Careers Action Plan September 2021 - July 2022

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| Vision:We aim to deliver a careers programme that enables our students to access the best available pathway to independent adulthood according to their needs and aspirations when they leave our school. We will deliver this in partnership with the Careers and Enterprise Company and the local authority, taking advantage of the wide range of support and interventions on offer. The programme will aspire to the highest possible standards of the Gatsby Benchmarks and meet the aims of the school’s strategic plan to involve parents and carers fully and take advantage of the school’s location in central Canterbury.The statutory evaluation framework for a school’s careers programme is the Compass Plus framework which measures performance against the 8 Gatsby benchmarks. Guidance from the CEC is that for students in special schools, the Careers Leader should consult with other careers staff to identify the cohort for whom the Gatsby Benchmarks are appropriate and report on that group. However, all students including those with profound and multiple learning disabilities (PMLD), or highly complex needs should benefit from your school’s careers programmes and transitions activities. An essential decision is therefore to decide how to define the cohort who will be evaluated using Compass Plus.Those students who may not be able to work in adult life will still access vocational experience in the sixth form and, where possible, have contact with the world of work which exists outside the school. This will enable them to identify pathways into purposeful activities and volunteering when they progress to adult social care.  |
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| Curriculum focus:Preparing our learners for adulthood is a key element running through our curriculum, particularly within KS4 and KS5. Careers encompasses a wide range of skills, as well as supporting students to achieve qualifications to enable them to access future course options. Our curriculum is designed around 3 pathways, whereby the careers focus and model will vary depending on each individual pupil and their needs. Careers will be embedded throughout our Oak pathway planning from Year 7 and up, and become more explicit through Key stages 4 and 5, where students will be encouraged to take options based on their interests, enjoyment and aspirations. For those students on our Willow or Cedar pathways their experiences of the world of work will be tailored around their motivators, and support them to develop their independence as much as possible within their daily routines in school, at home and within their local community. Students will be offered experiences of a range of environments to help them identify the skills and roles available within different areas of the working world. Students and their families will be encouraged and supported to find out about relevant information and opportunities available to them for their future, and the skills and qualifications needed to access these.The EHCP process, especially the Year 9 and Year 11 preparation for adulthood reviews, will be central to identifying individual needs and aspirations, and careers will form a focus for discussions in these meetings. Additional opportunities may be accessed through a constantly evolving programme of activities such as:* Community based learning (e.g. shopping, visiting cafés, museums, libraries etc)
* Residential experiences (e.g. Seastar / Kingswood / Centre Parcs / France etc)
* Duke of Edinburgh Award scheme
* Creative arts (Music, Dance, Drama, Art, DT - including accreditation opportunities in the Arts Award)
* Functional skills activities within English, Maths, ICT
* PSHE / RSE (Including personal care routines, meal times)
* Play / Leisure times (including in the playground)
* Sports enrichment (including specialist activities such as Rebound, Hydro therapy, Horse riding, swimming etc)
* Therapy (including specific PT / OT / SaLT / counselling / play / music / art therapy etc)
* Humanities
* Work experience opportunities (e.g. Muddy Wellies / Brogdale / Café etc)
* The ASDAN Employability Award
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| **Action plan tasks and targets for the careers lead** |
| **Leadership and management** |
| Target | Actions | Lead person | Time scale | Resources & costs | Monitoring | Evaluation | Success criteria | Governors |
| ***Establish the extent of the role of the Careers Lead as defined by CEC guidance within the school*** | Circulate the role description to SLTAgree the scope of the role and how it will be deliveredIdentify any CPD neededWrite a CEC compliant careers strategy once the role has been determined | SBDL CLRCLR | Term 6November 2021 | Nil; possible cost for CPD if funding is discontinued | Appraisal system | Appraisal system | Role scope agreed by SLT & Governors | TBC |
| ***Define the cohort to be evaluated using Compass +*** | SB to explain how Compass evaluates a school’s careers programme | DJ? SK? | 30 June 2021 |  |  |  | The school has a clear idea of which students are included in Compass |  |
| ***Set out the aims, objectives and evaluation criteria for the other students*** |  | SK/DJ? | 30 June 2021 |  |  |  | The PHSE curriculum will reflect what other students need to learn about careers  |  |
|  ***Ensure all relevant staff are covering transition to adulthood in EHCP reviews from Year 9 onwards for eligible students*** | Develop a programme of internal CPD with Steve KingRun a staff workshop, possibly with KCC, about preparation for adulthood and linking in with EHCP SMART target setting effectively. | CLR | Term 1 2021/22 | Possible cost of NDTI trainer | EHCP targets | EHCP quality and breadth of future pathways  | Where appropriate EHC plan will demonstrate aspirations to employment from year 9 onwardsRelevant staff having clear understanding of pathways and future opportunities |  |
| ***Maintain and expand links with current post 16 providers who deliver parts of sixth form study programmes*** | Approach other possible local providers (eg Runway Training) and ascertain costs for contribution to study programmeObtain up to date information on study programmes for all providers for 2021/22 and revise the directory produced by LHNegotiate additional capacity for providers from KCC post 16 allocations for our students | CLRCLRCLR | TBC | Existing provision by Brogdale & Far Academy; possible additional provision | Compass Plus | Quality of evidence for relevant OCR Units | Providers of study programmes match the skills sectors identified by LMIAll the relevant post 16 providers meet our students once a year |  |
| **Meeting a high standard on the Gatsby benchmarks for careers delivery*****The next 8 targets are based on areas for improvement in the 8 benchmarks identified by the school’s Compass assessment*** |
| ***Gatsby Benchmark*** ***1: deliver a stable careers programme*** | Write careers programme for 2021/22 and publish on school websiteIdentify lead governor for careersMake information available in an accessible way for staff, students & families, for example making a videoPublish resources on school websiteBuild a network of alumni to help deliver the programme | CLRDLCLRDJCLR | Term 1 2021/22Term 2 2021/22May 2022 | TimeResource making cost eg video filming Possible expenses for alumni visits eg travel | Compass Plus | 3 yearly evaluation using feedback from teachers, students, employers, parents/carers, destination information | Careers programme approved by governors, KS leaders, PHSE lead, Enterprise adviser, LA careers leadCareers information understood by teachers & parents of students Most students engage in the range of experiences offeredMost students able to recall their enjoyments from interventions such as careers weekSome students being inspired and focussing their learning and studies on their future careers |  |
| ***GB2: Use labour market information to inform careers guidance*** | Identify source of LMI appropriate for St N students Develop materials for students & parents to use LMI to choose career pathwaysForm partnerships with employers in these sectors | CLRCLRCLR | Term 2 2021/22 | TBC, sourcing LMI could have a price | Compass Plus | Feedback from students & teachers | All those responsible for supporting IAG know what job areas are realistic locally and have materials to deliver this knowledgeEmployers from these sectors are engaged with the school eg offering work experience & visits |  |
| ***GB3: Addressing the needs of each learner*** | Collect destination information for 3 years on all leavers accessing FE or employmentDesign a recording system for all careers activities and advice accessed by studentsProvide general careers guidance to studentsDevelop a system to ensure that careers is covered in year 9, 11 and 13 EHCP reviews for eligible students Develop mini enterprise and volunteering projects that are accessible for Willow & Cedar students | CLRCLRCLRCLRCLR | Term 3 2021/22Term 1 2021/22May 2022 | TimeStart up fees for enterprise projectsContribution to volunteering projects where required | Compass PlusXello | All students leaving the school in July 2021 are trackedAll students and their teachers know how to upload IAG records onto Xello Chairing of EHCP reviews  | SLAs/ other agreements exists with all destinations and the LA obtains this dataQuality of IAG info visible on XelloBreadth of destinations accessed by leaversFeedback on the effectiveness of IAG from external partners eg TEP 4 hour offerSampling of EHCP review write ups, Section As & Section Fs shows that careers learning is evident in discussions and choices  |  |
| ***GB4: Embed careers into the curriculum*** | Ensure that careers/ world of work is delivered as part of maths, English & PHSEIntegrate the use of Xello into planning for Oak pathway KS4& 5 & selected Willow KS5Design resources to deliver Xello to all the appropriate studentsEnsure PHSE curriculum in KS3 facilitates completion of vocational profiling in KS4 & 5Plan and timetable an inclusive careers week for all students from Year 9 upwardsTo liaise with KS3, 4 and 5 managers to embed careers content into key stage long term planning | DJCLRCLRKHCLRDJ | Term 6 2021Term 2 2021/22Term 2 2021/22Feb 2022 | Time for DJ CLR & subject leadsAccess to resources making time from SSSubscription fee to XelloPossible expenses for contributors to careers week | Compass PlusUse of careers programme in planning | Quality of vocational profiles on XelloFeedback from careers guidance professionals from 1-1 interviewsFeedback from teachers and students about activities in careers week | Planning shows a secure knowledge of how employability skills can be described and assessedStudents display a good knowledge of skills and personal qualities associated with employabilityPortfolios for the relevant OCR & ASDAN Award qualifications display knowledge acquired earlier in the schoolThe concept of “World of work” and volunteering is covered during careers week and PHSE for students not likely to work as adults |  |
| ***GB5: Ensure the majority of relevant students have at least 1 meaningful encounter with an employer per year*** | Design and arrange employer visits during careers week for all year groups from 7 upwardsOrganise an employer fair once a year during or near careers week based on LMI Build a directory of people willing to share their experiences of the world of work with students | Karen StanleyCLRCLR | All By Feb. 2022 | Possible venue hire | Compass Plus | Formalised student, teacher and parent feedback about employer engagement  | Students have a good knowledge of what careers in the local area are accessibleAt least 2 Employers in these sectors know the school and its students wellThe school can provide a range of personal interventions, especially during careers week, to inspire students about possible careers |  |
| ***GB6: Ensure the majority of relevant students have at least 1 meaningful encounter with a workplace per year*** | Design and arrange workplace visits as part of careers week for all year groups from 7 upwardsEnsure all appropriate students from year 12-14 have at least 1 work experience placement per yearDevelop work experience exchange partnerships with other providers eg EKC Group, Beacon School, UKC | CLRCLR | Dec 2021Feb 2022 | TransportStaff time, especially for individualised placementsBusiness insurance for staff? | Feedback from class teachers  | Formalised student, teacher and parent feedback about employer engagement eg Questionnaire responses from students about the impact of workplace visits | All students have a workplace visit each year which they can relate to their own life and to LMIAll students within scope have at least one enjoyable and sustainable work placement each year |  |
| ***GB7: Ensure encounters with the correct range of education providers*** | Arrange visits from SPIs and ITPs to the school once a yearOak pathway students to access the East Kent Choices careers fairArrange an annual destinations fair with Canterbury College; for education, training & social care providers | CLRCLR (Education)CM (Social care) | All By December 2021 | Possible expenses for providersPossible venue hire with Canterbury College | School events calendar | Participant feedback: students and providers | Providers express satisfaction in their ability to access our students and explain their offerStudents and families feel well informed of the destinations on offer in the local area and its suitability |  |
| ***GB8: Arrange professional personal guidance for students***  | Commission IAG from a Level 6 qualified practitioner for all Oak pathway students twice in years 10 & 11Determine feasibility/ value for money of training members of staff to deliver IAG as part of Kickstart programmeCreate a timetable to ensure that all appropriate students in years 10-14 have a good quality guidance interview by December 2021 | CLRDLCLR | June 2021 for delivery in term 2 2021/22TBCJuly 2021 | Cost of IAG practitionerTime for CLR to attend steering group | Record of sessions from practitionerMinutes from meetings | Quality of evidence recorded on XelloCost/ benefit analysis of training internal staff | Effective CIAG given to studentsStudents have a clear understanding of what they are working towardsStudents have plans about what they need to achieve and how they can do this.The school can decide a best value model for delivering 1-1 professional guidance |  |
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| ***Appendix 1:******Evaluation: (activities already undertaken by LH in 2019/2020)***The careers week was a real success, a range of professionals came in to talk about their job roles, and all offered practical workshops for students to engage in, examples included an electrician (how to wire plugs and PAT test); architects (design and draw skills); prison officer (conducting searches, using hand cuffs etc); problem solving and team building exercises; and web design. All the students who participate appeared to enjoy the sessions offered, and when a feedback assembly was conducted all students said they’d like to participate in similar activities again, giving ideas of guests they’d like to come in. Some students participated in future planning and action plan tasks and continued to talk about their aspirations in the weeks following the event.LH has worked with CM and CB to ensure that careers and preparation for adulthood language is used throughout the KS4 and KS5 LTPs. LH has also liaised with DJ about this on the development of the Oak pathway, and this is represented within this. LH planned a department meeting with KS3-5 to present info about preparation for adulthood and linking in with EHCP target writing etc, however due to COVID 19 this twilight workshop (booked for term 6) was unable to happenLH ran a successful careers week, and this supported teachers to think about and build confidence about delivering activities and encouraging students to think and focus more on their future aspirations. Hopefully some of this will be cascaded into future planning. LH, CB and CM have set up and planned a vocational day for Year 11-14 students working from high EL1-3 to gain accreditation and experiences within specific vocational pathways. This will begin in Sept 2020.LH has worked with SS to create some symbolised cue cards to support students within their CIAG meetings – these were successfully used in partnership school (The Beacon) for CIAG meetings. However due to COVID 19, planned CIAG activities for year 10 and 13 students did not happen as planned in terms 5&6. LH has successfully worked with a number of class groups across KS3 and 4 to begin identifying their skills, interests and future aspirations and created individual action plans with the pupils. Some teachers also engaged well with the careers week and have scaffolder these ideas into their planning. LH created a bespoke block of work to complete with the year 10 satellite group around careers, however due to covid 19 this was unable to occur (as planned for term 6), however the planning is completed and could be re-used next year. LH has used the online tools to assess our current position in regards to the Gatsby bench marks; and identified the gaps that need addressing. LH completed this action plan outlining the focus for the year. LH has drafted a suggested timetable of roles / responsibilities and how this could be addressed across the next academic year for the careers lead. Successful careers week activities to begin initiating some of the CIAG elements, although due to covid 19 much of the planned CIAG work has not been able to take place.We have successfully set up a partnership with Woodpecker court, and 8 students have had an experience of this. 4 students completed the qualification offered. We have had attendance from a variety of providers at our open evenings (examples include Woodpecker court, Supajam, Brogdale, FAR, Job Centre, Mencap). Some students and families have looked at the alternative providers, and students and their families have a greater awareness of future opportunities in education, training and employment options, and have begun to set out plans and pathways for this.Appendix 2: Providers currently working in partnership with the 6th form:Canterbury CollegeCraftworks/ Brogdale/ Muddy WelliesThe Far AcademyThe Umbrella Centre WhitstableAppendix 3: Partners currently supporting careers guidanceThe Education PeopleApprenticeship Support KentThe Careers & Enterprise Company Enterprise Advisor networkJob Centre Plus schools team |
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