



Vale of Evesham School

# The Vale of Evesham School Careers and Enterprise Programme

In December 2017 the Department for Education published **Careers strategy: making the most of everyone's skills and talents** (available to view at <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>) . This document laid out a template for high quality Careers provision in schools.

These are the aims:

- **We want all young people to understand the full range of opportunities available to them, learn from employers about work and the skills that are valued in the workplace, and have first-hand experiences of the workplace.**
- **We want all young people in secondary school and college to get a programme of advice and guidance that is stable, structured, and delivered by individuals with the right skills and experience.**
- **We want everyone to get support tailored to their circumstances at any time. All adults will be able to access free face-to-face advice with more bespoke support for those who need it most.**

At the Vale of Evesham School we have a programme which embraces these aims but also seeks to maximise inclusion, accessibility and relevance for our students.

### **Our programme across the school**

#### Reception – Y6:

Pupils explore working life through age-appropriate activities including play, role-play and subject based learning. They begin to learn skills and attitudes which are relevant to the workplace – eg planning, co-operating, communicating, following instructions, showing leadership, being proactive and resilient. They take part in visits to their local community where they interact with people who are at work. Members of the community also come into the school to provide an opportunity for learning about different jobs.

Each pupil has an Annual Review of their Education, Health and Care Plan which provides a forum for the pupil's route towards adulthood to be discussed.

#### Y7 – Y9:

In years 7 – 8 we develop a range of age appropriate skills that prepare our young people for life after school and their individual journeys. We strive to develop resilience, independence and realistic aspirations that our young people can aspire to and feel motivated to improve. This will lead to preparation for the work place or other life experiences. In year 9 we have devoted part of the curriculum to Work Related learning

where we address the skills and range of employment opportunities in depth. The year nines work closely with the careers department and outside providers, developing communication skills e.g. mock interviews and other relevant skills in preparation for the World of Work.

The EHCP plan is reviewed annually and routes for after school are discussed and in year nine a Transition Review is held where our 'Careers Team' meet with the parents/carers in the young person's EHCP Meeting.

#### Y10 - Y14:

Students access Careers and Enterprise learning in the following ways:

Weekly timetabled "Work Related Learning" sessions using the Talentino programme and the Job Explorer Database (JED).

Work experience tailored to an individual student's needs and interests. This can be in an annual one week block or as a series of shorter, regular sessions. Some students can access this independently, others are supported by school staff, and some students explore the world of work through focussed group tasks that take them into workplace situations.

A planned series of encounters with employers either through students visiting workplaces or by employers coming in to school.

Enterprise opportunities and projects devised by students, staff and our Enterprise Advisor.

Regular meetings with the careers team.

Through the Annual Review of the Education, Health and Care Plan which provides a forum for the pupil's route towards adulthood to be discussed and changes to provision to be requested.

College link – an opportunity for 6<sup>th</sup> Form students to attend a local college for one morning each week in order to explore the options available for school leavers.

Attending careers fairs and "Life Beyond School" events.

Visiting colleges, training providers and other post-school provisions.

#### **Destination information**

Our Careers Advisors record where the students transition to on leaving Vale of Evesham and also keep the Local Authority informed of these destinations. Depending on the home address of the students some of the destinations include the local colleges within the county; HOW college in Worcester and Redditch and Warwickshire College Group

(Evesham, Pershore and Malvern). We have also had students move onto Specialist provision (some residential ) such as Derwen, National Star, The Glasshouse , William Morris, Foxes Academy. There are also some students who prefer to move onto a training provider and last year we had a student move onto a traineeship with Mencap and he has been undertaking different work placements. Some students access providers through their social care budget. These may involve opportunities such as Coran Dean, Where Next, Working World or The Freedom Centre, either solely or alongside a college placement. We also have some students that move onto supported living placements when they leave school as well as accessing some of the above and/or have individual support to access an individual programme of activities. The Careers Advisors will work closely with Young Adults Team when appropriate. The Careers Advisors contact all leavers and their families in the Autumn Term to check they have settled into the new placement and will continue to support in the early days of transition.

### **Information and links**

DfE Careers Strategy: <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

Advance Trust Careers Team: Ros Shadlock and Lyndesay Neales 01386 443367  
[careers@advancetrust.org](mailto:careers@advancetrust.org)

Job Explorer Database: <https://chas.careersoft.co.uk/jed/Login.aspx>

Talentino: <http://www.talentinocareers.co.uk/>

School contacts:

Careers leader: David Short 01386 443367 [davidshort@advancetrust.org](mailto:davidshort@advancetrust.org)

School team: Laura Webster, Mike Duffin, Maria Houlton 01386 443367

## Appendix 1:

### The Gatsby Benchmarks<sup>10</sup>

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
3. Addressing the needs of each student	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.	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
4. Linking curriculum learning to careers	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.	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>