



## Solway and Beaconhill Community School Careers Plan



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## Careers, Information and Education Guidance:

CIAEG refers to the guidance and support given to students in schools regarding their future career choices and development. This includes information about job opportunities, career paths, educational requirements, and advice and guidance on choosing the right career path, developing skills and qualifications, and finding job opportunities. CIAEG is important for students in all key stages and school years, and we try to provide as many opportunities as possible and interventions to ensure that our students can make informed decisions about their careers and achieve all their goals. At Solway/ Beaconhill school (change depending on the website it goes on), we aim to provide the following:

1. Career exploration tools and resources. We provide information on various career options and pathways through online resources, work experience, careers fairs, tours of future providers, workshops and assemblies on jobs within the local area and further afield. Such tools help students identify their interests, skills and values that align with their career aspirations
2. Career advice and personal guidance. We ensure that all students have at least a 1:1 session with a qualified careers guidance officer, on top of being provided with key vital information and experience from our careers leader to provide them with all the fundamentals that are essential in going forward in their future. This advice and personal guidance provide students with the support needed to choose a career path, further education, higher education, and college application process. This is important and allows them to develop a specific strategy going forward.
3. Curriculum and extracurricular activities. Many schools have career-focused classes and extracurricular activities that help students develop relevant skills and knowledge in their chosen career field. There is plenty of information provided locally to help students develop a key understanding of a wide range of career paths and industries that are provided to our students locally. We provide students with a wide range of careers directly linked to our holistic curriculum to inspire them to look for aspiring jobs.
4. Work experience. In year 10, we offer the students the opportunity to go on to work experience. This allows students to gain hands-on experience and exposure in an industry they are keenly interested in. These experiences help students develop essential skills and competencies that are required by employers, which can be pivotal in providing them with a realistic environment for what work will be like when they leave education.

As a school, we aim to equip students with the necessary tools, resources, and guidance to make informed decisions and succeed in their chosen careers. We are dedicated to ensuring that our students are fully equipped for their post-16 options, and we are proud to support this to help shape their future careers. Everything that we plan is based on the outcomes to

achieve the eight recommendations of the Gatsby Benchmarks, which provide evaluations on schools' "Good Career Guidance."

## **Roles and Responsibilities:**

Across our federation, we aim to provide a comprehensive, holistic and cohesive approach to the CEIAG. It is vitally important to the federation that those involved with supporting CEIAG understand the dynamics behind the process but that they are also aware of their roles and responsibilities:

### **Headteacher:**

- In charge of selecting a designated Career Lead across the federation and staff that can support the logistics of different events. These are selected within the federation to ensure they have the correct qualifications and experience to aid the development of the CEIAG.
- Supporting the Careers Lead on specific training and further qualifications to increase the embedding of CEIAG within the curriculum and across the federation.
- Enables accurate agreed resources and specified time available to support the development of CEIAG purposes.
- Reviewing the current practices and working with/ supporting the Careers Lead in implementing and administering new developments, which continually help support the LTP in Careers.

### **Board of Governors:**

- Increasingly aware of the ever-changing legislation relating to the careers provision. Focusing on how we are evaluated against the Gatsby Benchmarks and what we do as a federation to achieve the best success possible.
- Reviewing the current practices and working with/ supporting the Careers Lead in implementing and administering new developments, which continually help support the LTP in Careers.
- Working with the Careers Lead in supporting, finding and building relationships with external employers and businesses to increase awareness of different career industries locally and further afield.
- Ensuring that they familiarise and keep up to date with the school's Careers Plan, development priorities, the future plans of the CEIAG in the federation and ensuring that it is presented and published in an impartial manner
- Certifying that the Careers Lead is working with other teachers and staff members in the federation to provide impartial guidance that encompasses a range of education and training options, which promotes the best interests of the pupils to whom it is given. Ensure all students across the federation receive the correct support and guidance.
- Ensuring that the federation is accurately tracking their progress in relation to the development of CEIAG, as well as the development and progress that the students will have throughout their time in their education here.

### **Careers Lead**

- They ensure that **Solway and Beaconhill Community School**, as a federation, adhere to the national statutory guidelines for CEIAG. They try to coincide with the Gatsby Benchmarks and ensure that by adhering to these, we are providing a stable and sustainable careers programme for our students.
- To upskill knowledge and understanding of the development of CEIAG that enables further development of the careers plan. Continually looking for different opportunities, workshops, and labour market information to increase student's awareness of CEIAG within their local area.
- Accurately record and evaluate the opportunities and student involvement in different workshops.
- Ensuring that staff receive the correct information surrounding CEIAG and labour market information (LMI).
- Liaising and working with external agencies to help provide career support with the school to the students and to also increase our development of the careers programme. External agencies include Careers Advisor, Enterprise Advisor, and Inspira).
- Ensuring that there is a career plan and that it is published on the website. This needs to be accurate and show the development of our students' journey to show competence.
- Organise, promote and increase awareness of the different CEIAG events within the school, as well as provide the correct information about external opportunities that are also available.
- Increase the number of opportunities, workshops, and visits that our students receive to increase their awareness and provide them with aspirational careers in the future.
- Liaise with staff and students about upcoming CEIAG events. Work with SLT and other Senior members about ongoing activities, events, and workshops.
- Liaise with teachers and form tutors to provide information and support to all year groups
- Ensure that CEIAG information is provided and embedded in form tutor activities, assemblies and any other relevant areas
- Work with the year 11 form tutors to identify students at risk of becoming NEETs, provide support, and, where necessary, prevent and avoid students from becoming NEETs.
- To ensure that teachers, students and support staff are aware of CEIAG events within the federation and the individual year groups, understanding the importance of these events and working with staff to ensure they are highly attended.

## SLT

- Ensure that the Careers Lead is fully supported and help with organising and sorting events and workshops, which can involve working with staff who are higher up
- Support and work with the Careers Lead to ensure they are fully equipped and prepared for Ofsted inspections.

- Support with additional training and development that the Careers Lead may need; upskilling them will increase their knowledge and support the Careers Plan.
- Review the Gatsby Benchmarks to see what each school and federation look like, and provide support where necessary to help this annually.
- Work with the Careers Lead to see the link Careers has in the curriculum and how this can be embedded further to increase students' learning development and staff understanding and awareness.
- Work with the Careers Lead to look at CPD to increase awareness of Careers in the federation and the knowledge that staff have surrounding careers, making it a more holistic approach.

### **Teachers, form tutors and support staff**

- Have a clear understanding and familiarity with the Careers Plan for the federation and the development priorities that we are focusing on
- Ensure that they have suitable links throughout their curriculum to a range of different industries to help continue raising our students' aspirations.
- Review their curriculum to ensure they have direct links to current jobs and career pathways. This will enable our students to have the correct foundational knowledge to make the correct informed choices regarding KS3 and KS4 options.
- Work with the Careers Lead to highlight students' needs, which are specific and help with students' development. Help increase the opportunities we can provide our students across the federation.
- Identify suitable resources that could be used within lessons, forms or other activities that all students can access and be further aware of the insight into careers relating to different subjects.

### **Parents**

- Support and work with the school to ensure that students are proactively involved in Careers and CEIAG events that increase their awareness of careers.
- Engage with the events, workshops, and activities that are ongoing within and outside of school to help your child explore a wide range of possible career pathways and educational routes that are suitable.
- Accompany your child to events, workshops and activities that are associated both with the federation and outside of the federation in other educational establishments to help them make the correct informed choices that are in your child's best interest.
- Communicate and contact the Careers Lead/ school for guidance and support and for any issues that we can resolve.

## **Students**

- Use the information and resources provided and engage with workshops, events, and activities that are in their best interest, gaining the most beneficial educational pathways.
- Participate and engage in the CEIAG events that are provided to them
- Be motivated and conscientious about their future by researching different career pathways that they are interested in, alongside the different opportunities and educational opportunities that are surrounding them
- Speak openly and ask for advice to help shape their career pathway so that they have the best chance of succeeding in a career they are driven by and are happy in.



## Development Priorities

Following on from our termly evaluations from the Compass Tool assessment, we focus on the main priorities for our federation to be able to work on and develop in each of the Gatsby Benchmarks to ensure we are providing the best CIAEG provision for all of our students. The following benchmarks are aspects that we are going to be focusing on in the 2023-2024 academic year:

### **Benchmark 1- A stable careers programme**

Gain feedback from employers, parents and teaching staff about current career guidance and any developments that are ongoing that involve their children:

- Employers- employer questionnaires for events that they are running/ involved in and understand their key points, which will enable us to build on these year-by-year
- Staff- review what their thoughts are on the events that have been ongoing throughout the academic year and gain a basis of their understanding of careers to enable the programme to have more stability and further support
- Parents—parental questionnaires and evaluations for help with engagement. Information about key events and points throughout the year to ensure they have all the required information and can help support their decisions on the questionnaires and evaluations.
- Further information added to the website to target employers, parents and teaching staff. This will help direct them to the relevant areas for further support and guidance.

### **Benchmark 3- Addressing the needs of each pupil**

Putting the students at the heart of the CIAEG programme will enable us to build and develop. This will allow us to address the needs of all our pupils within the federation, which can be significant in their development throughout key stages 3 and 4, ultimately raising their aspirations for their future.

- Continually maintain and track records of student's pathways post-16 to ensure that they are in education once they leave the federation. We are unable to track 3 years as recommended due to our federation not having a sixth form and Inspira only tracking for two years. Options to start an alumni as development progresses.
- Continue to work with external providers to provide students with relevant and necessary information that will allow them to make informed decisions based on their future, achieving those high aspirations.

## **Priorities to keep continuing**

### **Benchmark 2- Learning from career and labour market information**

The aim is to increase the embedding of labour market information (LMI) throughout the CIAEG programme to ensure that students are aware of what careers are around them and the pathways that they can go onto should they choose these careers. Pushing this further

will also help with option choices and post-16 choices and opportunities that may arise from knowing more about LMI.

- Apply more LMI to the website to make it easily accessible for students, parents, carers and teachers. This can provide knowledge and understanding of the labour market around us and help with aspirations.
- Continue with the workshops, which focus on LMI and look into different sectors of careers industries. This will enable students to build a foundation of knowledge and awareness, which will promote their ability to make informed decisions based on accurate and relevant information and data, which is beneficial for them.

#### **Benchmark 4- Linking curriculum learning to careers**

Aiming to embed carers further within the curriculum, particularly focusing on providing opportunities for development in all subjects, whether in the classroom, or through external opportunities, events and workshops to help embed careers further. These aspects can help to increase the development of our students and work with them to develop employability skills

- Having dedicated careers lessons in year 9 that focus on career progression routes and pathways to have a direct focus and correlation in students' key stage 4 options. This lesson will also help with the development and understanding of why careers are important in all subjects and where it becomes apparent in each subject. This also will link to addressing the needs of the pupils further.
- Training and CPD for staff on focusing on careers in their specialised subject, on top of how there can be a range of employability skills, how they are highlighted and transferred across a range of other subjects and aspects in life.
- Staff using the Unifrog platform and useful links that can be used with lessons regularly to provide meaningful links to careers and the CIAEG programme
- Ensure that students are aware of how these employability skills that are introduced to them are relevant firstly to your subject and how they can be developed, but also how they can be beneficial in a working career background.

## Compass+ Tool

The Careers and Enterprise Company provides a compass tool to assess and evaluate the schools' current careers practices and procedures.

The Compass Tool evaluates schools based on a range of questions they ask relating to the Gatsby Benchmarks and provides a percentage score of achievement against each of the benchmarks. As a federation, we have seen our areas of development.

Our progress across the federation in achieving these benchmarks can be seen below:

Gatsby Benchmark	% schools fully achieving this Benchmark (as of Sept 2023)	July 2021 Solway	July 2021 Beacon Hill	July 2022 Solway	July 2022 Beacon Hill	July 2023 Solway	July 2023 Beacon Hill	December 2023 Solway	December 2023 Beacon Hill	March 2024 Solway	March 2024 Beacon Hill
1. A stable careers programme	65.9%	70%	70%	76%	70%	70%	76%	88%	88%	88%	88%
2. Learning from career and labour market information	81%	100%	60%	100%	80%	80%	100%	100%	100%	100%	100%
3. Addressing the needs of each pupil	54.1%	76%	72%	90%	72%	90%	90%	90%	90%	90%	90%
4. Linking curriculum learning to careers	76%	76%	81%	81%	81%	81%	81%	100%	100%	100%	100%
5. Encounters with employees and employers	79.8%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

6. Experiences of workplaces	63.9%	50%	100%	100%	100%	100%	100%	100%	100%	100%	100%
7. Encounters with further and higher education	52.1%	95%	75%	95%	75%	95%	95%	100%	100%	100%	100%
8. Personal Guidance	74.9%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

## Activities and Events

Throughout the academic year, we focus on putting on a range of trips, events, workshops and interventions to ensure that we can provide a variety of experiences that help to build and create a pathway of understanding career information and education guidance to enable our students to make meaningful and informed choices. Below is what we try to cover each academic year for each year group:

Activity/ Event	Y7	Y8	Y9	Y10	Y11
Hello Future Workshops- 3 per year	√	√	√	√	√
NHS Theatre production		√	√		
1:1 Career guidance appointments					√
Supply chain workshops		√			
CV workshops				√	
Work experience assemblies				√	
Carlisle College talk			√	√	√
World of Work day (WOW)			√		
Carlisle and Lakes College trip					√
Careers evening				√	√
WELL project appointments- regarding options			√		
Application support sessions- post 16					√
Apprenticeship and progression routes workshop			√		
Mock interviews				√	√
Maths tutoring			√		√
STEM day event		√			
Careers week	√	√	√	√	√
Apprenticeship week	√	√	√	√	√
NCS					√
Post 16 provider assemblies					√
Armed forces assembly			√	√	√
Options assemblies			√		√
Women in engineering and STEM focus		√	√		
Assemblies from employers and other educational providers	√	√	√	√	√
Careers in the curriculum	√	√	√	√	√
Dedicated careers lessons			√		
Labour market information to increase awareness and opportunities	√	√	√	√	√
Future pathways			√		
Leading change			√	√	√
Transition	√	√	√	√	√