Middle School 2020


Black – What we are doing

Purple – When documents are attached

Red – Things that need to be done

Green – Work done through School Closure

### 1. A stable careers programme

Monitoring activities include	Evaluation activities include
<p>Reviewing the careers programme to determine what activities are happening and when they are happening</p> <p>Checking the web metrics to see how many times the policy has been downloaded <b>Have asked ICT manager to give me details.</b></p> <p>Monitoring the CPD activities which staff undertake</p> <p><b>Introduce a student working party to get student voice.</b></p> <p>All activities have been added to Termly Newsletter Students set Careers work by Head of Careers – Booklet and Buzz Quiz.</p>  <p>Evidence of work set attached.</p> <p><b>Corona work from home.</b> Study and employability skills booklet Buzz test. Skills builder workshops PE – Careers homework French – Careers homework Drama – Careers homework You tube video of WOW show</p>	<p>Regular meetings with head of PHSE – evidence of work by the students for PHSE Careers and Class time booklets.</p> <p>Regular monitoring that students are working on Careers in class time.</p> <p>Feedback sheets after an event and also Google review</p> <p>Exploring the extent to which career learning has taken place (test, work sampling etc.)</p> <p>Examine data to check whether there has been a change in progression routes after an activity on apprenticeships <b>(Use feedback sheets to ask students if they might now consider Apprenticeships rather than University)</b></p> <p>Observation and interview of programme participants over time perhaps including tracking them into university/post-school life</p> <p>Reviewing the progression data for students leaving school, or Ofsted reports or quality award assessment reports against the strategic plan / departmental development plan</p> <p>Google review and feedback from Staff.</p> <p>Regular completion of Compass Quality in Careers Standard review attached. Ofsted report attached.</p>

### 2. Learning from career and labour market information

Monitoring activities include	Evaluation activities include
<p>Monitoring the use of web pages using web metrics. <b>Asked ICT manager to set up for future.</b></p> <p>Counting the number of young people and parents who are using the school website/ Facebook page about careers. <b>Asked ICT manager to set up for future.</b></p>	<p>Exploring which websites learners are using to inform their career decision making</p> <p>Reviewing formats young people prefer to receive their information</p>

<p>Monitor how many parents/students have used their Future Goals Booklet and what the students learned about in their LMI Assembly. <b>Google review (done but in present climate nobody is filling in the review.)</b></p> <p>Surveying staff to see who is incorporating information about careers in subject display materials</p> <p>Up to date displays of LMI on notice board and on display around school.</p> <p><b>Re book Build your Future workshops</b> <b>Re book Interview skills workshops</b></p>	<p>Exploring the specialist information needs of certain groups to determine whether or not gaps in provision exist.</p> <p>Understanding the way young people use information from information events to explore their decision making</p> <p>Google review feedback analysis from students/parents/staff</p> <p>Photographs of displays Evidence of yearly audits/ Planning and SOW. Evidence of work produced by students. <b>(Need to do Google review of CIC Starters by Career ready)</b> Feedback sheets from CIC day to analyse. Students preferred the practical sessions compared to the year before.</p> <p>Regular completion of Compass</p>
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### 3. Addressing the needs of each pupil

Monitoring activities include	Evaluation activities include
<p>Noting how many learners have an EHC plan</p> <p>Noting how many young people have received different types of career intervention – visit to Honley Careers Fair, Visit to Kirklees Sports Centre, resilience sessions, transition to Scissett Middle School and up to Shelley College.</p> <p>Identifying how many STEM careers activities have taken place in school</p> <p>Monitoring staff who show and discuss the Stereotyping PPT.</p> <p>Use of COPE program for SEND students to visit workplaces.</p> <p>Identifying how many girls involved in ICT activities.</p> <p>PP/FSM students go on all Careers visits free.</p> <p>To monitor how many SEND and PP/FSM attended CV workshop</p>	<p>Reviewing data on pupil premium, FSM, or SEND pupils to target career guidance</p> <p>Surveying groups of learners to determine how targeted support has impacted on career decisions – <b>Use of Google review and feedback sheets on all visits and careers provision.</b></p> <p>Using progression data to determine how many girls have taken up STEM A levels after a careers event aimed at this – <b>To use Shelley College data to see if there is an increase.</b></p> <p>Reviewed the widening progression activities to determine the extent to which numbers into HE have increased. <b>To use Shelley College data to see if there is an increase.</b></p> <p>All Year 8 SEND and PP attended CV workshop. Feedback analysis through worksheets.</p> <p>Regular completion of Compass</p> <p>Data stored as Excel Spreadsheets. (please ask for copies if required)</p>

#### 4. Linking curriculum learning to careers

Monitoring activities include	Evaluation activities include
<p>Surveying teachers to see how many are incorporating information on careers into subject lessons</p> <p>Career Ready Activity – Posters supplied and delivered – up in classrooms and in hall. All subjects deliver starters for 2 weeks on CIC using Career ready PPTs. (I attach evidence of PPT)</p> <p>CIC day (2019) CIC postponed 2020 due to Corona</p> <p>CPD training for Maths/English in CIC in their subject</p> <p>Annual Science week and Bi Annual Science Fayre. CIC included.</p>	<p>Survey learners to see if they like a lesson which has a careers slant</p> <p>Evidence of Audits/SOW and Planning Head of Careers attending Maths/English department meetings after CPD to monitor feedback to department. Evidence of work collected.</p> <p>Test students' knowledge of the type of careers specific subjects could lead to (Set as a school closure piece of work week 3)</p> <p>Google review and questionnaire on CIC starters CIC day through feedback sheets and Google review</p> <p>Reviewing the extent to which incorporating information and links into curriculum affects the uptake of subjects at GCSE and post-16 through Google review Contacted Shelley College for Options choice Data for last 2 years.</p> <p>Review school subject choices against local strategic plans Contacted Shelley College for Options choice Data for last 2 years.</p> <p>Regular completion of Compass</p>

#### 5. Encounters with employers and employees

Monitoring activities include	Evaluation activities include
<p>Count the number of students who have attended CV workshops - Data worksheets can be requested.</p> <p>Re book Build your Future workshops Re book Interview skills workshops</p>	<p>Used feedback sheets to explore learner's reaction to activities</p> <p>Assess the employability skills of those learners who have attended employer events</p> <p>Explored the positive effects of work-related activities on participating employers</p> <p>Reviewed the destinations of data of learners who have participated in work-related activities in line with local strategic plans</p> <p>Regular completion of Compass</p>

## 6. Experiences of workplaces

Monitoring activities include	Evaluation activities include
<p>Review work set by teachers to allow each school visit to review the establishment as a workplace (As a middle school we are not allowed to let students out for work experience but we use every trip/visit as a workplace visit, e.g. theatre visit, Syngenta Chemistry visit, Sports centre visit)</p> <p>Count how many experiences of work places each learner has received</p> <p>Must re-plan Entrepreneur club Contacted BEC to see whether possible to club online.</p>	<p>Feedback sheets after every visit. Google reviews on impact of visits.</p> <p>Testing student learning against pre-determined learning outcomes</p> <p>Review the choices at GCSE and route taken at 16 compared with workplace visits.</p> <p>Review the organisations network of employers to identify any gaps in provision</p> <p>Regular completion of Compass</p>

## 7. Encounters with further and higher education

Monitoring activities include	Evaluation activities include
<p>Count the number of visits which each learner has taken to FE and HE providers</p> <p>Must get Kirklees College in to do an Assembly on what they do?</p> <p>Must get CITB, Woodspeen in to do a talk about independent Apprenticeship schemes.</p>	<p>Determine how learners feel about their visits to see if they received the information, they needed (use of Goggle review and feedback sheets)</p> <p>Compare the destinations of learners with the visits to organisations</p> <p>Survey learners to find out how the visits to providers have influenced their decisions</p> <p>Compare student progression data to school strategic plans</p> <p>Regular completion of Compass</p>

## 8. Personal guidance

Monitoring activities include	Evaluation activities include
<p>Check to ensure external provider has maintained their position on the register of practitioners Count how many learners have had interviews with a career guidance practitioner – Use of data from Secondary school</p>	<p>Survey students to determine how they rate the careers interview which they have had</p> <p>Survey the career guidance staff to determine how prepared young people are to receive career guidance</p> <p>Survey all school staff to determine their career guidance training needs</p> <p>Review the impact of CPD activities</p> <p>Regular completion of Compass</p>

## Annual Review Form Quality in Careers Standard Awarded by C&K Careers

Name of Institution.....Scissett Middle School

Date awarded the Quality in Careers Standard.....Feb...2019

Date 3 year re-assessment due Feb 2022.....

Is this a 12month review **(please delete as appropriate)** Yes

Is this a 24 month review **(please delete as appropriate)** No

**Please provide a brief overview on the development of CEIAG within your institution since the awarding of the Quality in Careers Standard; in particular please make reference to any particular development points identified in your original assessment report.**

### **Your current Compass tool self-assessment results against the 8 Gatsby Benchmarks**

Scissett Middle School (SMS) have achieved all 8 Benchmarks at 100%

### **Please Comment Below on how these have changed since your last assessment**

The school have included more visits, implemented workplace visits and included a lot more culture capitol to raise aspirations of PP/FSM students. There is also improved provision for SEND students although great progress was being made before.

Syngenta Visit – a day of Science in the workplace. Lots of PP/FSM students attended and feedback was positive eg: Raised awareness that they could work somewhere like this so close to home and continue to study to a high level therefore raising their aspirations. Other visits included: -

Engineering at University – PP/FSM students went even though parents recommended against it as they were not university material – again raising aspirations.

PP/FSM CV workshop with Reliance engineering – how you can do higher-level Engineering and work your way up. Students were all very positive about this experience.

Cinema, theatre, museum trips – all raising culture capitol – all students find out about jobs and careers in that field.

Magna – workplace and innovations visit – Impact is enormous – so many exciting jobs and the reiteration in assemblies that anybody can do anything.

For each of the sections in the Standard, please comment on any changes and developments in the last 12 months since your assessment/last improvement plan. These might include changes in senior management, or changes in delivery of CEIAG in terms of the career's education programme and the delivery of impartial guidance and how these have impacted on quality. Also include any areas where you have added to or improved on CEIAG provision.

Please also comment on your progress and Action Plan to meet each Benchmark fully by 2020

### **Gatsby Benchmark 1 A Stable Programme. Incorporating Leadership and Management, Quality Assurance, Training and the Planned Programme of Careers Employability and Enterprise education.)**

The Careers programme within PHSE has now run successfully for a year. There are changes being made to help the 11 staff with the amount of marking but the projects themselves were successful and useful to the students. There has also been training and CPD for staff.

The form time Careers work is much more extensive – Year 6,7,8 work in booklets and have PPT and watch clips in form time particularly during NCW, NAW and our drop-down Enterprise and Careers week

All year 8 visit Huddersfield New College and a University. The university visits are structured so students with a particular interest will go to a taster session. A Google review is completed to find out where their interest lies.

All PP/FSM and SEND can attend Kirklees college taster sessions also in the summer. Adele is now permanent Head of Careers with a payment increment. She still has the same time, but more administration time has been allocated.

**Assessor Comments:** There are strong management systems in place and staff are clearly dedicated to the careers strategy. The allocation of extra administration time for the Careers Leader will only strengthen coordination of the programme. Continue to monitor staff training needs particularly for new staff ensuring that they receive timely training and CPD.

## **Gatsby Benchmark 2 Learning from Career and Labour Market Information**

### **(Incorporating provision of information)**

We have assemblies by professionals who explain the Labour Market. We have displays up and we also have CPD for staff on LMI.

Every room has a careers display, we have a noticeboard of events and job bulletin, we have displays on women in automotive, Science and Beauty and a diversity display to challenge stereotypes. There is a noticeboard in the staff room outlining the Gatsby Benchmarks and how Kirklees are doing. Teachers have Careers written into their curriculum.

There is a Careers in the curriculum and LMI display in the hall and 'I know' displays to help students with decision making. We have a CIC day scheduled and a week of CIC starters in all lessons starting after half term and in NCW. (CPD delivered to help teachers with this) Our website is fully up to date with what is going on at school and through Google review. The Head teacher also delivers a PPT at open evening to let them know the provision.

**Assessor Comments:** Great evidence of how labour market information is embedded within the curriculum. Continue to develop this work with parents, could they be involved in some of the sessions that are offered to staff on LMI? The website has some excellent careers information and LMI links for students, staff and parents to refer to. You put a lot of effort into your displays around school continue to develop opportunities for students to look at and reflect on this information.

## **Gatsby Benchmark 3 - Addressing the needs of each pupil/student – (Incorporating inclusivity and engagement of parents/carers )**

Parents and Carers are asked to do Google review on numerous occasions throughout the year to see whether our provision is suitable. The new website has lots of information for them. There are letters/texts/email/Facebook and Twitter which are used to communicate at various times of the year. We offer bespoke university trips for students with specific HE interests. We have a high level of careers provision for our SEND/FSM/PP students – offering more visits to ensure culture capital. We also offer resilience sessions and high aspiration sessions such as exhibition guides for the Holocaust exhibition.

The Compass Plus trial has been delayed due to technical problems but will go ahead soon. We have reinstated the STEM clubs using drones from a successful bid for money. PP/FSM students have been trained to be exhibition guides to take all students through a Holocaust exhibition. PP/FSM students interested in catering were caterers for the open evening where they learned professional cake decorating. We are still providing resilience and transition sessions to those who are worried about the next step. The students are a bit too young for personal interviews and there is not the time or the qualification to do it.

**Assessor Comments:** The school demonstrated good practice in meeting the needs of its students through all aspects of the careers programme. There is also targeted support in place for vulnerable

students. You also hope to trial Compass Plus and it would be useful to report on how this may be used to tailor careers provision to the needs of the students in the future.

#### **Gatsby Benchmark 4 - Linking curriculum learning to careers**

We have just had a CPD session on CEIAG led by the CEC. This was an update and an introduction for new starters. We have another next week on CIC. We also have a CPD session booked by Career Ready and then will be delivering CIC for a whole week of starters twice in the year. Staff have provided SOW with Careers incorporated. We successfully completed a 2 day drop down for CIC and are going to do this again. Students moved around the school doing practical CIC lessons with the teachers. There are new posters everywhere and displays in all classrooms.

**Assessor Comments:** You continue to provide good evidence of how careers can be embedded within the curriculum in lessons and during specific drop-down days. Continue to evaluate the impact this has on students, such as surveys to check understanding/measure impact. Ensure that staff are also evaluating the CPD to inform what future training may look like.

#### **Gatsby Benchmark 5- Encounters with employers and employees**

##### **(Incorporating work with external agencies)**

We have many visitors to assemblies. Including a speaker from British Music awards and a Gaming industry. We always have assemblies from an Engineering company called Reliance. Transpennine have been in to do a workshop, The Huddersfield Giants are attending school on a regular basis. We had a very successful careers fair with lots of businesses. We are doing this again this year

Evaluations include asking students to write about their experiences – 1 young female now wants to be an engineer and she was very hesitant before she went to Kirklees College of Engineering. After a careers fair and a visiting architect, a young male has altered his GCSE options at Shelley to suit his career choice of architecture.

**Assessor Comments:** You continue to make the most of every opportunity to embed careers learning into all trips. Continue to build on your network of employers and your systems for evaluation/reflective practice to measure the impact the visiting speakers have had on students.

#### **Gatsby Benchmark 6 – Experiences of workplaces**

All school trips now have the workplace and careers mentioned and students are expected to fill in worksheets pertaining to Careers. This includes museums such as the Harry potter museum, The Quarry Bank Mill – Workplaces of the past, and the Yorkshire Wildlife park. Students experience the workplace by doing office duty, being prefects, running the school shop and a few were exhibition guides for the Holocaust exhibition. A group of 30 are visiting Syngenta for work experience. We are using a company called COPE to find a company were SEND students can experience the workplace – it is yet to be confirmed where.

All students must apply for their jobs using an application form. The students attend training sessions. They are made aware of employability skills in these sessions, but we also have assemblies on transferable and employability skills. A section will also be included on application forms that includes employability skills.

**Assessor Comments:** There have been some key developments in this area since the last assessment and you are now confident that:

All students will all experience workplace experience through the trips they do in all 3-year groups.

All students can apply and interview for jobs within school.

All PP/FSM students will get experience of a workplace in the 3 years they are with us - either through trips out or opportunities to be exhibition guide. If you can provide evidence such as recording of these activities, you are now meeting this benchmark

## **Gatsby Benchmark 7- Encounters with further and higher education**

All year 8 students visit a 6<sup>th</sup> form and a University. We also invite them to the careers fair. We had Huddersfield and Leeds university. We had Kirklees, Barnsley, Wakefield College as well as Greenhead College, Shelley and New College to careers fair

There is a debrief/evaluation following these visits. All students complete feedback form written and on Google review. The Careers Leader then analyse to improve provision the year after.

**Assessor Comments:** Strong evidence here to illustrate how evaluation informs practice. Continue to offer opportunities that meets the needs of your students. The introduction of T levels will create further options for students to explore. Continue to show evidence of how you keep abreast of any developments within FE and HE.

## **Gatsby Benchmark 8 – Personal Guidance**

As agreed by CEC the students do not get personal guidance at SMS but will all have had at least 1 interview or more by the time they are in year 11 at Shelley. Personal guidance at SMS is illustrated through explaining how to get the information they need in an assembly and asking parents to complete a Google review on the student's likes/dislikes and aspirations so that we can match university visits more specifically.

**Assessor Comments:** Although it has been agreed that this benchmark is not applicable to Scissett middle school due to the ages of the cohort, you still demonstrate good practice in relation to personal guidance. Students and parents can refer for help and will have at least one intervention by the time they reach Y11 at Shelley High school.

## **Please give examples of how holding the Quality in Careers Standard has impacted on CEIAG provision over the previous 12 months**

It has given me the confidence to know I am going in the right direction and will be good for us if Ofsted come in. The staff at the Standard were extremely helpful and supportive.

### **Assessor Comments:**

Scissett Middle School have demonstrated excellent practice is ensuring that they continue to meet the Gatsby Benchmarks. The implementation of Compass Plus will provide further evidence towards Gatsby Benchmark 3 and can be used to evaluate impact on meeting students' needs further. Continue to evaluate all areas of CEAIG, demonstrating how the results of evaluation have been used to shape future careers work.

CEAIG is highly valued at Scissett Middle School and the allocation of extra administration time for the Careers Leader will only strengthen the strong coordination of the careers programme. A key action point from the last assessment was to continue developing experiences of workplaces. You have continued expand your workplace offer to students by including a careers perspective in all school visits. You have offered out work experience to all students within school and continue to tailor this experience to meet the needs of your SEND cohort. If you can provide evidence of these visits, then you have all the necessary components in place to fully meet this benchmark. You continue to demonstrate a strong commitment to providing high quality CEAIG.

**Date of completion 8/10/19**

**Completed by Adele Greenleaf**



# School OFSTED report

Inspection of Scissett Middle School

Wakefield Road, Scissett, Huddersfield, West Yorkshire HD8 9JX

Inspection dates: 22–23 October 2019

Overall effectiveness Good

Looking after pupils' mental health and well-being is important. Pupils talk with enthusiasm about the 'mindful mile'. This is where they walk or run in the school grounds and take time to talk to each other. This happens weekly in the winter and daily in the summer. Pupils also enjoy the time that they have every week with the school's therapy dog.

When pupils arrive in Year 6, they are well supported and settle in quickly. Leaders place high importance on preparing pupils for attending high school in Year 9.

Pupils speak highly of the careers advice they are given.

Pupils understand how to be responsible and active citizens. There is a range of opportunities for pupils to contribute to their school and the wider community. Pupils raise money for charity. They relish taking on extra responsibilities. Pupils can become prefects, playground buddies and student council representatives. Some Year 8 pupils said, 'We love being prefects and having responsibility'.

They enjoy discussing topical issues. In a geography lesson, Year 8 pupils discussed with confidence the effects of globalisation

Pupils with special educational needs and/or disabilities (SEND) are well supported.

Teachers understand what they need to do to help pupils with SEND to achieve well.

Information about this school

■ We met with the headteacher and the head of school. We met with other members of the senior leadership team and curriculum leaders. We also met with leaders responsible for safeguarding, behaviour, attendance and **personal development**. The lead inspector held a discussion with members of the governing body and a member of the board of trustees.

## What OFSTED said about Personal Development

- Careers education is strong
- Mental health and well-being are a strength of the school, clear strategy around pupils and staff
- Coherent mapping of PD through Life lessons, assemblies etc. Tolerance and respect run throughout all aspects

- Over 40 clubs per week, DA and SEND attendance is monitored, the range of activities supports pupils with a wide variety of choice, an inclusive approach
- School council feel they have a say in whole school issues
- Pupils are prepared for life in modern Britain. Democracy is well understood but pupils are less confident about radicalisation and county lines. There are more opportunities for discuss and debate

**Virtual Wallet**

**‘BUILD YOUR FUTURE’ CAREERS EVENT (YEAR 8)** Half day carousel-style careers event featuring 4 delivery workshops. Students will learn about their options; the labour market and what employers and universities are looking for in applications and interviews. All sessions are co-delivered by careers advisers and employers or ambassadors. Targeting Gatsby Benchmark 2, 3, 5 and 7 **Not completed due to Corona**

**CV WORKSHOP (YEAR 8)** Designed to explain what a CV is and how to put one together. Employers talk about what they looking for, how they score and evaluate CVs, what and what not to include. Students will start working on their own CV. Targeting Gatsby Benchmark 2 and 5. **This was completed**

**INTERVIEW SKILLS WORKSHOPS (YEAR 7)** Students prepare for job, college and university interviews and build confidence. Students take part in a speed dating style mock interview and put all they’ve learned in to practice. Targeting Gatsby Benchmark 2 and 5. **Not completed due to Corona**

**CAREER READY** – (6-8) Careers in the Curriculum – Teachers to use PPT to start lessons (SEE BELOW). **This was completed**

**Progressive learning outcomes**

Learning outcomes KS3

World of Work	Self Awareness	Career and Progression Opportunities
<ul style="list-style-type: none"> <li>• Recognise that the world of work is changing and how working life can change</li> <li>• Identify different types of work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their skills and qualities</li> <li>• Recognise the behaviours that make a young person employable</li> <li>• Identify the skills that employers want</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise progression choices</li> <li>• Identify progression decisions they will need to make</li> <li>• Identify careers related to their school subjects</li> </ul>

3

**What career for me**

Careers in the Curriculum (CiC)

**Gatsby Benchmark 4**

4

# Evidence of work set during school closure

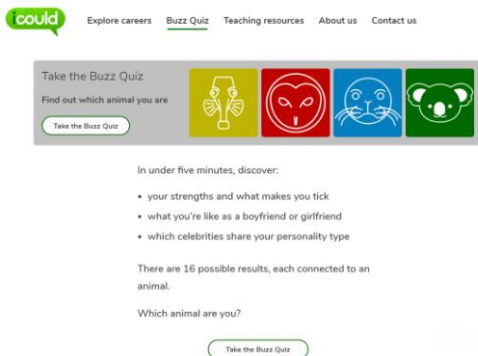
## Careers personality test Inbox x



**A Greenleaf** <agreenleaf@scissett.com>  
to yr7, Year, Year ▾

Good afternoon all.  
While you are at home it is a good idea to be thinking about the world of work and your career ideas.  
Remember you don't need to worry if you don't know what you want to do but start to think of the things you enjoy and what makes you tick.

There is a super test you can do and it takes minutes.  
It is called the buzz test. Type the buzz test into the internet and have a go.  
A.Greenleaf



## Careers work to do at home. Inbox x



**A Greenleaf** <agreenleaf@scissett.com>  
to yr7, Year, Year ▾

Thu, 19 Mar, 10:47 (12 days ago) ☆ ↶ ⋮

Good morning  
Please try out some of these Careers activities while you are at home. I attach the booklet we would like the students to be working on.

- Students can find a wealth of information on local LMI at <https://futuregoals.co.uk/> And there are specific activities and quizzes at the **NEW** Spotlight Creative Toolkit at <https://futuregoals.co.uk/spotlight/>. Here there are resources that can be downloaded that guide students in planning a festival through Maths, English and Science-based activities.
- Students can study a MOOC (massive open online course) on a platform such as <https://www.futurelearn.com/courses> They could search for a free course that links to their aspirations and develop new knowledge and skills that will support them in the future.
- There's a good starter/ quiz activity at <https://www.tes.com/teaching-resource/quick-starters-activities-for-careers-lessons-6334127>
- Students to research 3 job roles beginning with the same initial as their name and create posters or presentations all about what they have found out.
- There's a fun quiz for those who are unsure of what roles they might be suited to at <https://icould.com/buzz-quiz/>



**Employment and Work Skills**

**Career Case Study**  
Choose a career you would like to have in the future. Using the internet, research your chosen career and investigate topics such as:

1. What is my career?
2. What does the job involve?
  - a. What will I be doing?
  - b. What skills will I need?
3. Entry Requirement
  - a. What qualifications do I need to gain?
  - b. How competitive is the job market?
  - c. Do I need to register with anyone first?
4. Work environment:
  - a. Where will I be working?
  - b. Who will I be working with?
5. Money
  - a. How much do I get paid?
  - b. Can I get overtime/bonuses, etc?
6. Future
  - a. How can I progress in this career?
  - b. How will it affect my lifestyle?

Design a brochure for your chosen career, detailing the information you have researched. Make sure you include pictures and make it interesting to look at.

2

Test students' knowledge of the type of careers specific subjects could lead to .....

Subject	Jobs that this subject connects to.
MATHS	
ENGLISH	
GEOGRAPHY	
HISTORY	
RESISTANT MATERIAL DESIGN TECHNOLOGY	
FOOD AND NUTRITION	
TEXTILE TECHNOLOGY	
PHYSICS	
BIOLOGY	
CHEMISTRY	
DRAMA	
PHYSICAL EDUCATION	
RELIGIOUS EDUCATION	
FRENCH	
ART	
MUSIC	
ICT - COMPUTING	

## **AIMS**

By the time they leave our school, we want every young person to be in the position to make informed and ambitious decisions about their future, to have started to think of the route that is right for them and to possess the skills and positive mind-sets that will help them succeed throughout their lives. We believe that disadvantage should not determine destiny. Our aim is to help our students make better choices at the ages of 14, 16 and 18 years old regardless of their socioeconomic background.

By working with excellent teachers, employers, employees and different educational establishments, we've seen first-hand how it is possible for young people to scale the hurdles to social mobility and achieve incredible things. Yet it is still the case that children from low-income backgrounds face a litany of barriers to achieving their full potential. Our aim is to narrow the gap of these students.

Our careers provision must be able to help the students understand the range of opportunities available to them in today's economy and acquire the skills and qualifications they need to succeed in the workplaces of the future.

These aims set out our ambitions to expand the quality and quantity of provision. Our aim is to help build a Britain fit for the future by investing in the development of skills to meet the changing needs of business, increase productivity and drive growth across the whole country. High-quality careers support will allow us to promote new world class technical education and make sure the students know where their qualifications lead. This will increase participation in higher level qualifications, with clear routes so that the students know how to progress to that level. It is vital, in an environment where new industries are emerging and many of the most important jobs of the future don't yet exist, that individuals have access to high-quality labour market information and earnings data to underpin their choices.

## **Evaluation**

During the two full years that the new Careers Provision has been officially in place at Scissett Middle School we continually use quantitative and qualitative data to record the impact the Careers provision has had on the student's future choices. We work closely with the Colleges, Universities and Independent Apprenticeship Companies, our Careers Enterprise Coordinator, CEIAG (Careers Education, Information, Advice and Guidance), Our business Enterprise Coordinator and the Head of Careers at our Secondary College. All our staff, parents, students, stakeholders and governors have a part to play in the implementation and reviewing of the Careers provision. All feedback, reviewing, evaluation and tracking is used to continually improve the provision for all our students.

## **Areas for Improvement**

To use Data Metrics to see whether the website is being used by parents and students. I would like to improve the way we communicate with parents and students through Social Media. Our students do not get enough meaningful information about vocational colleges. I would like to improve our vocational taster sessions for students who may not be as academic, especially our SEND students. I would like to establish a Student voice Careers focus group.