

Ashby School Careers Programme

At Ashby School we aim to promote a progressive career provision that is linked to our core values of Respect, Resilience and Responsibility and is an essential part of the school ethos.

Our effective and impartial career programme, together with a rich curriculum, we empower our young people to learn and place their best interests at the centre of everything we do.

We aim to support the aspirations of all our learners and ensure they gain the skills, competencies and experiences they require to progress in their learning and the world of work.

By aligning our careers provision to the Gatsby and CDI frameworks, we can give our young people the knowledge and the cultural capital they need to flourish and succeed as individuals in their future careers.

Our ambitious, progressive programme contains age appropriate content and activities and delivers a wide range of opportunities and experiences for all students. It encourages our students to understand the variety of future pathways available including technical, vocational and academic routes.

As a team, we continually measure and assess the Intent, Implementation and Impact of our careers programme. This allows us to evolve and improve our career provision to meet the needs of our students, the world of work, and the rapidly changing landscape in Leicestershire and beyond.

Our aim is for our students to become more independent, confident and resilient learners, who can be respectful to one another's career choices, challenge stereotypes, and understand the link between learning and the world of work, with an appreciation for the value of lifelong learning, so they can make a positive contribution to society.

Our current Careers Advisers are Ellen Rayns and Gayle Prockter. They are able to give students at Ashby School information, advice, guidance and support on a number of areas including Careers Education. We are also supported by Prospects/LCC who work with potential NEET's (Leavers who are not in Education, Employment or Training) and track the destinations of our leavers.

The Careers, Education, Information and Guidance (CEIAG) programme is an important structure set in place to motivate and inspire students to raise their aspirations and attainment. All students from Year 7 through to Year 13 are entitled to a programme that will encourage their career development to be a continual process. We work in conjunction with parents, guardians, teaching staff and local industry to provide a high-quality programme for the students of Ashby School.

Pupil entitlement

All pupils in years 7 – 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

Intent

1. Students have access to an impartial ambitious, careers programme from Year 7 to Year 13, with explicit content, delivered in a logical progression.
2. Unbiased careers advice and support from a range of different career activities such as individualised 1:1 career meetings with our qualified Careers Advisers, small group sessions, PSD lessons, employer encounters, career fairs, career conversations, events such as mock interviews, HE visits, Apprenticeship workshops, skills workshops, awareness of NCW, tutor time careers activities and careers within the curriculum.
3. The calendar of events and activities are published on our website, to ensure wider information, access and transparency to stakeholders. These are subject to change based on the needs of our students.

4. Students develop an awareness and understanding of local Labour Market Information, which encourages exploration and supports them in making well informed decisions based on careers in our local area.
5. Challenging perceptions and raising aspirations in careers related PSD lessons, so that subject and career choices challenge stereotypes, and students know how to look beyond their immediate environment to new and exciting possibilities.
6. Students with special educational needs and disabilities, or those from disadvantaged groups, develop their skills in a safe and aspirational environment, enabling them to reach their full potential and prepare them for their next transition point.
7. Providing advice, information, guidance and support which will encourage further engagement with all stakeholders such as parents/carers, families, staff and employers.
8. To equip students so they can understand the options available to them now and in the future.

Implementation

1. Delivering a clear, progressive and impartial programme from Year 7 – Year 13, which is backed by SLT and other key stakeholders, with explicit activities and content delivered in logical progression, routinely monitored and evaluated to ensure it is fit for purpose.
2. Giving clear and accurate career information, advice, and guidance, which meets the needs of our students and supports them with the development of their own personalised careers journey and results in appropriate and sustainable transitions/destinations
3. A range of up to date resources which supports the ever changing and evolving world of work landscape including but not limited to; PSD lessons, meaningful FE/HE and employer encounters, recognition of National Careers Week and National Apprenticeship Week, Job of the Week resources, Career Journey Booklets and opportunities including bespoke support to ensure our students understand their options and are able to reach their full potential after Ashby School.
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.
5. Teaching staff embed careers within their own subjects, 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.
6. Regular communication, advice, information and guidance to support all stakeholders and encourage further engagement through a range of communication channels such as careers newsletters, social media, e-mail, website, bulletins, assemblies and webinars.
7. Provided, via our Careers Adviser and staff respectively, individualised interviews and support with career aspirations, as our students develop personal strengths such as confidence, improving attainment, adaptability, respect, responsibility and resilience. We plan to help them to recognise the link between school and work, and the value of lifelong learning.
8. An evolving Alumni programme to inform and inspire. For example, using female alumni on International Women's Day to outline their career path and successes so far.
9. Developing close working relationships with all stakeholders including community and local business networks, Enterprise Adviser, Enterprise Co-ordinator, LLEP, etc. by holding termly meetings and stakeholder evaluation groups.
10. Using compass+ as a tool to track student experiences and allow these to be shared with them so they can view their careers journey and activities so far in order to support with making confident destination choices.

Group	Autumn Term	Spring Term	<i>Careers fair/ event 2023-2024</i>
Year 7	<ul style="list-style-type: none"> E2L curriculum linked to careers (Best of me) Form time: gather intended destinations Welcome assembly from Advisers 	<ul style="list-style-type: none"> E2L curriculum linked to careers (Teamwork) Guess my Job session with LEBC Work experience within school 	<ul style="list-style-type: none"> E2L curriculum linked to careers (Careers in the Curriculum) Year 7 Future Skills Questionnaire
Year 8	<ul style="list-style-type: none"> Welcome assembly from Advisers Caterpillar apprenticeship assemblies (Phase 1) 	<ul style="list-style-type: none"> PSD: Beginning my career journey (calendar tbc) PSD Exploring LMI (calendar tbc) 	<ul style="list-style-type: none"> Speedy Speakers event Intended destinations updated Careers fair/ event
Year 9	<ul style="list-style-type: none"> World Skills Trip 	<ul style="list-style-type: none"> Local colleges and training providers assemblies (Phase 2) PSD: Marketing me (calendar tbc) 	<ul style="list-style-type: none"> Year 9 Future Skills Questionnaire Intended destinations updated CV workshop Post-16 pathways evening
Year 10	<ul style="list-style-type: none"> Careers Evening: Industries and Universities 2025-2026 Apprenticeship assemblies with Project ASK (Phase 1) Workshop sessions with ASK Welcome assembly from Advisers Post 16 provider assembly – local colleges 	<ul style="list-style-type: none"> Job of the Week 	<ul style="list-style-type: none"> PSD: 'Exploring Post-16 options' module PSD: 'Developing networking and social etiquette skills' module Business related talks with representative from Caterpillar Year 10 Future Skills Questionnaire Intended destinations Tutor time: Mock interview prep Mock interviews Year 10 pathways assembly Careers fair/ event
Year 11	<ul style="list-style-type: none"> Assembly on opportunities Post-16 Group sessions/talks about Colleges, Apprenticeships, Medicine and Engineering with external speaker support Into the Sixth Form Evening Form time programme with a sole focus on careers (including understanding options, CV's, Interviews, labour market information and setting goals) Year 11 Future Skills Questionnaire (bought through from Year 7) Careers interviews Live apprenticeship and traineeship vacancy emails Industry apprenticeship and employment assemblies/technical routes (Phase 2) 	<ul style="list-style-type: none"> Post 16 Application support clinics PSD: Understanding and completing Post-16 Applications via PS16 system PSD: 'Preparing your Applications' module PSD: 'Interview ready' module Job of the Week Live apprenticeship updates Caterpillar Engineering talks Careers interviews Live apprenticeship and traineeship vacancy emails 	
Year 12	<ul style="list-style-type: none"> Careers Evening: Industries and Universities Career of the Fortnight: Tutor time Work Experience Career Ready programme starts Live apprenticeship and traineeship vacancy emails 	<ul style="list-style-type: none"> Caterpillar, Next & DHL assembly Oxbridge visits University of Lincoln study skills Live apprenticeship and traineeship vacancy emails Project ASK sessions University of Leicester Student Finance online sessions 	<ul style="list-style-type: none"> Skills for Success UCAS Fair UCAS morning Career Ready trip to EMA Gateway Personal statements workshop ASK Degree level apprenticeship assemblies (Phase 1) Design: Visit to caterpillar, tour etc Careers fair/ event
Year 13	<ul style="list-style-type: none"> Careers Evening: Industries and Universities Post 18 Assemblies Personal Statements refresh Project ASK assessment centres 	<ul style="list-style-type: none"> LEBC Apprenticeships and CV's DeMontfort Finance Evening Industry apprenticeship and employment assemblies (Phase 2) Career of the fortnight: Tutor time 	

Impact

The CEIAG policy and programme will be regularly monitored and evaluated, through a variety of techniques, to ensure as far as possible it is fit for purpose. Evaluation occurs in several formats including:

1. Data such as destination, shows a range of positive outcomes, as students move successfully, at all transition points, onto sustainable pathways.
2. Students can communicate that they feel prepared and empowered to make reasonable decisions about their future, and NEET figures which reflect the success of school programme and interventions.
3. Students can make confident and well-informed decisions about their future career choices due to a wide range of experiences and opportunities.
4. Students develop competencies and employability skills. They improve motivation; understanding they can make a positive contribution to school, the community and society and have a positive attitude towards lifelong learning.
5. Undertaking regular focus groups with students after activities, events, tutor time and PSD to gain feedback on effectiveness and impact on our young people
6. Running stakeholder evaluation groups containing other teachers, parents, local employers and governors to assist in reviewing and evaluating the impact of our programme and looking at how we can consider a variety of viewpoints to improve our offering.
7. Undertaking regular audits with staff to assess requirements/needs and put a plan in place to deliver CPL to support.

To summarise, regularly monitoring, evaluating, reviewing and reflecting allows us to proactively plan future programmes.

We collect quantitative and qualitative data and information from a range of sources including: -

- Student/Parent surveys and questionnaires,
- Teacher and Staff audit and evaluation forms
- Employer/Employee questionnaires
- Transitional destination data
- Attendance and attainment figures
- Sustainable, progressive and ambitious pathway choices
- Compass + audit tool
- Gatsby Benchmark consistently met
- LLEP – Leicestershire Local Enterprise Partnership feedback
- NEET (Not in Education, Employment or Training) figures
- Contribution and engagement with society/Alumni

Accountability

- The Link Governor and/or Governing Body are responsible for overseeing the quality and content, and monitoring the impact that the careers provision, ensuring independent careers guidance is provided in an impartial manner.
- The Senior Leadership Team is 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.
- The Link SLT Careers Line Manager is 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 is 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 or managing the provision of independent personal advice and guidance in 1:1 and/or group sessions and coordinating other specific activities such as arranging careers events, tracking and reporting destination data and the documenting and tracking of all career activities.
- The Head of Year/Head of Department is responsible for facilitating and/or delivering career information at key transitional points and incorporating career learning within their curriculum linked to real-world career paths.
- The Subject Teachers are responsible for linking and embedding careers within curriculum learning using their own expert knowledge to explain a range of pathways and options.
- The LLEP Coordinator supports our careers provision by growing business relationships and networks. They provide a source of local expertise and Labour Market Information which aligns with the area development plan.
- The Careers and Enterprise Company supports us with compass 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 is 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. We are currently working with Caterpillar.

Procedures and Responsibilities

1. Organisation and Delivery of CEIAG

CEIAG is a part of the statutory requirements for Ashby. It is therefore fed through the curriculum in a variety of ways. The main events are organised through the Careers Leader and then further strands are linked to E2L (Empowering to Learn), PSD (Personal and Social Development) lessons, our Careers Advisers and tutor time as well as pupils being able to organise their own work experience. Students on the Alternative Curriculum partake in work experience as part of their programme.

The Careers Leader undertakes work to aid in the creation of materials for the PSD course, events and tutor time sessions. These sessions and activities aim to help our pupils leave Ashby School prepared for the world of work by helping them to understand the different options available to them; understand the world of work around them; understand the importance of work and understand their rights and responsibly in the work place.

A careers adviser is available for any pupil who wishes to make an appointment and attend the Careers Choice Evening and both Year 11 parents' evenings as well as all results days. Appointments can be made by pupils or their form tutors by contacting directly via email.

Each year Ashby hold a large careers event. All students (with particular reference to Year 8, 9, 10 and 12) are invited to a job based fair. This includes meeting delegates representing local colleges, Sixth Form and

local and national businesses that the students should be aware of or that may represent industries they are interested in working in. We invite attendees based on the career aspirations of our students. This evening allows pupils to enhance their skills and understanding related to the world of work and partake in an employer engagement activity through conversation.

A variety of teaching and learning styles are employed for CEIAG. This can range from class discussions about the virtues of different career routes, group activities to combat stereotyping of jobs, individual research using IT software, videos, open day visits, speakers and individual research activities.

Differentiation is provided through the variety of resources used, tasks provided and through the individual support and guidance of groups and individuals.

2. Spiritual, Moral, Social and Cultural Education

CEIAG will contribute to each student's spiritual, moral, social and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country as a whole.

3. Equal Opportunities

CEIAG will help to promote the school's policy on equal opportunities by providing a range of resources, which match individual needs, helping students recognise the importance of equal opportunities in working life and monitoring resources to ensure the absence of stereotyping.

4. Special Education Needs

CEIAG will promote the school's policy on SEND by using a range of resources to match individual needs and with the continued support of the SEND department with applications. All students with an Education Health Care Plan receive a careers appointment with our careers adviser prior to their annual review year 11 and our first to be met.

5. Staff Development

All staff involved are entitled to CEIAG training, such as CPD for teachers of PSD and training on the Application Process which includes the need for impartiality. All form tutors are entitled to this training, with sessions provided in the Autumn Term for new members of staff. This is being planned accordingly.

6. Resources

The CEC has a number of resources that can be used by the students. As far as possible these are regularly updated. They currently include:

- Careers Library with a range of literature including books, leaflets, college and university guides and reading books on topical careers issues.
- Computers, videos, posters, opportunities sent via email, the school bulletin and jobseekers guides.

8. Partnership

We work in partnership with the following:

- Prospects/LA – complement careers education by working with pupils who are potential NEET, identified by the Head of Careers as either not applied after the application deadline or have made an unsuitable choice
- Local industry and businesses – who will support Work Experience, Careers Choice Evenings and talks.
- Further and Higher Education Institutions – exchange up to date information and advice.
- Parents and guardians – who will exchange information, contribute to the programme, and, where appropriate, evaluate provision.
- LLEP and CEC

Management of provider access requests

A provider wishing to request access should contact Lindsay James, Careers Leader, Ashby School.
Email: L-James@ashbyschool.org.uk

Alternatively, you can contact Ellen Rayns: Careers Adviser, Ashby School.
Email: E-Rayns@ashbyschool.org.uk

Telephone: 01530 413748

Next review of Careers Provision: September 2024