

St. Anne's Draft Action Plan to meet the Government 'Careers guidance and access for education & training providers', 2018-2020

Goals of the Government's Careers Strategy and Guidance:

- Build a world class careers system;
- Ensure all young people in secondary school get a programme of careers advice & guidance that is stable, structured & delivered by individuals with the right skills & experience;
- Connect learning to the future; provide pupils with the knowledge & skills needed to make a successful transition to adult life; motivate young people by giving them a clearer idea of the routes to jobs & careers they will find engaging & rewarding; raise the aspirations of all pupils;
- Support social mobility by improving opportunities and informed decision making for all young people, especially those from disadvantaged backgrounds.
- Prevent stereotyping in careers advice & guidance
- Promote a shared understanding of what excellent careers provision looks like, & a consistent approach to achieving it.

Outcome (& Year Group impacted?)	Deadline	Already doing	Further actions needed	Proposed timing	Who responsible	Others: e.g. resources / providers / partnerships / to consult	Reporting (how, when, to who)
LEGAL REQUIREMENTS – "MUST"							
1. Ensure all pupils are provided with independent & impartial careers guidance from years 8 to 13	Since September 2012, ongoing	All students in KS4 & KS5 have individual careers interviews with JL Students will be informed on the range of education and training options, including apprenticeships, technical routes and what type of HE institute will best meet their needs for their future choices. Students at risk of becoming NEET or are SEN are seen more often to help ensure they are given support with their sixth form/college applications. They all receive an individual Careers Action Plan Ks3 students have class career guidance sessions on PHSE days (usually with the addition of an outside	Draft whole school action plan for St. Anne's to be prepared for consideration by the Raising Standards Committee, May 2018. Committee to approve an action plan and policy, and refer it to the Governing Body for consideration and approval.	On going	Head Teacher responsible for school meeting legal requirements. Careers Leader for school to ensure careers guidance is delivered in an independent and impartial way The Governing Body (GB) must (a) provide clear advice & guidance to head teacher on school strategy to meet requirements; &	SACU student Services , renew annually Jobcentre Plus, workshops PSHE days- KS3	Progress & impact to be reviewed, and the school programme to be updated as necessary, by the Raising Standards Committee (RSC) - <i>standing item on agenda for each meeting?</i> Governing Body - to review a report & recommendations from the RSC annually.

		<p>provider such as JobCentre Plus)</p> <p>All students have access to a range of career related websites including the National Careers Service (also in school planners) and career boards in both libraries</p> <p>KS4 & KS5 register onto the SACU website, this site offers independent and impartial source of careers information to students, parents and teachers, it gives access to a comprehensive range of opportunities in line with ofsted requirements</p> <p>All students from year 8 to 13 are provided with independent & impartial careers guidance as stated in the school careers provision plan 2013-2018. This has now been updated in line with the new statutory requirements</p>			(b) ensure a GB member takes strategic interest & encourages employer engagement.		Ofsted will consider careers guidance as set out in its Common Inspection Framework & School Inspection Handbook.
2. Ensure there is opportunity for a range of education & training providers to access years 8-13 pupils to inform them about approved technical education qualifications or apprenticeships	From 2 January 2018	<p>KS4 & KS5 have had whole year group assemblies on Apprenticeships from Education and Employers.org</p> <p>City Technical College has given a talk on technical routes to year 11</p> <p>Ada the National College for Digital Skills will be giving an assembly to year 10 (in July or Sept 2018) on</p>	<p>Review arrangements for provider access to pupils, and set out arrangements to meet requirements and benefit pupils in a published school careers policy.</p> <p>Review arrangements and their impacts annually.</p> <p>Short term: Seek to respond positively to requests, from providers of approved technical education qualifications and</p>	On-going	<p>Careers Leader</p> <p>Key stage Achievement Leaders</p> <p>KS4 Director</p> <p>KS3 Director</p> <p>Head of Sixth Form</p>	<p>STEM Ambassadors for further school visits for all year groups</p> <p>Education and Employers.org annual visits for KS4 & KS5</p> <p>Ada College for annual school visits for all year groups</p>	

		<p>the range of courses that they offer</p> <p>STEM ambassadors have given a range of talks to KS4 & KS5</p> <p>Talks/presentations given from a range of different career professions, universities and Whatuni.com who offer the largest course search comparison site(working with UCAS) students download the app KS4 and KS5</p>	<p>apprenticeships, to visit the school to speak to pupils.</p> <p>Longer-term: Build further connections & relationships with such providers, coordinating with them to organise opportunities for pupils to hear from them about the options they offer.</p> <p>Increase opportunities for KS3, invite more speakers from different external providers to include speakers from the world of work, and training providers for technical education</p>			<p>Whatuni annual school visit KS4 &KS5</p> <p>Business links , training providers, HE providers</p>	
<p>3. Publish a policy statement setting out circumstances & arrangements for provider access, & ensure it is followed.</p>	<p>From 2 January 2018</p>	<p>Draft policy written awaiting approval from the GB</p>	<p>See required content for policy in DoE guidance</p>	<p>May 2018</p>	<p>St Anne's Careers Leader supported by the link governor, for careers, will prepare a proposed action plan and policy for consideration and consultation.</p>	<ul style="list-style-type: none"> • See annex A of Jan 2018 DoE guidance for an example policy. • http://amazingapprenticeships.com • Register of apprenticeship training providers https://www.gov.uk/guidance/register-of-apprenticeship-training-providers • Apprenticeship support & knowledge for schools project (ASK) • Job Centre Plus Support for 	

						Schools programme	
4. Continue to provide relevant information about all pupils to local authority support service.	On-going as requested	All relevant information about all pupils is provided to local authority (Enfield Careers Service) including year 11 and sixth form destination report data, this includes data on intended destinations (April annually) and actual destinations and courses taken (September annually)	Continue to respond to requests for data form Enfield Careers Service, ensure data is relevant and up to date	On-going as requested	Careers Leader and AL for Sixth Form and Year 11	Local authority	Local authority
5. Notify the local authority whenever a 16 or 17 year old leaves an education or training programme before completion – to enable the LA to support the young person to find an alternative place.	On-going as required	The local authority are notified as needed including the destination data in April and September	Continue to notify the local authority as required	On-going as requested	KS ALs Careers Leader	Local authority	Local authority
GUIDANCE ON GOOD PRACTICE – “SHOULD”							
6. Begin using Gatsby Benchmarks (GBs) NOW to improve careers provision; & meet them by end 2020	From January 2018 to end 2020	We have registered with the Careers Enterprise Company, the currently have no advisors/ambassadors in our area, we are on waiting list The Gatsby Benchmarks are currently being used to improve careers provision	Continue to use the GBs to update and improve careers provision	In place by 2020	Careers Leader	www.gatsby.org.uk www.goodcareerguidance.co.uk From Sep 18: The Careers Enterprise Company (CEC) will take on broader role re GBs. 2018-19: CEC tools to help schools meet GBs.	
GB1: A Stable Careers Programme:	From January 2018 to end 2020	The Compass Careers Benchmark(self-evaluation) Tool has been taken	Use it to baseline the school against the Gatsby Benchmarks, & to consider & prioritise needs & opportunities for improvement.		Careers Leader	Compass online self-evaluation tool for schools to assess how their careers support compares	Head Teacher and Governing body

		Careers guidance information is on school website for students and parents/careers	Use Compass to track the school's progress annually against the Gatsby Benchmarks. Update the school careers programme that is embedded in school structures & practice. The plan should demonstrate how the school is meeting / planning to meet the GBs. Publish on school website			against the Gatsby Benchmarks & the national average: http://www.careersandenterprise.co.uk/schools-colleges/about-compass	
	From September 2018		Appoint a named person to the role of Careers Leader, to lead the school careers programme. This person must have influence across the school & the support of Governing Body & Senior Leadership Team (role is distinct from Careers Adviser).		Head Teacher responsible for appointing a named person to the role of Careers Leader	From Sep 18: Gov job spec & standards for Careers Leaders. <i>2018-19: CL training funded for 500 schools / colleges</i>	
	From September 2018	Careers programme in place in line with school improvement plan	Update and publish details of the school careers programme & action plan. + Seek feedback on the plan from pupils, parents / careers, teachers/ staff, governors, employers.		Careers Leader along with GB member with responsibility for careers		
	Annually		Conduct regular evaluation of the school careers programme, including seeking feedback from groups described above. Student questionnaire?		Careers Leader		
	No deadline		Gain accreditation for school careers programme through the 'Quality in Careers Standard'.		Head Teacher along with Careers Leader		
GB2: Learning from career & labour market information: Ensure that by age 14 all pupils have accessed & used information about career paths & the labour market	No deadline	KS3 year 8 & 9 have annual class career guidance sessions during PSHE days with Careers leader and Jobcentre Plus Ks4 have individual careers meetings with Careers Leader and class sessions with Jobcentre Plus.	Continue annually		Careers Leader Head of PSHE	Job Centre Plus 'Support for Schools' programme – presentations & workshops on local labour market & employer expectations.	

(& school explains to pupils the value of doing so)		External speakers are invited in to give an assembly for KS4 and KS5. KS5 have follow up individual interviews with JL We have registered with CEC for access to an Enterprise Advisor				Local Enterprise Partnership information on labour market. LMIforall.org.uk By end 2020: CEC: all schools will have access to an Enterprise Adviser – a senior volunteer from business – to help relationships with local businesses.	
<p>GB3: Addressing the needs of each pupil: Ensure every pupil, whatever their level or type of need, is supported to fulfill their potential – not just in the short term, but their career aspirations.</p>	No Deadline	<p>Work with local authority, particularly children’s social care, to identify young people in need of targeted support or at risk of not participating post-16? Includes young people with particular vulnerabilities, special educational needs, disabilities, leaving care aged 16-18.</p> <p>Keep comprehensive & accurate records to support the career & enterprise development of pupils. Keep track of agreed actions & next steps for each pupil.</p> <p>Careers guidance for SEND pupils is differentiated, where appropriate, based on high aspirations & personalised approach.</p>	<p>Assess school success in supporting their pupils to take up education or training – e.g. using ‘destination data’.</p> <p>Use alumni / old girls network to help give pupils encounters with employers, employees & further / higher education.</p> <p>Where SEND pupils have EHC plans, their annual reviews must, from year 9 t the latest, include a focus on adulthood, including employment.</p> <p>For vulnerable young people: agree with LA how they can be referred for support from a range of education & training support services locally.</p> <p>Consider working with LA & local post-16 education / training providers to share data on students likely to need support with post-16 participation costs.</p>		Careers Leader SENCo ALs	DoE ‘destination measures’ – will help schools to be held accountable locally, & feed into Ofsted inspection evidence. Sep 18: Gov will provide more detail on destination data, including best practice examples of how schools can make the most of the data	

			Build further partnerships with businesses & other employers, employment services, disability & other voluntary organisations, to help broaden pupil's horizons.				
<p>BM4: Linking curriculum learning to careers</p> <p>Ensure the school curriculum & subject teachers support the schools' career programme.</p> <p>Ensure that, by age 14, every pupil is exposed to the world of work – including meeting a range of professionals from occupations that require maths & science qualifications.</p>		<p>PSHE and Science link careers to the curriculum</p>	<p>Discuss with heads of departments if careers are linked to the curriculum in their subject areas and how this can be evaluated. Start with the core subjects</p>		<p>Heads of department for core subjects</p>		
<p>BM5: Encounters with employers & employees</p> <p>Help pupils gain confidence to compete in the labour market, by providing opportunities to gain practical know-how & attributes relevant for employment.</p> <p>Every year from the age of 11 pupils should participate in at least one</p>		<p>visiting speakers from a broad range of sectors / professions / roles, including young people (e.g. from alumni network) with whom pupils can identify</p> <p>Jobcentre Plus workshops for KS3 and KS4</p> <p>Young Enterprise/Jack Petchey Foundation CV and Interview Skills Masterclass The programme introduces students to the key employability skills valued by employers. Students are given a jobs directory, so</p>	<p>Engage fully with local employers, businesses & professional networks to ensure real-world connections with employers.</p> <p>Work with the CEC to identify an Enterprise Adviser appropriate for the school.</p>			<p>Job Centre Plus can facilitate links between schools & employers through its 'Support for Schools' programme</p>	

<p>meaningful encounter with an employer – at least 1 encounter each year from years 7 to 13. At least 1 encounter before year 11 should be with a STEM employer. This could include careers events / talks / fairs, transitions skills workshops, mentoring, employability workshops, business games, enterprise competitions.</p>		<p>they can think of potential career paths in the future. Young Enterprise staff lead the delivery, with business volunteers on hand to share their experiences. This is for year 10 and above</p>					
<p>GB6: Experience of workplaces</p> <p>Ensure that by age 16 every pupil has at least one experience of a workplace, & another experience by age 18. This could include workplace visits, work experience, job shadowing, career-related volunteering / social action.</p>		<p>The overwhelming majority of students in sixth form find work placements</p> <p>Some KS4 students have experienced work experience, help in finding a placement is given as needed</p>	<p>Design questionnaire for year 10/11/12 students to include any work experience/shadowing/volunteering that they have arranged and taken part in</p> <p>Workplace visits with business links for some KS4 students</p>				
<p>GB7: Encounters with further & higher education</p> <p>All pupils should receive a range of information & opportunities to learn about education,</p>		<p>Students have access to a range of career based websites, and apps including National Careers Service (in school planners)</p> <p>A wide range of information is also on the careers boards in the library on both sites</p>	<p>Further encourage students to use information tools such as websites & apps to find information & opportunities.</p> <p>Student questionnaire (as in GB6) could ask for any encounters with</p>			<p>Government National Careers Service website: www.nationalcareers.service.direct.gov.uk</p>	

training & career paths throughout their school life.		KS4 and KS5 students register onto the SACU website	further and higher education providers				
<p>GB8: Personal Guidance Every pupil should have opportunities for personal guidance interviews with a qualified careers adviser when significant study or career choices are being made. At least one such interview by age 16, and opportunity for another by age 18.</p>		<p>All students in KS4 and KS5 have individual career interviews with JL along with follow up sessions as needed Every student is given a Career Action Plan with a summary of their guidance and action points for their next steps</p> <p>Students at risk of becoming NEET or students with SEN are seen several times in liaison with the SENCo and Achievements Leaders</p>				<p>The Career Development Institute provides: Professional standards for careers advisers; Professional Register of careers advisers; Guidelines on how careers advisers can develop their skills & qualifications.</p> <p>See http://matrixstandard.com/ for a register of accredited organisations.</p>	

INDEX OF ACRONYMS:

GBs = Gatsby Benchmarks

CEC = The Careers enterprise company

DoE = The Department for Education

LA = Local Authority

GB = governing body

AL = Achievement Leader