



Careers Programme

The government's new Careers Strategy was published in December 2017 and followed by statutory guidance for governing bodies, school leaders and school staff in January 2018. The strategy places the Gatsby Benchmarks at the heart of careers provision in schools and colleges, and formalised the expectation that all schools and colleges should have a named Careers Leader in place for September 2018 and be meeting the requirements of all 8 Benchmarks by 2020

Key Roles

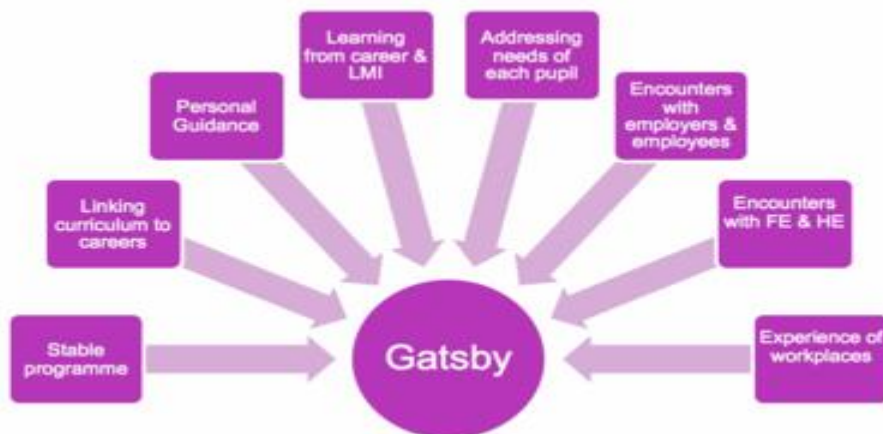
- Jon Troy (Enable Trust) Careers Leader. Leading the school's careers provision
- Suzanne Davis (Culverhill School) Work Ex Co-ordinator. Work experience placements, educational class visits
- Jon Troy (Culverhill School) Independent Careers Adviser. Providing information advice and guidance to pupils 1-1 and in groups
- Kelly Spicer (West of England Combined Authority) Enterprise Co-ordinator. Providing schools with a local source of expertise and support for their careers provision
- Sue Hewitt. Headteacher. Senior Leadership representative responsible for line- managing the careers leader and CEIAG
- Gill Edginton (Chair of Governors) Responsibility for ensuring Culverhill School provide good quality CEIAG to all students.

Key Priorities

The focus of Culverhill School's CEIAG provision over the next year will ensure:

- The school is working towards providing students with outstanding careers education, information, advice and guidance.
- The school meets the statutory expectations regarding CEIAG set out in the Gatsby Benchmarks by the end of 2020/21 school year (?)
- The school has published details of the careers programme and made arrangements for providers of employment, training and education to talk to students
- The destinations of young people from Culverhill School are tracked and this information is used to improve the effectiveness of CEIAG programme
- Students experience a greater range of vocational experiences through work experience, employer and training provider meetings, and educational visits.

What are the Gatsby Benchmarks?



The eight benchmarks are a framework for good career guidance development to support schools in providing students with the best possible careers education, information, advice and guidance.

They were established as part of Sir John Holman's research into what pragmatic actions could improve careers guidance in England and now form part of the Government's careers strategy. Issued by the DfE in January 2018, which all schools must meet by 2020.

The Culverhill School Careers Programme

Early transition planning is a key focus of student's experience at Culverhill School. We want to ensure that all students have access to a wide range of experiences, support and guidance to help them make the best decisions about their future. Starting in Year 7/8, we support students through to when they leave us in Year 11. We want to make this process of moving on as positive and individualised as possible, with students and their parents and carers placed at the very heart decision making.

Year 8/9 is a key stage within school where we ensure that Preparation for Adulthood is central to thinking about the future – in class groups and lessons, through individual bespoke careers guidance, and through the EHCP process.

Culverhill School is committed to providing a rewarding and developing Careers Programme that raises aspirations and encourages achievement, whilst remaining realistic and goal-focused, and that suits the individual needs of all of our students. The Careers Programme will provide a framework to develop independent life skills, employability, and vocational awareness, in as practical and realistic settings as possible. The fundamentals of the programme is based upon the 8 Gatsby Benchmarks. Issued by the DfE in January 2018, which all schools need to meet by 2020.

Our vision of the school's Careers Programme is that students leaving Culverhill School are able to make informed choices and decisions about their next steps, whether it be into supported college courses, special school/6th form provision, or work or training opportunities. Every student's journey is different, and we want the programme to reflect this.

We want to ensure that all students have a clear transition plan, supported by their EHCPs, well in advance of their leaving us after Year 11. The experience of moving on from a setting such as Culverhill can be daunting and stressful for students and parents and carers, and we want to ensure that this process is as smooth, supportive and positive

as possible. We want our students to look forward to what happens next, having made a choice that is appropriate to them.

The Careers Programme for Parents

At Culverhill School work with parents/carers is central to everything we do. Transition planning is a team effort with the views and aspirations of parent/carers at the very heart of the process. The development of our students and the successful transition through school and into their next steps is only successful through strong collaborative relationships with parents and carers. The Careers Programme is designed to make parents and carers aware of our CEIAG programme and encourage engagement in the events and discussions around careers, progression and options/opportunities.

We want to encourage all parents and carers to actively participate in the schools Careers Programme. This can be done through a variety of ways: offering work experience placements, attending parents and transitions evenings, EHCP review contributions and sharing thoughts and feedback on CEIAG with the school's careers leader.

If you have any questions, comments or feedback or simply would like to find out more then please don't hesitate to contact Jon Troy Jonathan.Troy@culverhillschool.org.uk

The Careers Programme and Employers

At Culverhill School we want to ensure that every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace from an early age. We believe that engagement with a wide range of employers allows our pupils to expand their horizons, increase awareness of opportunities and raises aspiration.

Although we have students with a wide range of very complex needs we firmly believe that accessing work and employability experiences is invaluable and appropriate for the vast majority of our students. Many of our students go on to find work as young adults, either full or part time, through supported employment, internships and voluntary opportunities. We want to ensure that discussions around work raises the aspirations of our students but also remains realistic and manageable.

We work with a range of providers to develop encounters within school and experiences in work places which will encourage our students to:

- Raise self-esteem and help to realise working in some context can be a realistic possibility
- Raise their aspirations and encourage further achievement
- Investigate work and working life, what jobs people do, and why
- Understand the local labour market, what jobs and employers are around where they live
- Learn to be safe in the workplace
- How to prepare for work, what the expectations of employers might be, how to be a confident interviewee
- Learn a wide range of key employability skills; timekeeping, dress, social skills, initiative
- Learn about enterprise and developing their own employability ideas
- Building personal and professional networks. We work with a range of providers who help us to deliver work experience, activity days and events, talks to groups, mentoring and enterprise schemes, visits and tours.

Want to get involved?

We are always looking to develop relationships with employers and would love to hear from you or your organisation. Please contact our schools Careers Leader Jon Troy to discuss or our work-links co-ordinator Suzanne Davis Jonathan.Troy@culverhillschool.org.uk Suzanne.Davis@culverhillschool.org.uk

The Careers Programme for Teachers

At Culverhill School, all teachers:

- Link curriculum learning with careers - by which we mean: employability skills, Independence, vocational awareness, confidence and self-esteem, life and living skills.
- Have direct experience of what post-16 options are available to students at Culverhill School, i.e. colleges, bespoke work and training providers, special and mainstream 6th forms
- Understand what provision is in place for careers, employability and enterprise education
- Know how to embed careers learning in their subject
- know how to access careers related information and resources to support their subject area.
- Know what differentiated support students need to receive in terms of careers, employability, and enterprise education.
- Provide students with opportunities to discover and learn about careers and employability
- Engage with the wider business community and with employers inside and outside of the classroom
- Help discuss experiences with students, offer feedback, encourage exploration.

Training, Supported Employment and Apprenticeship Providers

As part of the Culverhill School Careers Programme we encourage contact from training and apprenticeship providers to allow students in years 8-11:

- To find out about realistic apprenticeship opportunities and the required entry qualifications, either as a direct route from Year 11, or as a future pathway following further education/learning.
- To hear from a range of local providers about the opportunities they offer, including apprenticeships and internships, supported work programmes, voluntary schemes
- To understand how to research information and make appropriate applications
- To visit and experience what it is like to work in a realistic setting

For further information contact Careers Leader Jonathan.Troy@culverhillschool.org.uk

The Culverhill School CIAG journey

At Culverhill School we believe that Careers Education, Information, Advice and Guidance is an essential part of every student's journey through school, and their preparation for adulthood. It is embedded throughout the curriculum in everything we do, appropriate to the students level and understanding, whether in the class-room, extra-curricular activities and clubs, enrichment trips, visiting placements and providers, hearing from speakers and much more.

Year 7 - Discover

A time to learn and gain knowledge of CEIAG

*“What jobs do people do?”
“What is my dream job?”*

“What jobs do I do at school?”
“What jobs do I do at home?”

Year 8 - Explore

A time to investigate CEIAG further and how it affects you

“What is a career?”
“What is a career path?”
“What are employability skills?”
“How do I become a...?”
“Who can I talk to about my ideas?”
“What do people wear to work? What tools do they have?”
“What is a college? What can I do there?”

Year 9 - Focus

A time to begin concentrating on/considering your future/post-16 options

“What do people do when they leave Culverhill School?”
“How can I find out more?”
“What am I best at?”
“What do I need help with?”
“What qualifications might I need?”
“What jobs might suit me when I am older?”
“What jobs can I try out in school?”
“What is my Education Health and Care Plan?”

Year 10 - Plan

A time to prepare for post-16 and directly experience the world of work

“What is my choice for after post-16?”
“How can I tell people my views?”
“How can I try out what I’d like to do next?”
“How do I have my say?”
“How do I apply for my choice?”
“What jobs can I try outside of school?”
“What other skills do I need to learn to be more independent?”
“How can I meet providers like colleges, employers, training providers?”

Year 11 Action

The time to act and apply for your post-16 options

“How will my EHCP help me once I move on?”
“How can I be sure what’s right for me?”
“How do I prepare for an interview or taster day?”
“What back-up plan have I got in place?”
“How can I continue to be more independent?”
“How can I make sure I am relaxed and happy about the choice I’ve made?”

The Careers Programme - What happens when?

Year 7

Curriculum Learning Linked to Careers
School Newsletter Including Careers Labour Market Information Access to library/ICT resources
Access to independent careers advice
Careers Drop-in

Year 8

Group sessions with careers adviser, opportunity for 1-1 interviews
Attend EHCP meetings to signpost support
External provider/community visits

Year 9

Internal work experience
PSHE/Careers lessons
Preparation for Adulthood Team involvement in EHCP reviews
1-1 interviews and Careers Action Planning

Year 10

External work experience
Provider visits - colleges, training providers etc
Transitions Evening
Tasters, visits, links
parent/carers meetings with careers adviser
Home or school Independent travel (group)

Year 11

Application forms
Interviews with support
mock interviews and practice
Independent travel (individual)
Early college/offsite links alternative education placements
External observations (6th forms, colleges)
bespoke visits/transition links
Parental provider visits
Post-16 preference on EHCP - Student Voice

Approved by Governors March 2021