

Mary Webb School Careers Policy

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TO BE REVIEWED JULY 2021

Mark Jervis (Assistant Headteacher) and Sharon Ruff (School Careers Adviser)

MARY WEBB SCHOOL

Mary Webb School Careers Policy

This Careers policy seeks to uphold the core aims and values of Mary Webb school, whilst adhering to national guidance regarding Careers Education, Information, Advice and Guidance (CEIAG) including:

2017 DofE Careers Strategy – Making the most of everyone’s skills and talents

2018 Careers guidance for education and training providers – statutory guidance for governing bodies, school leaders, and school staff

2018 The CEC Gatsby Benchmarks Toolkit for schools

This policy should be read in conjunction with the following documents:

- School careers programme
- Provider Access Policy
- SEND Policy
- Equality Policy
- Privacy Policy

Key Staff

- Head Teacher: Mr Peter Lowe-Werrell
- Careers Leader: Mr Mark Jervis – Assistant Headteacher
- Careers Adviser: Sharon Ruff, CDI Registered Professional
- Designated Governor for Careers: Zoann Medcalf
- Enterprise Coordinator: Shelley Robinson, Shropshire Council
- Enterprise Adviser: Catherine Armstrong, Vice Principal, Shrewsbury Colleges Group
- DWP Link (Support for School’s programme): Rachael Morgan

Our Vision for Careers Education, Information, Advice and Guidance

We aim to inspire all pupils to aim high, think big and work hard to gain access to a wide range of exciting opportunities in the future. We aim to provide support which is differentiated to meet the needs of individual pupils, and which is delivered in a way that recognises individual aspirations and goals. We encourage inclusive, and active participation in a wide range of careers-related activity and recognise the importance of supporting all pupils to develop a wide range of transferrable skills. The active STEAM agenda is an important part of our commitment to CIEAG, and is a particular strength of the school.

How we achieve this:

Mary Webb school welcomes the statutory duties in relation to CEIAG. The school Careers Leader uses the COMPASS self-assessment tool, and works with the support of the local Careers Enterprise Co-ordinator and volunteer Enterprise Adviser to work towards achieving the eight Gatsby benchmarks of Good Career Guidance:

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

Key elements of the provision include:

Our School Careers Programme

The careers programme is available on the school website and is updated annually. It is reviewed in line with the Gatsby Benchmarks, with priorities for development set accordingly. The programme includes information about student entitlements by year group, as well as detail of Careers and Enterprise activities undertaken by each year group. Work experience, Higher Education and Further Education visits, an annual Careers Fair, the STEAM day, and a number of visits, trips, speakers, and experiences are all included within this programme.

Gatsby Benchmarks 1, 2, 3, 4, 5, 6, 7, 8.

Personal Guidance

The school has a designated independent and impartial Careers Adviser who provides personal guidance to all students. Students identified as experiencing barriers to progression are given priority. All pupils have the opportunity for at least one individual personal guidance intervention before post 16 choices are made. All pupils will be supported to produce at least one personal action plan. Small group guidance complements personal guidance for those who are more confident in their career planning. Students can self-refer and all year groups are encouraged to use the lunch time drop-in sessions.

Gatsby Benchmark 8

Library and Web resources

The school uses the CASCAID careers programme and maintains a designated webpage that is accessible to students, parents, employers and external providers. The school has a careers area in the main library. Careers and library staff work together to maintain this.

Gatsby Benchmarks 1, 2

Links to Curriculum Areas

The school Careers Leader links with curriculum leads to embed CEIAG throughout the whole school curriculum

Gatsby Benchmark 4

Work with students who have additional needs

The school Careers Leader, Careers Adviser, tutors, SENCO and pastoral staff work together to identify students with additional needs and set priorities to ensure that these pupils receive personal guidance and tailored careers interventions, that are both timely and individualised to meet those needs.

Gatsby Benchmark 3

Destination Measures

These are produced by the Local Authority – they are analysed by Mr Lowe-Werrell, Mr Jervis, Careers Leader, and Sharon Ruff, Careers Adviser each Autumn to inform future planning.

Gatsby Benchmark 3

Welcoming External Agencies and Employers to support the School Community

We value and welcome links with the wider community. Our Provider Access Policy is available on the school website.

Gatsby Benchmark 5, 7.

Evaluation of provision

The careers programme is evaluated annually during the Summer term by the Careers Leader and Careers Adviser. Compass self-assessment is also revisited twice a year. Areas for development will be informed by a range of feedback as described in this policy and the results of the Compass self-assessment. The careers policy will be reviewed every 2 years or earlier if there are any significant changes to government guidance related to CEIAG.

Annual Careers Action Plan

Our Annual Careers Plan sets out the key areas where we will focus our efforts this year.

Goal	Description	Resources Required	Success Criteria	Target Date
Provide a broad range of careers information.	We will provide broad information sources for students to use which will help them choose and develop their career plans.	CASCAID Kudos programme Free resources available from different careers sectors Provider information Posters Website	CASCAID is in active use by the majority of students in years 9, 10, and 11. The Careers library and notice boards are well stocked, and up to date. The Careers section on the website has been redesigned including links to a range of quality careers resources.	December 2020
Provide staff training and continuing professional development (CPD).	Ensure initial staff training and continuing professional development (CPD) to secure the competence required of all staff involved in the school's CEIAG provision.		CPD plan for each member of staff providing CEIAG	July 2021
Measure the impact and gather feedback on careers provision.	Measure the impact of events and activities by gathering feedback from students, parents and employers		Feedback forms will have been completed after events and activities. Feedback forms will have been collated and areas for development noted.	Ongoing
Measure, monitor and report on the quality of our career programme.	We will measure, monitor and report on the quality of our career programme so that we can demonstrate year on year improvements.	Student voice will be carried out regularly to identify the areas of provision that are working and areas that need further improvement. Positive destination data will also provide evidence of effective guidance. Build a bank of case-studies of good practice to show impact of the programme	Feedback will have been listened to, and acted upon.	July 2021

<p>Build a network of Business contacts.</p>	<p>We will work closely with the Enterprise Adviser, local businesses, the local authority, and Careers Providers to build partnerships which will benefit our students, communities and society as a whole.</p> <p>We will consider the use of an employer enquiry form on the redesigned website.</p>	<p>Employer Enquiry form on website</p>	<p>We will have grown a database of business contacts that can offer careers services to the school.</p>	<p>December 2020</p>
<p>Integrate Career readiness into school curriculum.</p>	<p>We will work with curriculum leads to audit the amount of careers related work which is already embedded into the curriculum.</p> <p>We will seek to maintain or increase the content linked to career readiness into the school curriculum.</p> <p>We will encourage curriculum leads to source one or more business contacts, who can link into the subject delivery</p>	<p>Curriculum leads' summary of careers links in their department</p> <p>Curriculum lesson plans that include a provision for career readiness.</p>	<p>Students are able to explain links between subject areas and careers.</p>	<p>July 2021</p>
<p>Provide year 10 students direct access to work experience.</p>	<p>We will provide Years 10 with opportunities to obtain direct experience of the work environment.</p>	<p>EBP work experience database.</p> <p>Workshops about work experience and how to prepare for it.</p> <p>Work experience diary</p>	<p>All students will have taken part in a year 10 placement</p> <p>All students will have completed a year 10 work experience diary.</p> <p>All students will have a positive employer reference.</p>	<p>July 2021</p>

<p>Collect and maintain destination data for all student leavers.</p>	<p>We will collect and maintain destination data for all student leavers and use this information to guide our long term planning.</p>	<p>Post 16 intended destinations are collected in the Spring term of year 11.</p> <p>Leavers destinations are confirmed at the start of the following academic year.</p> <p>Leavers destinations are reconfirmed for 2 subsequent years through information share by local education providers.</p>	<p>Information about intended destinations will have been collected and shared with the local authority.</p> <p>Information about leavers destinations will have been received from the local authority, and will be shared with relevant school staff.</p> <p>Information about post-18 destinations will have been received from local colleges, and will be shared with relevant school staff</p>	<p>Dec 2020</p>
<p>Develop Student Career Records</p>	<p>We will investigate the use of Compass Plus</p>	<p>Support from the Careers Enterprise Co-ordinator</p> <p>Compass Plus system</p>	<p>We will have looked at, and understood how Compass plus can be used in school</p> <p>We will have made a decision whether to sign up for Compass plus</p>	<p>July 2021</p>

Independent Providers

Mary Webb School will secure independent careers information, advice and guidance (CEIAG) to ensure that our students receive personal guidance on the full range of education and training options and are informed about the options available, including: Post-14: GCSE option choices Post - 16: A levels, Technical and Vocational Qualifications, Apprenticeships and Training Programmes.

We engage with a range of providers:

Provider	Services	Summary
Independent Careers Adviser Sharon Ruff (CDI Registered Professional)	Personal guidance Assembly presentations Careers Fair organisation Input to curriculum days Focused small group work Input to PSHE Support for staff development CV critiquing and coaching Interview training Mock Applications and Interviews Mock interview practice Enhanced support for targeted pupils	Provider Type: Careers Guidance Provision: 80 days per year
Businesses/Colleges/Universities/ Training providers	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours Employability Days Post-16 Education taster Trips & Visits Work Experience	Provider Type Local opportunity providers Provision Variable Hours per Year
Landau In2 providers (pre-NEETS programme)	Bespoke workshops for targeted students	Provider Type NEET prevention
National Citizen Service	Assembly presentations for Summer volunteering programme Careers fair participation Careers workshops Classroom Speakers or Presenters Trips and visits	Provider Type Community Engagement - Summer programme

Engaging with the wider network of stakeholders

Mary Webb school embraces opportunities for development through engaging with stakeholders.

Enterprise Adviser network				
Description		Meet with Volunteer Enterprise Adviser termly for support with working towards the Gatsby Benchmarks, and increase employer engagement.		
Students	Parents	Providers	Employers	Leadership
✓	✓	✓	✓	
Termly Webberzine (Newsletter)				
Description		Produce a termly newsletter containing all Careers Programme updates as an engagement exercise.		
Students	Parents	Providers	Employers	Leadership
✓	✓			
Student Feedback Form				
Description		Produce an end of year feedback form for students to get their feedback on the careers guidance they are receiving and any recommendations for service improvements.		
Students	Parents	Providers	Employers	Leadership
✓			✓	✓
Website Careers Section				
Description		Regularly update the careers section of the school website with updates and success stories from the careers department.		
Students	Parents	Providers	Employers	Leadership
✓	✓	✓	✓	✓
County Careers Leader network meeting				
Description		Meet with other local Careers Leaders to share good practice.		
Students	Parents	Providers	Employers	Leadership
✓		✓	✓	
Destinations				
Description		Intended Destinations, and leavers destinations collected from all year 11 students		
Students	Parents	Providers	Employers	Leadership
✓				✓

Roles and Responsibilities

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2017 (in particular; has a named Careers Leader, a Provider Access Policy, the Careers Programme published on the school's website and is working towards the Gatsby Benchmarks).
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Careers Leader responsibilities

- Ensure the Careers Programme is adequately resourced to deliver the agreed Careers Action Plan.
- Recruit, retain and support the Careers Adviser.
- Act as the 'Careers Champion' to ensure that whole school acceptance of the Careers Plan is achieved!
- Prepare and deliver the Careers Plan.
- Report monthly progress to the SLT.
- Work closely with the Governor with primary responsibility for Careers to ensure they are able to support and guide as required.
- Bring any problems that you are unable to resolve to the attention of the Headteacher.
- Ensure you engage with all your stakeholders including Local Authority, Local Colleges / Universities, Enterprise Adviser, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Ensure recruitment and retention of business volunteers by good communication, support and making them feel valued.
- Put systems in place to ensure that you deliver measurable year on year improvements to the Careers Programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Support Curriculum Leads to take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Audit current teaching practices (in relation to careers) against the NFER good practice and strategies and the CDI Framework for careers, employability and enterprise.

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEN.
- Incorporate individual career action plans as part of the Education Health and Care plan.
- Work with the Careers Adviser to support SEN students in transition to post-16 opportunities

Careers Information staff responsibilities

- Ensure a broad suite of quality, unbiased resource is available on careers related to your subject area.
- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.

Administrative and support staff responsibilities

- Support the Careers Leader in delivering the Careers Action Plan and achieving its objectives.
- Support the Careers Adviser to meet with individuals in school using the SIMs system, registers, and liaison with tutors.
- Support students to ensure high levels of attendance at those appointments by making sure appointment information is shared with students and staff.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the Careers Action Plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary. Utilise the support available through the Enterprise Adviser to develop business links and incorporate what they can offer into your subject teaching.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the Careers Action Plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Curriculum Lead responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feed back specific student needs (or opportunities) to the Careers Leader.
- Utilise the support available through the Enterprise Adviser to develop business links relevant to your subject.