Careers at The Enterprise Learning Alliance 2022 - 2025



The Enterprise Learning Alliance Careers Strategy: 2022 – 2025

 Updated May 2022

 Our Ethos

Empower:

Empower yourself to take control of your education and become stronger and more successful.

Learn:

Learn how to right the wrongs to put you on the path for success.

Achieve:

Believe in yourself and you will achieve your dreams.

At the Enterprise Learning Alliance:

The last two years have been a very difficult and challenging time for everybody, especially our young people. We believe that guidance in Careers and future achievable goals has never been so important. We need to be able to develop our student’s ability to be able to live their lives in the best positive way and preparing them to be able to actively function in this ever adapting society. We believe by installing and developing positive skills and qualities within our young people can set on a positive pathway to achieve their potential future.

Our Values:

* Improve our student’s level of educational attainment with a safe, caring and healthy environment.
* Enable students to acquire skills, self-esteem and experience that they will need for their own future development.
* Work with schools, the community and other training providers to share our expertise and develop inclusive opportunities for all students.
* To be able to prepare our students for the wider outside world so that they can relate with confidence to others and have the necessary skills for success.
* We create a safe environment for our young people with committed staff where students can build positive long lasting professional relationship with staff.

Entitlement:

The Enterprise Learning Alliance has developed a careers programme that is inclusive for all our students and enable them to access a wide range of opportunities, the aim is to better equip them for their futures. It is our belief that the successful implementation of the careers programme will have a direct impact on positive post 16 destinations. It is our aim that whilst pupils are educated with The Enterprise Learning Alliance they continue to have access to high quality and impartial Careers Education, Information, Advice and Guidance. Effective CEIAG raises aspirations, encourages participation in further education, supports pupil’s academic progress and promotes equality of opportunities.

Aims and Objectives:

The Careers education, information and guidance programme is designed to ensure that all our students have the opportunity to access information that will help them with their potential pathways and sustainability in society with the use of advice on creating a positive skill set and qualities.

The main aims of the careers provision at The Enterprise Learning Alliance are to:

* Develop and maintain high aspirations amongst all of our students by embedding careers education, advice, information and guidance programme.
* During the students journey we aim to raise and track our students engagement at The Enterprise Learning Alliance by using Edukey and Compass + and to promote a positive understanding of the working world and opportunities available to them.
* To make partnerships with professional networks and businesses who can provide our students with knowledge, experience and understanding for future careers and further education placements.

Legal Framework: Legislation and Statutory Guidance

* DfE ‘Careers guidance and access for education and training providers’ 2018
* Education Act 1997
* Education and Skills Act 2008
* Apprenticeships, Skills, Children and Learning Act 2009
* Equality Act 2010
* Children and Families Act 2014
* Technical and Further Education Act 2017

Roles and responsibilities

The Governing body is responsible for:

* To ensure that all our registered students whilst on our role are provided with independent guidance from Year 7 to Year 11.
* To ensure that the Careers policy does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
* Handling complaints regarding this policy as outlined in the schools complaints procedure policy.
* To provide clear advice and guidance to the Head Teacher on which way they can base a strategy for careers education and guidance which meets the schools legal requirements.

Nick Waters SLT has overall responsibility for Careers.

The Careers Lead: Sam Burton is responsible for:

* To liaise with SLT and careers advisor to implement and maintain effectiveness careers guidance.
* To work together with subject teachers in how they are embedding careers across the curriculum.
* To record progression on students careers on Edukey and compass +
* To meet with the students to discuss careers interests and aspirations.
* To discuss with students future further education opportunities.
* Referring students to Careers Advisor.
* Introduce student s to outside agencies who provide opportunities for them.
* Assisting Careers advisor to create and implement careers programme.
* Using the Gatsby Benchmarks to improve the schools careers provision.
* Encouraging the training of school staff to promote careers guidance to their pupils.
* Engage with LAC agencies to ensure destinations.
* Engage with LAC designated teacher to understand their additional support.
* Ensuring that pupils with SEND understand their different career pathways and enable them to gain the skills, knowledge and experience they require to achieve their career goals.
* Staying up to date with relevant training regular CEAIG meeting to ensure good practice.
* Build positive relationships with Colleges, AC provisions and HE provisions.
* Producing careers information and guidance through online links and hard copy literature and visual display in school.
* Arranging follow up meetings with students.
* Offering services to past pupils for up to a year after their departure from compulsory education.
* To implement Careers Champions for each centre – Head of Centre to determine who is best appointed.

The Careers Advisor: Bethan Liston Level 6 Qualified is responsible for:

* Reporting regularly to the careers lead regarding pupil progress and the effectiveness of the school’s career plan.
* Provides a thorough, personalised career service throughout the school.
* Staying up to date with relevant CPD and developments in the CEIAG sector.
* Producing careers information and guidance through online links and hard copy literature and visual display in school.
* Attend regular meetings with careers lead to discuss the schools plan.
* Arranging follow up meetings with students.
* Offering services to past pupils for up to a year after their departure from compulsory education.

Teaching and support staff are responsible for:

* Ensuring that careers education is planned into their lesson across the year and is shown in their planning.
* Attending any relevant CPD or training to ensure they are up to date with the schools’ careers plan.
* Promoting careers guidance in the classroom through visual aids.
* Creating learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied in the work place and throughout the life experience.
* Liase with parents/carers regarding their student’s opportunities.

Addressing the needs of pupils:

At the Enterprise Learning Alliance we aim to promote and raise our student’s aspirations with our careers program. We aim to provide opportunities where a positive outlook on careers and further education placements are seen to enrich our pupil’s attitude. We take into account our student individual needs and tailor our support and guidance to match this. We take into a placements suitability when looking at potential destinations and discuss these with the student.

Pupils with SEND:

We work closely with the SENCo to recognise students with specialist educational needs to then devise a plan where we can best guide them in their future plans. We discuss with all our students the expectations future educational providers require and how they can tailor their knowledge, skills and understanding to match these. Students are aware that we have their best interest at heart and we can be with them if needed, down to helping them complete their application to even taking them to their interviews. We are realistic with our students in regards to if they feel that they would be able to attend a provision in a timely manner and also realistic with expectations.

Parents and carers:

At the Enterprise Learning Alliance staff work with parents and carers to ensure their child has the best knowledge and understating of the possibilities available to them. We discuss further education whether it be within a college, 6th form or work place.

The Gatsby Benchmarks: The Gatsby Benchmarks set out a framework for schools to deliver ‘good career guidance’

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| --- | --- |
| 1: A stable careers programme | Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.  |
| 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 advisor to make best use of available information.  |
| 3: Addressing the needs of each student | Student have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A schools careers program should embed equality and diversity considerations throughout.  |
| 4: Linking the curriculum learning to careers | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a range of future careers paths.  |
| 5: Encounters with employers and employees | Every student should have multiple opportunities to learn from employers about work, employment and of the skills that are valued in the work place. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.  |
| 6: Experiences of work places | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their expectation of career opportunities and to expand their network.  |
| 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 work place.  |
| 8: Personal guidance | Every student should have opportunities for guidance interview with a career adviser, who could be internal (a member of school staff) or an external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.  |

An overview of the Gatsby Benchmarks:

Evidence and progress:

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| --- | --- |
| Bench mark  | Evidence |
| 1: A stable careers programme. | * 1:1 Careers Guidance to all students. (main focus on year 10 and 11)
* Development on going of CEIAG Policy/Programme to be published on the school website when completed. 2021 –2022 uploaded.
* All students to have access to information and advice from staff in regards to future careers and pathways.
* Year 10 and 11’s sessions available to discuss apprenticeships ad possible opportunities in working with big companies.
* All students have the opportunity to discuss interests/ hobbies inn careers recorded on Compass+ and Edukey.
* Year 11’s work experience depending on attendance and suitability.
 |
| 2: Learning from career and labour market information. | * Access to IAG resources – i.e. websites and handouts to be displayed in classrooms and referred to.
* Development of handouts /resources to share with students and guardians.
* Through PSHE lessons students to work on developing C.V writing and interview skills.
* Posters displayed in subject lessons careers pathways in that area.
* Pupils have access to a qualified careers advisor where they can explore careers and labour market information.
* Careers coordinator available to all students to discuss career intentions.
 |
| 3: Addressing the needs of each student.  | * Year 10 and 11 students benefit from many 1:1 interactions with a qualified careers advisor to discuss their individual needs and intentions.
* Guidance is tailored to the individual taking into consideration students with SEN and consultation with the SENCo.
* Detailed records are kept on each pupil using both Compass+ (HOC are made aware) and Edukey (All staff have access to)
* Some students are accompanied to interviews/interactions with further education providers.
* Transition staff liase with HOC regarding students’ academic progress, suitability for work placements and developments with their post 16 destinations.
* We work closely with multi agency teams and guardians to ensure we are working to match the student’s best need.
 |
| 4: Linking curriculum learning to careers.  | * Teachers to embed careers through the year into their lesson.
* Teachers to share previous experiences with their career development and skills and abilities they have achieved.
* The use of PiXL to develop students’ knowledge and understanding.
* Subject led career posters available for staff to refer to.
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| 5: Encounters with employers and employees.  | * Students have access to work experience in year 11 dependant on HOC.
* Students have access to The Education People and can explore apprenticeship and work place skills.
* Students have the opportunity of completing a mock interview with EBP
* Students to engage with Apprenticeship team building activities.
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| 6: Experiences of work places.  | * HOC to decide which year 11’s can access work experience dependant on attendance, behaviour and general progress.
* EBP to source appropriate work placements.
* Suitable candidates to attend one week placement. ( Health and safety risk assessment to be completed by EBP)
* Careers coordinator to visit student in placement.
* Work placement to complete work experience evaluation produced by careers coordinator.
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| 7: Encounters with further and higher education.  | * All students have available discussions with Careers coordinator.
* Year 10 and 11’s have multiple encounters with a qualified Careers advisor which are recorded on Edukey and Compass+
* All IAG is impartial and tailored to the needs of individual students.
* Students are supported with visits to colleges, training providers and 6th forms.
* Training providers and colleges come in and speak with pupils about their offer. Students are also encouraged/supported with visits to career fairs and opportunities.
* College and 6th form open days are made available to students and guardians.
 |
| 8: Personal guidance.  | * All students have access to an appropriately trained/qualified careers advisor.
* Number of interactions is not limited and guidance is available to all students on as many occasions throughout the year.
* Pupils are tracked over a period of 9 months following leaving the PRU to check sustainability of destinations and support those who have not continued in their original destination. Once we have completed this the Educational people then track.
* Transition plans and contact notes detail the content of each interaction.
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Compass + Evaluation:

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| --- | --- | --- | --- |
| Benchmark | % of the evaluation areas in Benchmark achieved 2019/2020 | % of the evaluation areas in Benchmark achieved 2020/2021 | % of the evaluation areas in Benchmark achieved 2021/2022 |
| 1: A stable careers plan | 58% | 88% | 94% |
| 2: Learning from career & labour market information | 40% | 60% | 100% |
| 3: Addressing the need of each student | 81% | 81% | 90% |
| 4: Linking curriculum learning to careers | 0% | 25% | 100% |
| 5:Encounters with employers and employees | 25% | 0% | 75% |
| 6:Encounters of workplace | 75% | 75% | 50% |
| 7: Encounters with further & higher education | 40% | 65% | 80% |
| 8: Personal guidance | 100% | 100% | 100% |

Destination Data: 2017 – 2021

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| --- | --- | --- | --- | --- | --- |
| Destination  | 2017 - 2018 | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 | 2021 - 2022 |
| College | 26 (49%) | 19 (45%) | 28 (65%) | 22 (64.71%) | 15(40.5%) |
| 6th Form | - | - | - | - | - |
| Traineeship/Apprenticeship | 14 (26%) | 8 (19%) | 6 (14%) | - | 6 (16.2%) |
| Employment  | 3 (6%) | 5 (12%) | - | 3 (88.2%) | - |
| Other i.e. pregnant | 2 (4%) | 1 (2%) | 2 (4%) | 1 (2.94%) | - |
| NEET | 8 15% | 9 (22%) | 8 (18%) | 7 (20.59%) | - |
| Unknown | - | - | - | 1 (2.94%) | - |
| Moved out of area | - | - | - | - | - |
| Pending | - | - | - | - | 11(29.7%) |
| No offer | - | - | - | - | 5 (13.5%) |

* 2021 – 2022 is offer data.

We work closely with The Education People and share information with each other as to keep in touch to provide support and guidance once they have left our provision.

Areas for Development:

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| --- | --- | --- |
| Objectives | Actions  | Success Criteria |
| Further development of the Careers and Information guidance programme across key stages will improve the quality of provision and reduce the number of NEETs at KS4 | Teachers to ensure subjects contains career focus lessons Career champions are to be implemented. Suitable work experience placements are to be sought out. Continue to raise aspirations of our young people. Additional career speakers to come in to talk to the students about an array of career pathway. Work together with Careers Advisor to promote post 16 destinations ad track.  | Career lessons are written and delivered: evident in SOW.HOC decide who is best appointed. Students attend work experience. Students are aware of potential pathway and future destinations and feel supported. Students are aware of the different careers available.  |

Appendix 1:

**Careers Programme 2021-22**

**Aims of the careers programme:**

* To enable pupils to make informed choices about their future education and career paths.
* To develop pupils understanding of the world of work.
* To encourage pupils to develop the skills required in order to be successful in the pursuit of their future plans.

**Term 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity**  | **Gatsby Benchmark**  | **YR Group**  | **Date**  |
| 1:1 Careers Guidance  | 3, 8   | 11  | Ongoing   |

**Term 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity**  | **Gatsby Benchmark**  | **YR Group**  | **Date**  |
| 1:1 Careers Guidance  | 3, 8   | 11  | Ongoing   |
| The Education People – 1:1 Meetings with Pupils Southwood Westwood  | 2, 7, 8  | 11  |  Mon 29th November Mon 22nd November   |
| ELA Careers Week *Teaching staff included careers content in at least 1 lesson during the week*   | 2, 4  | All  | 8th- 12th November  |
| EBP – Group sessions on Interview Skills  | 6  | 11  | 11th November – Southwood 9th November – Westwood   |
| College Visits  *Canterbury College*  | 3, 7  | 11  |  November 2021  |

**Term 3**

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| --- | --- | --- | --- |
| **Activity**  | **Gatsby Benchmark**  | **YR Group**  | **Date**  |
| 1:1 Careers Guidance  | 3, 8   | 11  | Ongoing   |
| Training Provider Visits: *Liberty*  | 3, 7   | 11  |  10.1.21  |
| College Visit at Broadstairs EKC  | 3, 7  | 11  | 28.1.21  |

**Term 4**

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| --- | --- | --- | --- |
| **Activity**  | **Gatsby Benchmark**  | **YR Group**  | **Date**  |
| 1:1 Careers Guidance  | 3, 8   | 11  | Ongoing   |
| ELA Careers Week  *Teaching staff included careers content in at least 1 lesson during the week* *Staff to display ‘Careers Week Plaque’ showing their experience and skills* *Pupils to undertake careers research and complete the ‘I want to be frame’*  | 2,4  | All  | 28th Feb – 4th March  |
| ASK Talk/Group Session (Apprenticeships) Southwood Westwood  | 2, 7  | 10, 11   |  Mon 28th Feb at 11:20  3rd March at 10:50   |
| The Education People – 1:1 Meetings with pupils Southwood Westwood  | 3, 7, 8   | 11  |  Mon 14th March Mon 21st March  |
| Work Experience (yr 11 pupils) Southwood Westwood   | 3, 5, 6  | 11  |  28h March- 4th April 7th March-11th March  |

**Term 5**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity**  | **Gatsby Benchmark**  | **YR Group**  | **Date**  |
| 1:1 Careers Guidance  | 3, 8   | 10, 11  | Ongoing   |

**Term 6**

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| --- | --- | --- | --- |
| **Activity**  | **Gatsby Benchmark**  | **YR Group**  | **Date**  |
| 1:1 Careers Guidance  | 3, 8   | 10  | Ongoing   |
| College Visits  *Canterbury* *Broadstairs* *Dover*   | 2, 7  | 10  | TBC  |