

Careers / Employability: Intent, Implementation & Impact Statement

On Track Education Westbury are promoting a progressive career provision that is linked to On Track core values of **Trust – Resilience – Ambition – Community and Kindness**, an essential part of the school ethos.

Our direct and impartial careers / employability programme, together with a rich curriculum, places our students' best interests at the centre of everything we do. We aim to support, nurture and guide the aspirations of all our learners and ensure they gain the necessary skills, qualifications, competencies and experiences they require to progress in their learning and the challenging world of sustainable employment.

By aligning our careers / employability provision to the **Gatsby and CDI frameworks**, we can give our students the knowledge and the cultural capital and capacity they need to develop and succeed as individuals, so they can reach their full potential.

Our ambitious, progressing careers / employability programme, contains age appropriate content and delivers a breadth of opportunities and experiences. It encourages our students to understand the wide range of future pathways available to them as individuals and collectively including technical, vocational and academic routes.

We continually measure and assess the Intent, Implementation and Impact of our careers programme. This allows us to continually evolve and improve our career provision to meet the needs of our students, the world of work, and the rapidly changing landscape.

By 'making careers everyone's business, our aim is for our students to become more independent, confident and resilient learners, who can look beyond the obvious career options, challenge stereotypes, and understand the link between learning and the world of employment, with an appreciation for the value of lifelong learning, so they can make a positive contribution to their immediate community and society.

On Track Education Westbury careers provision adheres to the eight Gatsby Benchmarks and the new CDI (Careers & Development Institute) Framework.

The **Gatsby Benchmarks** are a framework of eight guidelines that define the best careers provision in secondary schools. Our planned programme support students and ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability by implementation of the 8 Gatsby Career Benchmarks, written by Sir John Holman, a former Head teacher and founder of the National STEM Learning Centre.

The **CDI's Career Development Framework** describes the six career development benchmarks which supports 'positive careers'. This can mean different things to different people but typically it will include a good work-life balance, being happy, being able to make a contribution to your community and being able to have a decent standard of living.

CDI Career Development Framework and the Gatsby Benchmarks

(Figure 3)

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
1. A stable careers programme	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
2. Learning from career and labour market information	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
3. Addressing the needs of each student	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme. Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.			Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
4. Linking curriculum learning to careers	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
5. Encounters with employers and employees	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
6. Experiences of workplaces	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
7. Encounters with further and higher education	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
8. Personal guidance	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					

Intent:

1	Students have access to an impartial, ambitious, careers programme from Year 7 to Year 13, with explicit content, delivered in logical progression. <i>Trust</i>
2	Unbiased careers advice and support from a range of different career activities such as individualized 1:1 career meetings, small group sessions, STEM activities, PSHE, employer encounters, career fairs, career conversations, HE/FE visits, Apprenticeship workshops, NCW, virtual and work experience/work shadowing activities, Career Term, careers within the curriculum etc. <i>Trust</i>
3	Calendar of events and activities are published on our website, to ensure wider information, access and transparency * <i>Community</i>
4	Student develops an analytical approach to career data such as Labour Market Information, which encourages exploration and supports them in making well informed decisions. <i>Ambition</i>
5	Challenging perceptions and raising aspirations, so that subject and career choices challenge stereotypes and students know how to look beyond their immediate environment to new and exciting possibilities. <i>Ambition/resilience</i>
6	Students with special educational needs and disabilities, or those from disadvantaged groups, develop their skills in a safe and inspirational environment, to enable them reach their full potential and prepare them for their next transition point. <i>Kindness</i>
7	Supporting all students as they learn about the world of work, their adaptability, resilience, transferrable skills, qualifications and their own life goals such as happiness and wellbeing. <i>Community</i>
8	Providing advice, information, guidance and support which will encourage further engagement with all stakeholders such as parents / carers, families, staff and employers. <i>Community</i>
9	To advise students accordingly so they can understand the options available to them now and in the future. <i>Trust/Community</i>

Implementation:

1	Delivering a clear, progressive and impartial programme to Year 7 – Year 13, which is backed by SLT and all stakeholders, with explicit content taught in logical progression, routinely monitored, audited and evaluated to ensure it is fit for purpose. <i>Trust/Community</i>
2	Individualised programmes, age and ability appropriate, with clear and accurate career information, advice, and guidance, which meets the needs and supports pupils with the development of their own personalised careers journey and results in sustainable transitions and destinations <i>Community/Kindness/Trust</i>
3	A range of up to date resources which supports the ever changing and evolving world of work landscape and includes a strong STEM agenda, PSHE, meaningful FE / HE and employer encounters, opportunities including bespoke support to

	identified cohorts ensuring they understand their options and are able to reach their full potential. <i>Trust/Ambition/Community</i>
4	Planned, facilitated access from external providers who can fully inform students about LMI and the range of Post 16 options, Post 18 options, alternative qualifications and pathways*. <i>Community/Kindness</i>
5	Teachers confidently embed careers within their own subjects (SOW), and are able to link their own expert subject knowledge to the world of work and can explain the range of pathways available, giving unbiased options. <i>Trust/Resilience/Ambition/Community</i>
6	Regular communication, advice, information, guidance to support all stakeholders and encourage further engagement through a range of communication channels such as Newsletters, Social media, Email, Website etc. <i>Resilience/Community/Kindness</i>
7	Individualised support with career aspirations, as students develop personal strengths such as career management skills, improving attainment, adaptability, resilience, enterprise and engagement. Helping them to recognise the link between school and work, and the value of lifelong learning. <i>Trust/Community</i>
8	Close working relationships with all stakeholders including community and local business networks, Enterprise Adviser, Enterprise coordinators <i>Trust/Resilience/Community</i>

Impact:

1	Students are well prepared and feel empowered to make reasonable decisions about their future, and NEET figures which reflect the success of school curriculum and interventions. Trust/community/Kindness
2	Data such as destination, shows a range of positive outcomes, as students move successfully, at all transition points, onto sustainable pathways. Community/Kindness
3	Teacher CPD. Subject teachers are expert in their delivery and confident in how their subject links to the world of work, and the variety of pathways and options. Trust/resilience/Community
4	Students are more engaged in the curriculum, and connected with their teachers as they are able to see the relevance of subjects and how they relates to the wider range of career options and pathways. Trust/Resilience/Community
5	Students develop competencies and employability skills. They become motivated, understanding they can make a contribution to school, the community and society and have a positive attitude towards lifelong learning. Resilience/Ambition

Summary:

Regularly monitoring, evaluating, reviewing and reflecting allows us to proactively plan future programmes. We achieve this by collecting quantitative and qualitative data and information from a range of sources including:-

- Student/Parent surveys and questionnaires,
- Teacher and Staff evaluation forms Employer / Employee questionnaires transitional
- Progressive data
- Attendance and attainment figures
- Sustainable, progressive and ambitious pathways and audits

- Gatsby Benchmark
- CDI Framework STEM
- KUDOS – on line platform
- SEMLEP – Local Enterprise Partnership C&EC – Careers and Enterprise Company.
- NEET (Not in Education, Employment or Training) figures.

Accountability:

The Senior Leadership Team:

Responsible for supporting and embedding a stable and structured, strategic careers programme in school. They annually review and evaluate the programme, from data,

technology and feedback, to ensure its overall effectiveness and drive improvements.

Responsible for the management and is accountable for quality assuring the strategic careers programme, its implementation and improvement, ensuring it aligns with the CDI and Gatsby Frameworks.

The Careers Leader:

Responsible for the development and implementation of the effective careers plan to help prepare young people for the choices and transitions in Education, Training and Employment. Providing independent personal advice and guidance in 1:1 and/or group sessions and coordinating other specific activities such as arranging career talks and assemblies, organising college applications and references, organising external speakers and the Year 10 World of Work (WOW, Insights into Industry), providing employers for mock interview events, careers trips, career fairs, STEM event, Employer/Further/Higher Education visits and engagements, tracking and reporting destination data, as well as the documenting and tracking of all career activities.

Responsible for facilitating and/or delivering career information at key transitional points for students and incorporating career learning within their curriculum linked to real-world career paths.

Responsible for supporting our careers provision by growing business relationships and networks. They provide a source of local expertise and Labour Market Information (LMI) which aligns with the area development plan.

The Careers and Enterprise Company:

Responsible for supporting us with audit tools and access to a wide range of resources and advice, creating collaborative working between schools, which enables us to share best practice.

The Enterprise Adviser:

A professional from business who works in a voluntary capacity with the Careers Leaders and Senior Leadership Team to provide industry specific connections and employer engagement opportunities, to help drive improvements in the schools provision.

Responsible for providing a local source of expertise, support externally and is responsible for providing collaboration opportunities, CPD, cluster hubs and networks which enables us to share best practice.

The Subject Teachers:

Responsible for linking and embedding careers within curriculum learning using their own expert knowledge to explain a range of pathways and options.

