

### **Evaluating the effectiveness of our Careers programme**

**The careers programme at Abbey Court is regularly evaluated to ensure it supports progression meets the Gatsby Benchmarks, and is differentiated to meet the needs, abilities and interests of individual pupils. This is achieved through regular monitoring and staff training by the Careers subject leader, and more formally, by an external advisor every three years. It is also reviewed by the senior leadership team and key stage leaders during individual pupil progress meetings, to ensure each pupils' careers education and experiences are tailored to their needs. Progress in Careers education is also celebrated and tracked through a variety of accredited programmes and awards. This includes the Duke of Edinburgh award scheme, AQA unit award schemes, and ASDAN awards, which all have a strong focus on work related learning skills. The percentage of pupils achieving these awards is reviewed through the Whole School Performance Report to ensure consistency and to strive for continued improvement.**

All students will:

- ✓ Develop a deeper understanding of themselves, their abilities and affinities
- ✓ Gain a greater knowledge of the range of opportunities open to them
- ✓ Take part in work related activities in and out of school
- ✓ Understand the labour market and the requirements and expectations of employers
- ✓ Learn to make decisions wisely about their future
- ✓ Be fully prepared to manage change and be fully supported through key transition periods
- ✓ Learn how to improve their own employability: how to find work, how to get work and how to progress their careers

DFE

- Government Careers Strategy 2017

## Careers Education (Secondary)

### Gatsby Benchmarks & how these are met:

#### 1. A stable careers programme

- Dedicated topics covered through 'Living in the Wider World' and accredited careers themed awards.
- Pathway groups at FE

#### 2. Learning from career and labour market information

- teaching of Rights, responsibilities and crosscurricular numeracy - money, time and budget managing.

#### 3. Addressing the needs of each student

- personalised transition plans.
- Individual Education Plan targets to address individual skills.

#### 4. Linking curriculum learning to careers

- Life skills and awareness of the world of work embedded throughout SOW topics and targets
- Planning for Rural activities centre work experience

#### 5. Encounters with employers and employees

- visitors from Kent police, mid kent college and other providers as guest speakers.
- Educational visits to the local community.

#### 6. Experiences of workplaces

- College and work experience placements.
- Across site and onsite work experience.

#### 7. Encounters with further and higher education

- College and Pathway groups and placements

#### 8. Personal guidance

- Individual planning for the future tailored to pupils.
- mock interviews and support in preparing for these such as ironing a shirt, planning a route using public transport.

	Key Stage 3			Key Stage 4		Key Stage 5
<b>Careers Programme topics</b>	<u>Year 7</u>  Listening skills (T3)  School staff (T6)	<u>Year 8</u>  Local Employers (T3)  Dreams and Goals (T6)	<u>Year 9</u>  Health and safety (T3)  Using Money (T6)	<u>Year 10</u>  Managing money (T3)  Preparing for Work Experience (T6)	<u>Year 11</u>  Work Experience skills (T3)  Move on up (T6)	<ul style="list-style-type: none"> <li>- Travelling safely</li> <li>- Planning a budget</li> <li>- Managing transition to increasingly independent living</li> <li>- Support in the community</li> <li>- Strategies to manage being 'new' in 'new places'; fitting in and making new friends</li> <li>- Protecting my data: keeping personal information safe.</li> </ul>
<b>Encounters with Employers and employees</b>	Term 3 –          Term 6-	Term 3 –          Term 6 -	Term 3 –          Term 6 -	Term 3 –          Term 6 -	Term 3 –          Term 6 -	

<p><b>Experiences of work places</b></p>	<p>Shadowing Roles in school;</p> <p>Office, caretaker, teacher at primary.</p> <p>Work experience simulated activities that take place in the class or school to 'role play' the experience.</p>	<p>Supporting primary pupils in classes.</p> <p>Educational visits in the community.</p>		<p><i>Shadowing is Work experience that is largely observational or gives the student the opportunity to be a helping hand. Sheltered work experience takes place on the school site so that the pupil is still overseen by people who understand them and their needs and is in a familiar context.</i></p>		<p><i>Protected work experience takes place on the primary site. This is a step on for students as the environment is less familiar and the staff may be unfamiliar – however, the staff will understand the nature of need of the student.</i></p> <p><i>External work experience can be either supported (with a teaching assistant on hand) or unsupported as appropriate for individuals.</i></p>
<p><b>Encounters with further and higher education</b></p>	<p>Guest speaker:</p>					<p>College placements</p>
<p><b>Independent Careers advice</b></p>						

\*Work-related learning and Enterprise (WRL&E) are woven through topics throughout the academic year.