



# Careers Information, Guidance And Employability Framework

## Tibshelf Community School

2017/2018



# Foreword

## Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The school careers plan sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The school Careers Plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

## Student Entitlement Statements

### Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Students have optional access to independent and impartial advisers via drop in sessions.
- Students will have access to motivational speakers through presentations
- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.

### Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students will have access to motivational speakers through presentations
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.



## Year 9 Careers Entitlement

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think about GCSE option in terms of career pathways and plan future within school.
- Students will have access to motivational speakers through presentations
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## Year 10 Careers Entitlement

- Students begin to explore 6th form options and interview techniques.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students will have access to motivational speakers through presentations
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students complete work experience

## Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Mock interviews to give students more indepth careers knowledge and advise.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines.
- Students will have access to motivational speakers through presentations
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

## Disclaimer

This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users School Careers Service.

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# Careers Service Goals

## Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Target Date
To ensure that all Y11's have a mock interview	All the Y11's will have a 20 minute 1:1 mock interview with a professional from the business world	At least 20 guests from business across the region	Individual feedback forms for the interviews	26 Oct 2017
Collect and maintain destination data for all student leavers.	We will collect and maintain destination data for all student leavers and use this information to guide our long term planning.		All students have provided details of FE or work destinations.	31 Oct 2017
Every Student in Y11 to be provided with a Careers Action Plan.	Through our school-wide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers action plan and that this is used as a key stimulus for their learning.	Ensuring that Carmel Haughey is available to conduct 6 interviews every week	Every student furnished with a Careers Action Plan.	31 Aug 2018
Integrate Career readiness into School curriculum.	We will ensure that we take every opportunity to integrate career readiness into the School curriculum.		Curriculum lesson plans that include a provision for careers readiness.	31 Aug 2018
Build a network of Business contacts.	We will work closely with local businesses, local enterprise partnerships and other organisations to build partnerships which will benefit our students, communities and society as a whole.		A database of business contacts that can offer careers services to the school.	31 Aug 2018
Provide independent guidance for all year 7 - 11 pupils.	We will set high expectations for our students and provide independent careers guidance for all our year 7-11 pupils.		A number of services have been delivered to students by independent providers.	31 Aug 2018



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.		Resource library and noticeboard stocked with up-to-date careers information.	31 Aug 2018
Provide year 10 students direct access to work experience.	We will provide Years 10 with opportunities to obtain direct experience of the work environment.		Each student will have completed work experience and have obtained a satisfactory reference letter from their employer.	31 Aug 2018
Provide additional careers guidance to vulnerable students.	We will work closely with the local authority to ensure that a good level of career guidance is provided to our vulnerable students.	Carmel Haughey, independent Careers Advisor will provide a 1:1 interview and action plan for vulnerable students	All LAC's in Y9/10/11 are identified and receiving additional provision.	31 Aug 2018
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.		Useful measurements and feedback on careers service activity collected.	31 Aug 2018
Effective leadership, management and promotion of CEIAG.	We will provide effective leadership, management and promotion of CEIAG.		Roles & responsibilities of leadership team identified and regular management meetings organised.	31 Aug 2018
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 schools CEIAG provision.		CPD plan for each member of staff providing CEIAG	31 Aug 2018
Produce a number of careers engagements for parents and carers.	We will consult with parents, carers and students through on-line consultations, reviews, public forums, careers events and parent, staff and student surveys.		Regular careers news email received by parents and carers.	31 Aug 2018



<p>Measure the impact and gather feedback on careers provisions.</p>	<p>Measure the impact of the services provided (including evidence of learning outcomes and progression) and gather feedback from students on the usefulness and effectiveness of individual provisions.</p>		<p>Feedback forms completed by students after events and activities.</p>	<p>31 Aug 2018</p>
<p>Ensure we understand the needs of the local community and local businesses.</p>	<p>We will consult with representatives of the local community and local businesses to establish their needs and aim to include activities which will contribute to meeting their needs.</p>		<p>Feedback forms completed by business and community representatives.</p>	<p>31 Aug 2018</p>



# Information & Self Help

## Self-Help Resources

A broad range of information sources are available in the careers library. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the library and the head of careers and will be provided with guidance on the use of the resources where necessary.

Resource	Description
School website careers page	The school will provide a webpage on the main website dedicated to the careers service. The webpage will highlight key events from the careers programme and display the school careers plan.
Library	The school has a well stocked Library containing general and specific information about different types of occupations and an extensive collection of prospectuses for further and higher education.
Noticeboard	The Careers Noticeboard will be kept up to date by the Careers department.
Display Screens	The display screens in the reception area and around school will be used to communicate important careers events.



# Careers Providers

## Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:

- Post - 14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 - year - old enrolment at local colleges.
- Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.

Provider	Services	Summary
Derbyshire County Council	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Employability Days Mock Applications and Interviews Post-16 Education	<b>Provider Type</b> Opportunities <b>Provision</b> 5.0 Hours per Week

## Access to Independent Careers Guidance

The school's careers education a programme adheres to the ACEG/CDI framework for careers education and work-related learning and also complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined by the Head of Year 11 in consultation with the senior leadership team, the head of careers and other personnel including outside agencies. A detailed "needs analysis" ensures all students with barriers to progression are seen first. Any other pupils who self-refer are accommodated and the adviser has an open door policy at the end of the day.

## Access to Internal Careers Guidance

The head of careers will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school.



# Stakeholder Engagements

## Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

Engagement	Description	Month	Students	Parents	Leadership	Providers	Employers
Termly Newsletter	Produce a termly newsletter containing all careers programme updates to be emailed to parents as an engagement exercise.	Ongoing	✓	✓	✓		
Social Media Updates	Posting careers updates and success stories to twitter and Facebook so students, parents and business can receive regular updates on the careers provision.	Ongoing	✓	✓	✓	✓	✓
Website Careers Section	Regularly update the careers section of the school website with updates and success stories from the careers department.	Ongoing	✓	✓	✓	✓	✓
Destination Data Collection	Collection of all destination data from students at the end of year 11.	October			✓		
Enterprise Adviser network	Meet with Enterprise Adviser volunteers to develop effective employer engagement plans.	Ongoing			✓	✓	✓
Governors update meeting	Present draft career plan to governors.	Ongoing			✓		



# Roles and Responsibilities

## Roles and Responsibilities

To maintain and run an effective Careers Service within the School and identify roles and responsibilities in order to provide support and guidance to the service.

### 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.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the head of careers is prepared for OFSTED inspections.
- Ensure school meets and exceeds the statutory careers requirements.
- Provide support to the head of careers 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 Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

### 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 head of careers understands the schools statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.



## Careers leader responsibilities

- Prepare and deliver the careers plan.
- Recruit, retain and develop the support staff needed to 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 you as required.
- Bring any problems that you are unable to resolve to the attention of the careers senior leader.
- Ensure you engage with all your stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- 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.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.
- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- 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.
- Research how and what the best school examples are providing.

## Administrative and support staff responsibilities

- Support the head of careers in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

## Teachers and teaching support staff 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.
- Feedback specific student needs (or opportunities) to the head of careers.

## Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the head of careers 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 head of careers.



# Leadership and Management

## Leadership and Management Meetings

Throughout the year, a number of meetings will take place to ensure the effectiveness of the service. Meetings will be arranged with school leaders and staff members to establish school expectations and evaluate the careers strategy. Well-structured operational meetings are recognised as a key function to running an effective careers service.

Month	Meetings		
October	<table border="1"> <tr> <td data-bbox="288 573 580 656"><b>Careers Curriculum Integration Meeting</b></td> <td data-bbox="580 573 1445 656">Review effectiveness of careers activities embedded into lessons and brainstorm ideas for improvement.</td> </tr> </table>	<b>Careers Curriculum Integration Meeting</b>	Review effectiveness of careers activities embedded into lessons and brainstorm ideas for improvement.
<b>Careers Curriculum Integration Meeting</b>	Review effectiveness of careers activities embedded into lessons and brainstorm ideas for improvement.		



# Careers Service Evaluation

## Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

	Focus	Methods	Due Date
1.	Destination Data	The school will use destination measures provided by the DfE to assess how successfully their students make the transition into the next stage of their education or training, or into employment.	30 Sep 2017
2.	Mock Interviews	End of day paper survey to find out how students performed in their interview	20 Oct 2017
3.	Parent Needs	Scheduled parents career evening to ensure we get parental input for each Y10, and Y11 student.	31 Oct 2017
4.	Student Needs	End of year survey to understand how well we met our students needs and to identify improvements.	31 Aug 2018
5.	Staff Needs	End of year survey to measure careers integration and identify changes for next academic year.	31 Aug 2018
6.	Business Engagement	End of year survey to understand how we can improve our relationships with local businesses.	31 Aug 2018
7.	Careers Programme Review	Year end review of how well the school has delivered the careers programme, summarising the feedback from stakeholders.	31 Aug 2018