

Elm Court School



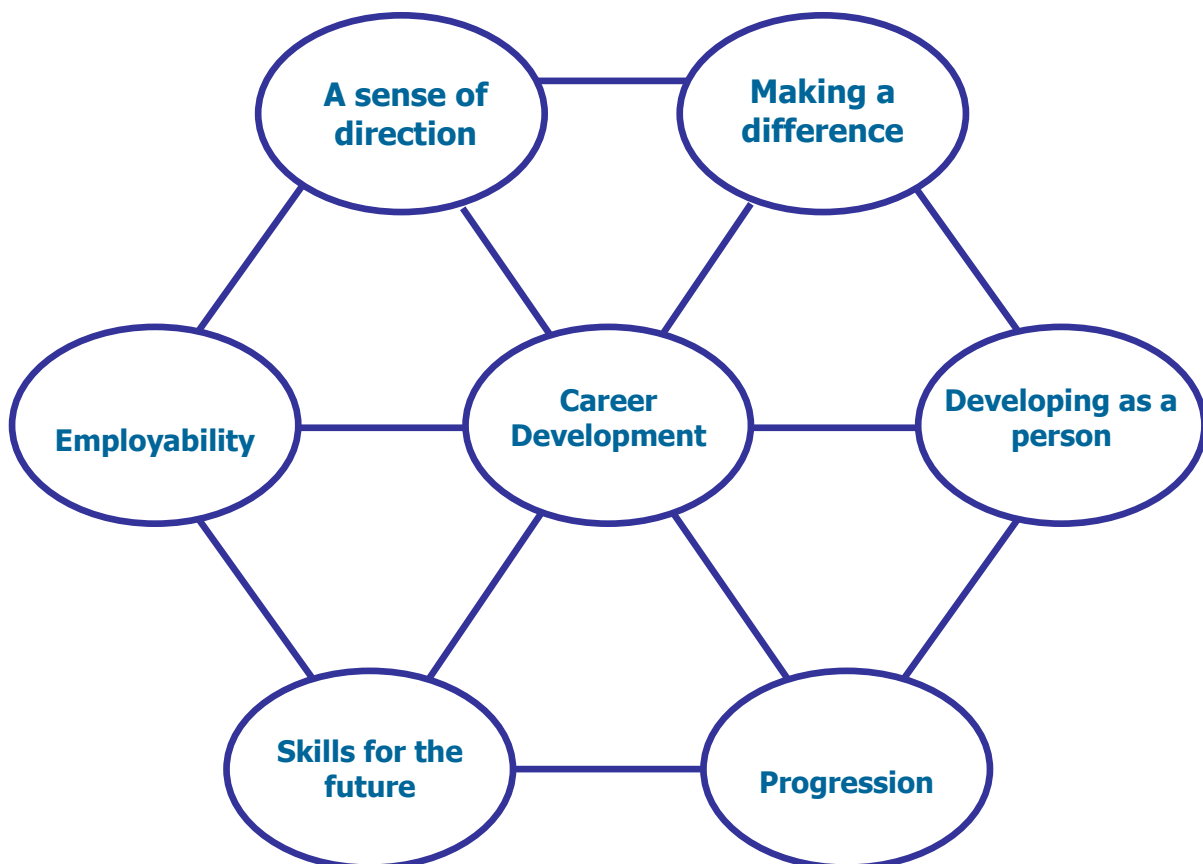
Careers Guidance Strategy

1. Vision and Purpose

“London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.”

London Ambitions: Shaping a successful careers offer for all young Londoners, London Councils, 2015

The London Ambitions offer recognises that careers matter to individual and to the wider economy and that career development encompasses a wide range of different aspects.¹



¹ Professor Wendy Hirsch
Institute for Employment
Studies

This strategy builds on the national requirements for careers, enterprise and work-related learning and is tailored in line with the ethos and direction of our school. It has been drawn together to support the outcomes of the Lambeth wide career cluster:

- To ensure that young people make a successful school to work/HE transition, including improving the employability skills of vulnerable and disadvantaged young people.
- To draw effectively on labour market intelligence to inform curriculum and careers provision
- To increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.

We aim to reduce the risks of our students falling out of education, employment and training and support their growing independence and personal development by raising the career and academic aspirations of our students.

Our vision for each and every one of our students is for them to be able to achieve their potential in adult and working life.

We aim to do this through ensuring that:

- Students are well-informed about their options for the future and steps towards this
- Students are encouraged to make their own decisions about their options for the future and steps towards this
- Parents/carers are well-informed and able to support and guide their children towards a positive future
- Employers are well-informed and have a positive approach to providing employment to our students.

1.1 Development priorities for 2017/18

Participation in the Lambeth Career Cluster gives the school a robust opportunity to take stock of current provision and identify challenging development priorities. We are committed to delivering provision in line with the eight Gatsby benchmarks and working towards the standards of the Investors in Careers Award. Following completion of the Compass audit our particular priorities are to build on our following strengths and address our priorities for development:

Strengths of current provision include:

- All students engage in work-related activities in Key Stage 4
- Our Pathways Curriculum, including courses run by off-site providers, allows us to offer personalised vocational learning paths for all students
- All students are individually prepared for transition to post-16

Priorities for development:

- Staff training to support students with front line career support

- Development and documentation of a whole-school careers programme, led by core team with involvement of whole staff
- Carry out required steps to be able to offer Supported Internship programme
- Achieve Stages 1 and 2 of Investor in Careers Award by May 2017 and arrange external assessment of Stage 3 by March 2018.
- Publish programme of careers provision on the school website with links to the Lambeth Post-16 Prospectus (from June 2017)
- Develop a system for recording achievement and progress of individual students in relation to their career plans.
- Ensuring all students have access to expert careers guidance by the age of 16 and an opportunity for a further individual interview by the age of 17.
- Improving the evaluation of the effectiveness of the careers programme through tracking outcomes on progress, subject choice and destinations. (In line with statutory requirements of Destination Data per September Guarantee, Activity Survey and Intended Destinations and recognising that although it is no longer required on a statutory basis to record the destination date of Y13 students this is good practice.)
- Embedding career learning across the curriculum.

1.2 Recognising national and local trends and expectations

London is a global city with an economy larger than many of the other member states of the EU¹. This provides many opportunities for young Lambeth residents but also big challenges. They are competing for jobs not just with each other but with people from across the UK and much of the rest of the world. The London workforce is typically better qualified and better paid than workers in the rest of the UK². It is also more entrepreneurial, with higher levels of self-employment.

Over the past decade Lambeth residents have become increasingly skilled, indicating a population shift with more highly skilled people moving to Lambeth³. 65% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 50% in London as a whole and 37% across the UK². The majority of our students will complete Year 11 with Level 1/Entry level qualifications in most subject areas.

All of our students have an EHC Plan or Statement of SEN, with 77% entitled to Pupil Premium. We also have six LAC in our current cohort. Our students' complex needs, combined with the associated social, emotional and mental health difficulties many experience, can reduce their opportunities for employment.

Many Lambeth residents are now highly skilled and qualified, but those who are not risk missing out on the opportunities created by growth. Many students at Elm Court come from workless households and deprived backgrounds. Too many are experiencing prolonged delay in taking that essential first step into a job or career. This can seriously damage a young person's confidence and self-esteem.

Regeneration projects and local employment growth offer some potential to help lower skilled residents, but future employment opportunities will be overwhelmingly in high skilled occupations, with increasingly few employment opportunities in medium and lower skilled occupations³.

The proportion of young people in apprenticeships and jobs with training in London is around half the England average⁴. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. Apprenticeships are a more popular choice after Key Stage 5, but apprenticeship destinations are still 6% compared to 7% across England⁵. However, many of our students cannot access apprenticeship opportunities, due to the entry requirements. This is why, at Elm Court, we are keen to develop our ability to provide supported internship programmes to help bridge the gap between education and employment.

In order to help face the challenges of a competitive local labour market Elm Court will:

- Ensure that relevant labour market information (LMI) is available in a format that is understandable for young people, teachers and parents/carers
- Work with our partners to boost students' understanding and take up of the supported internship pathway, and, where appropriate, the apprenticeship pathway.
- Ensure every student has the opportunity to gain experience of the world of work. This could include career insights from industry experts, work tasters, mentoring, enterprise activities, participation in careers events and work experience in line with the latest Statutory Guidance – Careers guidance and inspiration in schools (April 2017)
- Ensure every student has the opportunity to evaluate the knowledge and skills they need for the workplace

2. People and Resources

In order to ensure effective delivery of careers provision we want to ensure that all staff support students in their career exploration and planning and are actively involved in aspects of the programme. All staff have a role to play in ensuring students have a well rooted understanding of their strengths and the pathways open to them.

“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.”

Dr Russ Quaglia 2016 (London Ambitions Careers Curriculum)

Role of the governing body:

- To ‘ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 13’²

² Career Development Institute (CDI): *Careers Guidance: Making all the difference A guide for governors*, May 2014

- To make sure that the careers policy is up-to-date and monitor the effectiveness of provision³
- To appoint a governor who has responsibility for CEIAG. It is their role to, through the sharing of their skills and knowledge, help our school improve the quality of our careers provision. This includes supporting and challenging the career staff⁴, and encouraging employer engagement.

Role of SLT

- Oversight of Careers Education, Information, Advice and Guidance (CEIAG) across the school
- Overseeing the building of strategic long-term partnerships with employers, learning providers like FE and HE and other key stakeholders
- Leading on deployment of resources, including human resources, strategically investing in careers and employability learning
- Ensuring the employability strategy is given sufficient visibility and priority on the SDP and is embedded in the practice of teachers through effective leadership.⁵

Role of careers specialist staff

Staff member(s) are to be identified and trained, where necessary, in order to provide:

- Job coaching for supported internships
- Provision of independent careers information, advice and guidance, including 1:1 interviews for students from Year 8
- Cultivate links with employers, including work experience, potential supported internship partners, and visits from people from world of work/visits to places of work
- Support for curriculum staff with regard to embedding of CEIAG in their subject areas

Role of subject teachers

- Teaching of work skills as part of the Pathways PSHE curriculum for Key Stages 4 and 5
- Embedding of CEIAG in own subject areas

Role of tutors

- Support and guidance for students and parents/carers as part of the termly IEP review and Annual Review process

Budget

Funding for this area of work will be covered by our current provision, as part of the existing Curriculum Budget.

³ *ibid.*

⁴ *ibid.*

⁵ Teach First: *Careers education in the classroom: The role of teachers in making young people work ready*

3. Programme and Provision

Evidence suggests that a mixed delivery model is most effective in meeting students' needs with integration of career learning into all lessons, some discrete timetabled provision through PSHE, reflection and support through tutorial time and enrichment activities for impact including encounters with employers from a wide range of possibilities and access to information, individual advice and guidance. The Gatsby Report Good Careers Guidance provides a guide on the range of activities and how schools can organise these. As outlined in the Careers & Enterprise Company booklet *What Works in Careers and Enterprise?* It is important to take account of:

- Different effects for different activities
- Sequencing of activities to meet learner needs
- Effective implementation and on-going review and improvement.

The programme and provision at Elm Court will be structured such that:

- Work skills will be specifically taught within the PSHE programme for Key Stages 4 and 5
- CEIAG will be embedded across the curriculum from Year 7 onwards
- All students from Year 8 will receive individual CEIAG interviews from specialist careers advice staff
- All tutorial sessions and Annual Review meetings will include support and guidance relevant to preparing for adulthood and the world of work
- A programme of visiting speakers from the world of work will be established
- Whole school Industry Days will be run annually
- Pathways vocational programmes will continue to respond to interests and abilities of current cohorts
- Work experience placements will be extended and closely linked to Pathways vocational programmes
- Work experience will be undertaken in each year from Year 10
- Supported internships will be offered to students in their final year of education.
- Our programme and provision will be promoted to students, parents/carers, teachers, and our partners through a range of strategies including: website information, taster days, achievement evenings, Annual Reviews, tutorials, and careers guidance interviews, promotional material
- Feedback on our programme and provision will be sought from students, parents/carers, teachers, and our partners through questionnaires, feedback forms, and face-to-face meetings.
- The programme and provision will be closely monitored and evaluated as part of the School Development Plan.

4. Partnerships

Collaboration with further and higher education providers, with careers guidance specialists and with businesses are all important in helping equip students with the knowledge, skills and behaviours for career success. They can bring additional expertise and insight into schools and motivate and inspire students to see how different choices can take them in the future.

Key partners who currently support Elm Court in delivering the careers, enterprise and work-related learning programme include:

- Lambeth SEND Career Cluster Group – sharing of best practice, knowledge and ideas
- Lambeth Council – support with working toward the Investor in Careers Award and establishment of Supported Internship programme
- New Start Training Ltd– provision of vocational programmes including woodwork and construction skills
- Sainsbury's – long-term work placements including induction programme
- Various further employers providing two weeks' work experience placements.

We aim to further extend the partners we work with to include:

- Inspiring the Future – making links with people from the world of work
- Employers able to offer supported internships/on-going work experience placements
- Lambeth Working – support with embedding CEIAG in the curriculum and employer engagement, including those able to visit school/offer visits to places of work
- Future First – to help us keep in touch with our alumni.

5. Performance Monitoring and Evaluation

Measuring the impact of the careers programme is critical to on-going development and success. Impact reports will be produced on a termly basis and contribute to an annual report to governors. This will draw on feedback from staff, parents/carers and students and focus not just on enjoyment but also on the knowledge and skills developed. We will be working towards external validation of our provision through the Quality in Careers/Investor in Careers standard involving a systematic review of provision and targeted approach to development.

Bibliography and Sources of Information

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Endorsement

This careers guidance strategy has been prepared as part of the Lambeth Careers Cluster. Elm Court School is working with sixteen other schools in the borough, alongside employers and other partners to:

- Improve the labour market relevance of learning and
- Develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is endorsed by the nine employers signed up to the Lambeth Careers Cluster and supported by key business partners.