

Annual Careers Plan (2020-21)

1. Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The careers plan sets out how William Howard School intends to provide a good careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The plan is based on the DfE document “Careers Guidance and Inspiration in Schools” dated March 2015. The main outcomes of the plan (over the coming years) is to achieve the 8 recommendations of the Gatsby report “Good Career Guidance” dated 2014.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

2. Document Purpose

The document outlines the William Howard School Careers Plan for September 2019 – July 2020. The document will be reviewed before the commencement of the next academic year and revised accordingly.

3. Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school.

Goal	Description	Link to Gatsby's Recommendations		Target Date	Success Criteria	Completed Date
Produce a number of careers engagements for parents and carers.	We will consult with parents, carers and students through on-line consultations, reviews, public forums and parent, staff and student surveys.	1. A stable careers programme	1.2. The careers programme should be published on the schools' website in a way that enables pupils, parents, teachers and employers to understand the schools offer in this area	Sept 2018	Regular careers news email received by parents via monthly newsletter.	April 2019
Measure the impact and gather feedback on careers provisions.	Measure the impact of the services provided (including evidence of learning outcomes and progression) and gather feedback from students on the usefulness and effectiveness of individual provisions.	1. A stable careers programme	1.3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	Sept 2018	Feedback forms completed by students after events and activities. Completion of annual survey for students, parents and teachers. Regular agenda items on Student Voice.	April 2019
Provide a broad range of careers information.	We will provide broad information sources for students to use which will help them choose and develop their career plans.	2. Learning from career and labour market information	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.	Sept 2018	All students have access to the careers page on school webpage and an online IAG platform via personal development curriculum lessons which can also be accessed remotely using a login and password.	April 2019
To provide our Young People with an introduction to the skills and behaviours needed to become Young Professionals	We will support all our students in completing the YEUK Young Professional toolkit so they can not only learn the skills and behaviours needed to become Young Professionals but so they can become part of the UK wide network.	3. Addressing the needs of each pupil	3.1. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspiration.	Sept 2018	All year groups attend targeted aspirational careers events see Activities and Events Calendar. The personal development curriculum has a six week careers programme delivered to each year group.	April 2019
Every student to be provided with a careers action plan.	Through our school-wide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers	3. Addressing the needs of each pupil	3.2. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.	Sept 2018	Every student has a Careers Action Plan and a careers passport on the VLE. Intended destinations data is collected for Year 11, 12 and 13 three	April 2019

	action plan and that this is used as a key stimulus for their learning.		3.3. All pupils should have access to these records to support their career development. 3.4. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.		times a year and aspirational data is collected for all other year groups two weeks prior to their targeted careers event.	
Integrate Career readiness into School curriculum.	We will ensure that we take every opportunity to integrate career readiness into the School curriculum.	4. Linking curriculum learning to careers	4.1. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	Sept 2018	Personal Development curriculum lesson plans that include a provision for careers readiness. IAG links cross curriculum including STEM.	April 2019
Utilise existing networks to contact local Business contacts.	We will work closely with local businesses, local enterprise partnerships and other organisations to build partnerships which will benefit our students, communities and society as a whole.	5. Encounters with employers and employees	5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer	Sept 2018	William Howard School is part of local business forum Carlisle Ambassadors and all students engage with business employers at targeted careers events and within lessons.	April 2019
Organise one week of work experience for every year 11 student.	We will provide support to give every year 11 student the opportunity to participate in one week of relevant work experience.	6. Experience of workplaces	6.1 By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have 6.2 By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.	Sept 2018	All year 11 students have arranged work experience and completed a work experience log book. Sixth Form students have at least one meaningful experience with an employer by means of a work related project linked to subjects.	April 2019
Every student will be given the opportunity to meet/ visit 6th forms, colleges, apprenticeship providers and Universities	We will provide all students with the opportunity to visit or work with at least one University.	7. Encounters with further and higher education	7.1 By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including 6th forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 7.2 By the age of 18, all pupils who are considering applying for university should have had at least	Sept 2019	All staff and students have had the opportunity to meet with or visit the full range of learning providers on offer during careers events along with campus visits and use of University Academics as guest lecturers linked to each subject area.	April 2019

			two encounters with universities to meet staff and pupils			
Experience of an interview	We will provide personal development lessons to all students.	8. Personal Guidance	8.1. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	Sept 2019	All students have the opportunity to have an interview as part of their personal development curriculum and KS4 students will all have a mock interview as part of their targeted careers events. Students also have the opportunity to have an impartial 1-1 careers meeting at their request using bought in provision.	April 2019

4. Activities and Events

Reference	Life Ready Events	Date	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	National Careers Week	March	✓	✓	✓	✓	✓	✓	✓
2	Targeted Aspirational Careers Events	See Calendar of Events on WHS school webpage	✓	✓	✓	✓	✓	✓	✓
3	Global Enterprise Week	November	✓	✓	✓	✓	✓	✓	✓
4	My Money Week - CET	June	✓	✓	✓	✓	✓	✓	✓

Careers Events in William Howard School 2020/21:

Awaiting government advice

5. Careers Information

Information and self-help material are available on the student careers page on the VLE. The resources will be updated regularly and students will be able to request additional resources, which we are happy to investigate. Students will be encouraged to use the webpage and will be provided with guidance on the use of the resources during assemblies.

Resource	Description
www.yeuk.org.uk	YEUK is the leading campaigning and membership organisation dedicated to tackling youth unemployment in the UK
https://nationalcareersservice.direct.gov.uk/	Provide information, advice and guidance to help you make decisions on learning, training and work
www.icould.com	Features films of real people talking about their careers and the route they took
www.careersbox.co.uk	Free online library of careers related films, news and information
www.ucas.co.uk	Information about university courses and applications
http://ncfe.org.uk	Information about careers and qualifications you need
www.successatschool.org	Lots of information about careers sectors, information and advice
www.plotr.co.uk	For 11-25 year olds with articles and expert advice, plus employer profiles
www.ratemyapprenticeship.co.uk	Over 7000 reviews by school leavers on apprenticeships and lots of advice and opportunities.
www.getingofar.gov.uk	Information about apprenticeships with video clips and opportunities
www.healthcareers.nhs.uk	Lots of information, advice and guidance on careers in the NHS
www.notgoingtouni.co.uk	Aims to help young people make informed decisions showing opportunities outside of traditional university
www.parentalguidance.org.uk	Careers information and advice for parents and carers
www.goconstruct.org	Information about careers in the construction industry
https://nationalcareersservice.direct.gov.uk	For young people aged 13-16. CV Builder, job profiles and lots more.
www.barclayslifeskills.com	To learn about life skills, interview skills, application and CV writing
www.princes-trust.org.uk	Information to help young people make informed decisions about careers
www.volunteering.org.uk	Information about volunteering in different sectors
www.bestcourse4me.com	Independent and free information that shows links between what you study, what you can earn and what jobs are available
www.applytouni.com	Information about applying to university
http://unistats.direct.gov.uk	The official website for comparing universities.
www.how2become.com/resources/ultimate-guide-to-building-a-cv	Information about how to write a winning CV
http://www.cumbrialep.co.uk	The Cumbria Local Enterprise Partnership providing information about the current labour market.
https://www.inspira.org.uk	Information about the Labour market in Cumbria, what support is available
https://www.thestudentroom.co.uk	The largest student community in the world, discussing universities, health, lifestyle, relationships and has free university application help
https://www.gov.uk/	Link to Job Centre Plus and National Careers Website

6. Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Drive Team responsibilities

- Ensure there is a named member of the SLT who has primary responsibility for Careers Guidance.
- Ensure the Academy meets and exceeds the statutory careers requirements.

SLT responsibilities

- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure William Howard School meets and exceeds the statutory careers requirements.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the Academy.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!
- Audit current teaching practices in terms of careers delivery.
- Prepare and deliver the careers plan.
- Ensure you engage with all your stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme including Careers Working Group and Student Voice.
- Be the Academy focal point on all matters relating to careers education and training and ensure the Head is kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.

Careers Champions

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.

Director of Learning responsibilities

- Take responsibility for careers education, information advice and guidance for their respective year groups, ensuring all students participate in year group CEIAG activities.
- Disseminate all CEIAG information to form tutors and ensuring all year students receive any advice needed.
- Support the Lead in Careers with delivery of activities and aspects of the program to ensure its effectiveness to all students.

Teachers, form tutors and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to linking to current jobs and career pathways.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

7. Evaluation

William Howard School believes that it is important that robust management, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
Student needs	End of year online and paper based survey to all stakeholders to understand how well we met our students needs and to identify improvements.	June 21
Careers Benchmark	At the end of each academic year, the school will complete Compass - the Careers Benchmark tool. Results of the assessment will be used to identify further improvements.	June 21
Audit by the local business community	We will ask for a member of the local business community to complete an audit of our careers provision. The assessment will provide feedback from the business community and will be implemented in the annual career plan 2019-20	June 21

Code of Practice IAG

William Howard School is working towards the **Inspiring IAG Gold Award**. The aim of the award is to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from Year 7 onwards access to impartial professionally qualified careers guidance and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent careers guidance, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.