

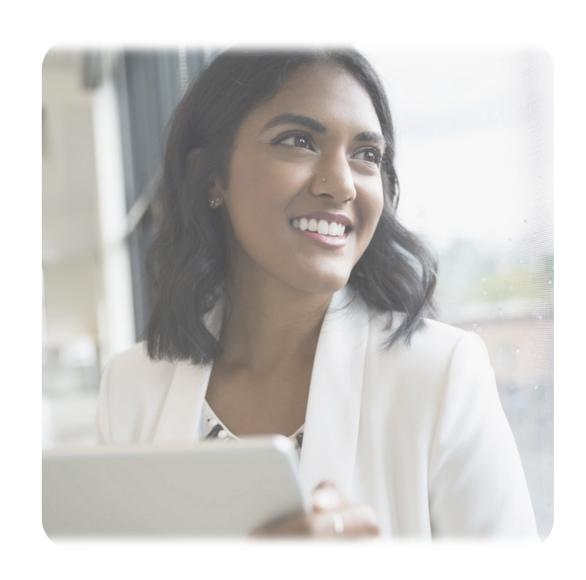
Gatsby Benchmark 1 Three-part Step by Step Guide



SECTION 2: IMPLEMENTATION



Section 2



IMPLEMENTATION







How do I implement aprogressive Careers Programme effectively in my school?



Benchmark 1

STRATEGIC CAREERS PLAN



- Setting a Vision for Careers
- Reviewing your Provision
- Agreeing your Strategic Priorities
- Action Planning



PROGRESSIVE CAREERS PROGRAMME



A good careers programme should be:

- Progressive
- Inclusive
- Planned for intent
- Informed by data and evaluation

IMPACT EVALUATION



- Plan
- Collect
- Review
- Act





I have completed my Strategic plan:

- 1.Establish & share our VISION
- 2. Review our current position
- 3. Agree our STRATEGY with KEY OBJECTIVES_
- 4. Create an ACTION PLAN

Now I can:

5. Develop our CAREERS
PROGRAMME FOR YEAR 7 YEAR 13

I also need to:

- 6. PRESENT the CAREERS
 PROGRAMME to our key
 stakeholders
- 7. EVALUATE the IMPACT of our Careers Programme





Now....

I can use my strategic plan to:



STEP 5:
Develop our
Careers
Programme for
Year 7 - Year 13







What should a progressive careers programme include?





A good careers programme should be:

- Progressive
- Inclusive
- Planned for intent
- Informed by data and evaluation



To help every young person find their best next step by:

- Supporting effective transitions
- Removing barriers
- Sharing all available pathways

DEVELOPING OUR CAREERS PROGRAMME

Our careers programme should aim to achieve the aims set out in our vision and strategic objectives. Each activity in our programme should be linked to planned learning outcomes and demonstrable progression. It should include and develop:

CAREERS KNOWLEDGE & UNDERSTANDING

Personal effectiveness (self-belief, motivation and persistence)

I need to plan what we want students to know and understand, so they can develop personal effectiveness...

For example, our plan may have a focus on equality, diversity, inclusion and stereotyping.

CAREERS SKILLS

Careers readiness (career planning, information seeking and work readiness)

I need to determine what skills we want our students to develop...

For example, decision making and research skills...

SKILLS & THE FUTURE OF WORK



Local Growth Sectors and Skills



Advanced Manufacturing



Business Professional & Financial Services



<u>Life Sciences & Health</u>
<u>Technologies</u>

page 09

SKILLS & THE FUTURE OF WORK





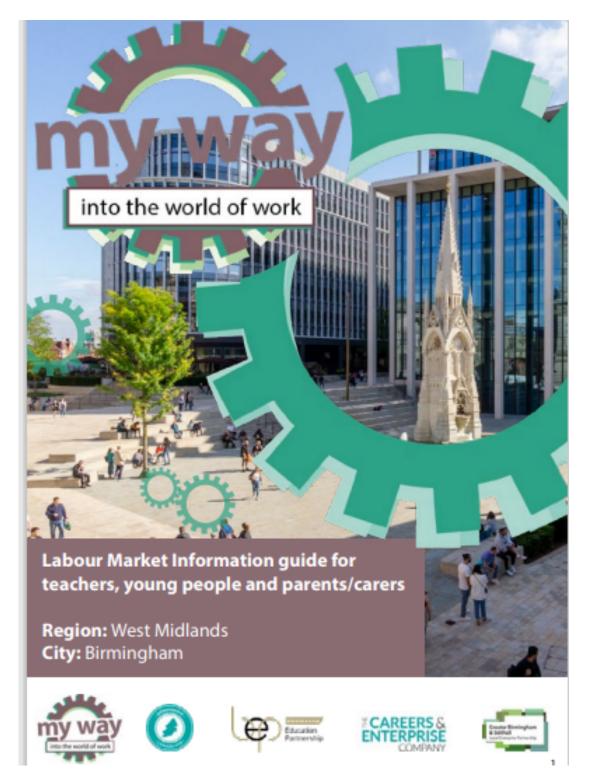
Low Carbon & Energy
Technology



<u>Digital & Creative Technologies</u>



What Key skills are needed in Growth sectors in Greater Birmingham and Solihull?



Historically known as the 'workshop of the world', today the West Midlands' diverse range of <u>thriving sectors</u> and entrepreneurial spirit continue to drive global innovation and change.

Home to both established global brands and a new generation of businesses already shaping the future, the region is a natural home for designers, creators, makers, innovators, and pioneers who want to make their mark.

Birmingham and the West Midlands has reinvented itself from being an area of industrial towns to the place for diverse technology and a dynamic choice for a range of growing sectors.

How can we embed these skills in our careers programme?

Birmingham LMI Guide

DEVELOPING OUR CAREERS PROGRAMME



EMPLOYABILITY SKILLS:

I can also explore <u>Skills Builder</u> with colleagues - a free resource to identify essential skills to focus on at each key stage.





DEVELOPING OUR CAREERS PROGRAMME - KEY THEMES

RIRMINGHAM.

I can use the 6 learning areas in the <u>CDI</u> <u>Framework</u> to help build my progressive careers programme:

- Grow throughout life
- Explore possibilities
- Manage career
- Create opportunities
- Balance life and work
- See the big picture

CDI Framework Handbook





DEVELOPING OUR CAREERS PROGRAMME -

KEY THEMES

I can use the 6 learning areas in the <u>CDI</u>

<u>Framework</u> to consider key careers
learning outcomes at each key stage:

Mapping the framework with example Learning Outcomes



Learning areas by Key Stage or Phase

Key Stage 3 Key Stage 4 Post-16 responding positively to help, support and feedback actively seeking out help, support and feedback positively engaging in learning and taking action to achieve good outcomes taking responsibility for their learning and aiming ing aware that learning, skills and qualifications e important for career seeking out challenges and opportunities for development being willing to challenge themselves and try new · being aware of heritage, identity and values considering what learning pathway they should pursue next · planning their next steps in learning and work discussing and reflecting on the impact of heritage, reflecting on their heritage, identity and values · being aware of the range of possible jobs · considering what jobs and roles are interesting developing a clear direction of travel in their career and actively pursuing this considering which one they want to follow and how they will access and succeed in it actively researching and reflecting on workplaces researching the range of workplaces and what it is like to work there researching how recruitment and selection processes work and what they need to do to succeed in them recognising the different ways in which people talk about career and reflecting on its meaning to them being able to describe the concept of career and say what it means to them building their confidence and optimism about their making plans and developing a pathway into their future actively planning, prioritising and setting targets for being aware that different jobs and careers bring different challenges and rewards considering the risks and rewards associated with different pathways and careers managing the transition into secondary school and preparing for choosing their GCSEs taking steps to achieve in their GCSEs and make a decision about their post-16 pathway · learning from setbacks and challenges being proactive about being resilient and learning from setbacks thinking about how they deal with and learn from challenges and setbacks developing friendships and relationships with others and the strategies that they are pursuing to achieve developing the ability to communicate their needs and wants being able to discuss roles models and reflect on leadership being aware of the concept of entrepreneurialism and self-employment · researching entrepreneurialism and self-employment being aware of the concept of work-life balance reflecting on the different ways in which people balance their work and life planning for the kind of balance of work and life that taking action to improve their physical and mental wellbeing recognising the role that money and finances will play, in the decisions that they make and, in their life and career beginning to manage their own money and plan their finances (e.g. thinking about student loans) being aware of the ways that they can be involved in their family and community actively shaping their involvement in their family and community as part of their career planning recognising the role that they play in their family and community and considering how that might shape their career · being aware of different life stages and life roles being aware of their role in ensuring rights and responsibilities in the workplace and in society identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces viewpoints and reflecting on the best way to get information for their career

exploring local and national labour market trends

exploring trends in technology and science

being aware that there are trends in local and



exploring and responding to local and national

Building a Progressive Programme Foundation Approach

- School, special school or college website
- School/college performance insight data
- Ofsted Report
- Future Skills Questionnaire
- CDI Framework & Audit
- Skills Builder Framework





Building a Progressive Programme Foundation Approach

- Identify key elements from your school, special school or college's vision statement or ethos
- Consider all evaluation data and reflections available to you
- Review the CDI Framework's 6 learning areas and consider key careers development learning outcomes
- Refer to the Skills Builder Framework and identify key skill(s) to focus on in your progressive careers programme



Example School Vision

- Aim High
- Be Proud
- Love Life

Insights from School Performance Insight Data

- High absence and persistent absenteeism
- High FSM
- BM7 is a priority



Learning Area	Key Stage 3 Key Learning Outcomes
Grow throughout life	 Recognise how learning, skills & experience contribute to careers Reflecting on and recording achievements, experience & learning
Explore possibilities	 Finding and making use of LMI& information about education system Building awareness of workplaces, workplace culture and expectations
Balance life and work	Understand concept of careerBeing resilient and learning from setbacks
Manage career	 Being aware that career describes their journey through life, learning and work Imagining a range of possibilities for themselves in their career
Create opportunities	Building & maintaining networksConsidering entrepreneurialism
See bigger picture	 Exploring & responding to local & national labour market trends Exploring & responding to relationship between career, community & society



Example School Vision

- Aim High
- Be Proud
- Love Life



Insights from School Performance Insight Data

- High absence and persistent absenteeism
- High FSM
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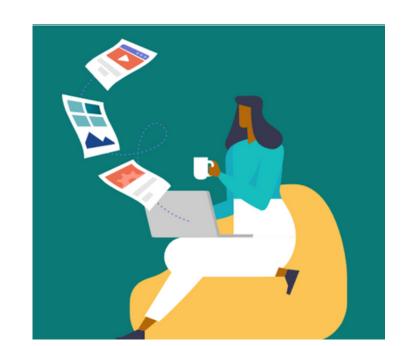
DEVELOPING OUR CAREERS PROGRAMME



What specifically do we want students, in each Key Stage, to be able to understand or do in order to fulfil our strategic objectives and vision?

Key benefits of including Learning Objectives in our programme:





- helps to create a definition of careers in our school/college and this can be shared and understood across all key stakeholders.
- helps to fulfil strategic objectives and vision they give structure to the ultimate aims of our plan.
- allows identification of strengths and areas for development within the current programme and inform a plan for improvement.

Click here for SEND Learning Objectives Example



EXAMPLE CAREERS PROGRAMME





Careers Plan 2018-2019



Example Careers Plan



PRESENTING OUR CAREERS PROGRAMME TO KEY STAKEHOLDERS



As Careers Leader it's my responsibility to ensure all these stakeholders know and understand our programme.















I'll need to consider how I will adapt the information for different audiences.

Presenting a Careers Programme:





Intent	Implementation	Impact Evaluation
Vision	BM Progress with specific BM Progress linked to Statutory	Stakeholder feedback
Strategic Objectives	Guidance, Career Strategy and EIF	Feedback
Learning Outcomes	How careers is embedded within	Career knowledge and skills
Statutory Expectations	the curriculum	Education engagement
Career Strategy Guidance	Key Events/ Activities	Destinations data
	Progressive overview of programme	Key narratives
	Cohort Level Data/Student Level Data	Success stories
	Key Partnerships/Links	
	Employer Links	

PRESENTING CAREERS INFORMATION – SCHOOL WEBSITE

GENERAL INFO:



Parents /

Carers

- Our Contact details (email, direct dial and where you can be found in school)
- Our Team around Careers (include Pastoral staff, Careers Champions in subject areas, Student Ambassadors, our Careers Adviser, Enterprise Coordinator, Enterprise Adviser & Careers Link Governor)
- Pen Profile/Bio of our Enterprise Adviser (include photo) and other employer links/ partnerships
- Process for receiving one to one Careers Advice & Guidance
- Our school's Careers Vision and elements of our Strategic Plan reflecting school objectives
- The eight Gatsby Benchmarks and our school's progress to date
- Our Progressive Careers Programme Y7 Y11 or Y13
- Our <u>Careers Policy</u> (including statutory information and our Provider Access Statement)
- Our <u>Latest School Careers Newsletter</u>
- Latest Careers Events (Virtual & local events see Birmingham Careers Hub's Weekly Resource Bulletin)
- Photos of events (e.g. employer encounters, workplace visits, careers fair)
- Destinations Data
- Success Stories
- Links to our Careers on Twitter, LinkedIn and other social media



Students









Teachers





PRESENTING THE PROGRAMME – WHO?



WHO AM I?

Does everyone know that I am the Careers Leader?

Can people – including parents and Governors – identify me and the rest of the Careers Team and know how to contact me or arrange time for a chat?

WHO ELSE IS IN THE TEAM?

Does everyone also know how my role and that of the rest of the Careers Team, relates to the Senior Leadership structure in school (e.g. in an organisation chart)?



PRESENTING THE PROGRAMME – WHO?



Is this information clear for employers, careers providers, FE and HE, and independent training providers?

A link to the Provider Access statement / policy could be useful in this section too.

Our careers leader is Mr Johnson. Mr Johnson has a wealth of experience working in sports and acting related jobs and is hugely passionate about careers guidance. Mr Johnson also teaches drama and has been in post as our careers leader for 8 years.

Mr Johnson: D.Johnson@ourschool.gov.uk







PRESENTING THE PROGRAMME - WHY?



SHARE THE VISION

Does everyone know and understand your school vision for Careers?

SCHOOL NAME'S VISION FOR CAREERS

KEY STAGES 3 AND 4

Our school provides impartial careers guidance that will help pupils to make informed choices about which courses suit their academic needs and aspirations. They will be prepared for the next stage of their education, employment, self-employment or training.

KEY STAGE 5

Our college learners will receive high quality impartial careers guidance that prepares them for their chosen next steps and enables them to make well-informed decisions about their future plans.



PRESENTING THE PROGRAMME - HOW?



SHARE THE VISION

Does everyone know we are measuring the effectiveness of our programme against the eight Gatsby Benchmarks and understand what the eight Gatsby Benchmarks are?



The **Gatsby Benchmarks** set out a framework for schools to deliver 'good careers guidance' to their pupils. The benchmarks below are fully implemented into our strategy.

A stable careers

Every school should have an embedded programme of careers and the stable careers.

A stable career	S Evenuel 11				
- programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.				
2. Learning from career and labour market information	Every student, 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 adviser to make best use of available information. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.				
3. Addressing the needs of each student					
4. Linking curriculum learning to career					
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, enrichment activities, including visiting speakers, mentoring and enterprise schemes.				
 Experiences of workplaces 	very student should have first-hand experiences of the workplace through work visits, and to expand their networks.				
Encounters with further and higher education	students should understand the full range of learning opportunities that are available to iversities and in the workplace.				
Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, appropriate level. These should be available whenever significant study or career choices				

PRESENTING THE PROGRAMME - WHAT?



CAREERS AND GUIDANCE STRATEGY 2019 - 2020

Does everyone know and understand your school's career programme in terms of the Careers activities taking place each half term for every Year group Y7 - Y13?

Does it include the overall objective, theme, how this will be delivered and when (e.g. PowerPoint and student Booklets weekly in form time).



	CAREERS AND GOIDANCE STRATEGY 2019 - 2020								
		IALF TERM 1 EMBER – OCTOBER)	HALF TERM 2 (NOVEMBER – DECEMBER)	HALF TERM 3 (JANUARY – FEBRUAR)	Y)	HALF TERM 4 (FEBRUARY – MARCH)	HALF TERM 5 (APRIL – MAY)	HALF TERM 6 (JUNE – JULY)	
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PRESENTING THE PROGRAMME

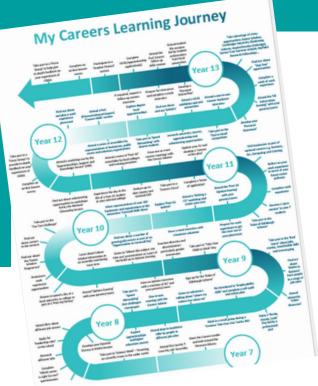
UNDERSTOOD BY ALL

Do I need to make our programme more accessible and user friendly for our students, so they understand the careers programme – especially for our young people with SEND?

The 'snake' visual representation of our school careers journey would work here. See this example from <u>Braidwood School for the Deaf, Birmingham.</u>

<u>Learning Journey Editable Template 11-18</u>

<u>Learning Journey EditableTemplate 11-16</u>







CAREERS ON YOUR SCHOOL WEBSITE - STUDENTS

BIRMINGHAN, CAREERS HUB

CAREERS PAGE IDEAS FOR YOU TO USE FOR STUDENTS:

POST-16 PATHWAYS

College & 6th Form Open Days in the Birmingham area
Specialist Training Providers in the Birmingham area
Virtual Tours: College & 6th Form & Training Providers
Make UK Birmingham Apprenticeships
Make UK Birmingham Virtual Tour
Get The Jump -Explore Your Education & Training
Choices

<u>Quick Guide to Traineeships Film</u> <u>Traineeship Guides</u>

<u>Apprenticeship Facts</u>

<u>Apprenticeship Quiz</u>

<u>Apprentice-story-films</u>
<u>Find an Apprenticeship Vacancy</u>

Which? Guide to Higher & Degree Apprenticeships

What are T Levels? Film

www.notgoingtouni.co.uk

www.ucas.com

www.discoveruni.gov.uk

SKILLS

Young Professional Training
Barclay Life Skills – SEND

IDEA Digital Enterprise Awards
Your Game Plan

WATCH FILMS ABOUT JOBS

BBC Bitesize films
icould films
Careersbox film library

LABOUR MARKET INFORMATION (LMI)

What is LMI?

Birmingham LMI Guide – My Way into the World of Work

<u>Greater Birmingham LMI Headlines</u>

Local LMI

Explore LMI data - LMI For All

VOLUNTEERING

Do-IT
vInspired
The Prince's Trust

ADVICE

My Choices - Student Guide

National Careers Service

Birmingham Careers Service Contact

<u>Birmingham Careers Service Factsheets</u>

<u>CareerMag Magazine</u>

<u>Career Pilot</u>

Prospects

My Career Springboard

Success at school

How2become

<u>Ambitious About Autism Toolkit – Student</u>

Explore Choices: NCS Get the Jump

Start Profile

<u>Target -200 most popular employers</u>

VIRTUAL WORK EXPERIENCE

EXPLORE YOUR CAREER OPTIONS

Speakers For Schools
Barclays Life Skills
Kennedys Law
Springpod
Pathway CTM

EXPLORE ROLES IN THE NHS, THE CREATIVE SECTOR, ENGINEERING & CONSTRUCTION

Health Careers- NHS

<u>Discover Creative Careers</u>

Engineering Careers Birmingham Prospectus
Advanced Manufacturing Apprenticeships Film

<u>Get Started in Construction</u>

TAKE A QUIZ TO MATCH YOU TO YOUR IDEAL JOB

Buzz Quiz
Career HELP Quiz
UCAS Careers Quiz
NCS Discover your skills & careers

Add Alumni Profiles
- include when they
attended, work
experience, subjects
studied, pathway
after school, current
job role, quotes etc.





CAREERS ON YOUR SCHOOL WEBSITE – PARENTS



CAREERS PAGE IDEAS FOR YOU TO USE FOR PARENTS

Parents need to be aware of the opportunities available to them to find out more about careers & labour market information and post-16 options. These may include:

- careers, further and higher education fairs
- careers information provided at parents' evenings
- the option to book an appointment with a Careers Adviser
- Local Careers events & webinars

POST-16 PATHWAYS

Parents/ Carers Choices Factsheet
Career Pathways Post-16 after GCSEs
SEND Career Pathways Options Post-16
Explore Choices: NCS Get the Jump Skills for Life
DfE Post 16 Choices Video Animation
My Choices Parent/Carer Guide
Apprenticeships - Hints & Tips for Parents/ Carers
Apprenticeships - Monthly Parents'/ Carers' Packs
Parents Guide to Apprenticeships - Arabic
Parents Guide to Apprenticeships - Urdu

ADVICE

<u>Careerpilot : Parent zone</u> <u>Parent CareerMag</u> <u>The Parent Perspective Careers Podcasts</u>

SUPPORTING SKILLS

<u>The Parent's Guide to Virtual Work Experience</u>
<u>Skills Builder - Homezone</u>

Have I signposted each audience to further useful information? Is there a link for parents to provide feedback or offer to contribute to our programme?

LABOUR MARKET INFORMATION (LMI)

What is LMI?

<u>Birmingham LMI Guide – My Way into the World of Work</u>
<u>Key skills needed in Growth sectors in Greater Birmingham and Solihull</u>
<u>Explore LMI data – LMI For All</u>

CAREERS ON YOUR SCHOOL WEBSITE -

TEACHERS



CAREERS PAGE IDEAS FOR TEACHERS

Teachers need to be able to access the careers programme and may also find it useful to use some of the website links provided for students and parents/carers.

The statutory guidance states that information specifically for teachers needs to be on our school website. Many schools have an 'intranet' and opt to use this to make information available for teachers. If we do this, it is a good idea to put an explicit link on the website.

As a school, teachers will be identifying careers learning opportunities in subject schemes of learning and all subject teachers need access to

these careers' links:

My Learning My Future –Teacher resources highlighting the relevance of 20 subjects at KS3 & 4

My Skills My Future - for young people with SEND

Apprenticeship Activity Packs Y7-9, and Y12-13

<u>Amazing Apprenticeships - Teacher Webinars & slides</u>

<u>Apprenticeship Posters related to subjects</u>

<u>Apprenticeship Roles - Films linked to 12 different school subjects</u>

Securing Good Transitions for KS4 SEND pupils



What's the Point? English

What's the Point? Drama

Maths-Why Bother?

Ryder Architecture - Careers using Maths and Art

What's the Point? Science

What's the Point? Health & Social Care

University of Oxford Chemistry Outreach

Careers in Chemistry

Careers Linked to Science

STEM Learning

Institute of Physics

McDonalds (Food Technology)

McDonalds (Business)

What's the Point? Music

What's the Point? Dance

<u>Advanced Mathematics Support Programme</u>



CAREERS ON YOUR SCHOOL WEBSITE – EMPLOYERS & PROVIDERS



To support our delivery of careers, our school is keen on developing strong partnerships with a wide range of educational institutions, training providers and employers who may contribute to our careers programme through:

- raising aspirations and increasing motivation helping young people identify educational and occupational goals
- demonstrating the relevance of the knowledge and skills learnt in subjects to future opportunities in learning and working
- demonstrating the links between living, learning and earning
- providing work enrichment opportunities including work experience, workplace visits, guest speakers, curriculum support.

If you wish to discuss any of the above, please contact the schools Careers Leader, XXXX @.sch.uk

Can you Help?

We are looking for support with Mock Interviews, our annual Speed Networking event, Careers Fair and lunchtime careers talks.

Tell us how you can help with our Careers Provision

It is important that **employers** are aware that the school believes in providing employer encounter opportunities for students and would welcome their support in achieving this goal. Employers should be made aware of ways they can support careers learning by:

- providing work experience placements, work shadowing and work visits
- taking part in encounter events, such as 'I
 Love My Job' events, speed networking,
 interactive careers fairs and sector
 tasters.
- how to get involved in these activities.



Example Careers Policy including Provider Access Statement











Appendix



Exemplar School Careers Page Websites:

https://www.beaumontleys.leicester.sch.uk/Our-School/Careers-at-BLS/

https://flhs.org.uk/careers-education

https://www.bb-hs.co.uk/

https://www.southmoorschool.co.uk/ceiag-curriculum/

https://tggsacademy.org/careers

https://www.chhs.org.uk/careers/

https://www.jkhs.org.uk/careers

https://www.cardinal-heenan.org.uk/page/?title=Cardinal+Careers&pid=89

https://irlamandcadishead.org.uk/information/careers

https://www.castleviewenterpriseacademy.co.uk/general-information/careers/

https://www.abblanch.com/curriculum/careers_information_/

https://www.archbishopbeck.com/careers-students.php

https://www.xaverian.ac.uk/college-life/your-future/





Exemplar School Careers Newsletters:

Blythe Bridge High School & Sixth Form Careers Newsletter Spring 2022

Beaumont Leys School - Careers at BLS - Whats On





Online Learning Modules

Our <u>online learning modules</u>, written in partnership with University of Huddersfield, help key education stakeholders to better understand the value of careers leadership in schools, special schools and colleges, the carers education landscape and understand the role and value of a Careers Leader.

There are separate online learning modules tailored for the following groups:

- Careers Leaders: Induction
- Education Leaders: Careers Awareness
- Governors: Careers Awareness
- Providers: Coming Soon

