



The Elmgreen School

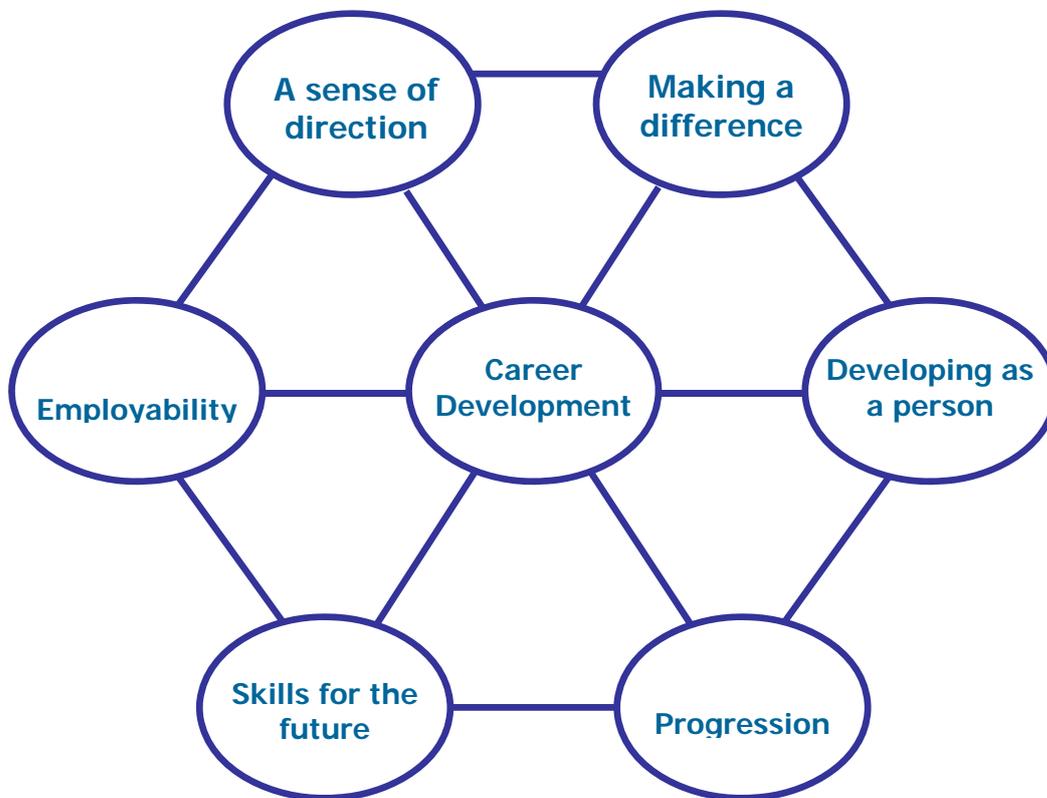
Careers Guidance Strategy

1. Vision and Purpose

“London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.”

London Ambitions: Shaping a successful careers offer for all young Londoners, London Councils, 2015

The London Ambitions offer recognises that careers matter to individual and to the wider economy and that career development encompasses a wide range of different aspects.¹



This strategy builds on the national requirements for careers, enterprise and work related learning and tailored in line with the ethos and direction of our school. It has been drawn together to support the outcomes of the Lambeth wide career cluster.

¹ Professor Wendy Hirsch
Institute for Employment
Studies

Strategy

1.1 Mission Statement

The Elmgreen School is committed to ensuring social mobility for all our students regardless of background and to the development of the whole individual. Ensuring students receive a comprehensive careers package of Careers Education, Information, Advice and Guidance (CEIAG) is essential to this success. The Elmgreen Schools' mission is 'To be an inclusive community that works together so that all members achieve above and beyond their perceived potential.' Our aim is to:

- Ensure that young people make a successful school to work/HE transition including improving the employability skills of vulnerable and disadvantaged young people.
- Draw effectively on labour market intelligence to inform curriculum and careers provision.
- Have the opportunity to complete a Work Experience Programme
- To increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.
- Have knowledge and understanding of current careers opportunities available to them as an individual

The CEIAG Policy supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented and special needs. All information is available to learners, staff, partners, governors and parents/carers through the school's website.

1.2 Development priorities for 2018/19

Participation in the Lambeth Career Cluster gives the school a robust opportunity to take stock of current provision and identify challenging development priorities. We are committed to delivering provision in line with the eight Gatsby benchmarks and working towards the standards of the Investors in Careers Award. Following completion of the Compass audit our particular priorities are to build on our following strengths and address our priorities for development:

The strength of the current provision lies in our work related learning opportunities and links to professional bodies. This is a result of very strong parental governance and engagement. This has resulted in quality work related learning opportunities and in school careers networking events. Our PSHE provision in the sixth form is very good and at lower school it is developing as a result of new member of staff taking on the role of planning the delivery of PSHE curriculum in horizontal Fridays. Our commitment to the Lambeth Career Cluster is our recognition that we want our careers provision to be outstanding and have identified a number of areas for development.

Example of priorities:

- Having a whole-school careers programme that is approved by the board of governors
- Publishing our career programme on the school website
- Having information on the school website about the careers programme aimed specifically at students, teachers, employers and parents/carers
- Evaluating the effectiveness of the careers programme at least every three years using systematic feedback from students, teachers, employers, parents/carers, senior leaders and governors
- A programme for training pastoral staff trained to support students with front line career support
- Achieve Investor in Careers Award by December 2018.
- Publish programme of careers provision on the school website with links to the Lambeth Post-16 Prospectus (from June 17).
- Develop a system for recording achievement and progress of individual students in relation to their career plans.
- Ensuring all students have access to expert careers guidance by the age of 16 and an opportunity for a further individual interview by the age of 17.
- Improving the evaluation of the effectiveness of the careers programme through tracking outcomes on progress, subject choice and destinations. (in line with statutory requirements of Destination Data per September Guarantee, Activity Survey and Intended Destinations and recognising that although it is no longer required on a statutory basis to record the destination date of Y13 students this is good practice.

1.3 Recognising national and local trends and expectations

London is a global city with an economy larger than many EU states and generates more than a fifth of the total UK economy¹. Lambeth has enjoyed good economic growth and regeneration in recent years and has levels of employment and economic activity well above both the London and national averages². This provides many opportunities for local young people, but also big challenges. They are competing for jobs not just with each other but with people from across the UK and much of the rest of the world.

The London workforce is typically better qualified and better paid than workers in the rest of the UK². It is also more entrepreneurial, with higher levels of self-employment. Over recent years Lambeth residents have become increasingly skilled, indicating a population shift with more highly skilled people moving to the borough³. 64% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 52% in London as a whole and 38% across the UK². At The Elmgreen School we believe that the quality of education can be judged by the extent to which excellence is achieved by everybody, irrespective of background or barrier. Our aim is to eliminate variation in achievement between students who are disadvantaged and students who are not and to ensure all students achieve above their perceived potential.

Whole School Context:

The Elmgreen School (TES) is an average sized school with 1122 pupils on roll of which 56% are boys and 44% are girls. On indicators of deprivation, TES is in the highest percentile range for Disadvantaged Pupils at 28%, with 19% receiving free school meal compared to the national figure of 13%. In addition, there are higher than average numbers of SEND pupil. Forty-eight pupils have an EHCP (41 in KS3/4 and 7 in KS5), representing 4.46% of TES, more than double the national figure. One hundred and thirty-three pupils, representing 12% of pupils, require SEN support (SEND –K). 13.4% of pupils have a first language other than English. The school's intake is reflective of the local community with a wide range of attainment on entry. Analysis of Key Stage 2 outcomes indicate that 13% of pupils would be deemed to be of low prior attainment, 45% mid attaining and 23% high attaining. 19% of the school have no KS2 assessment outcomes. TES has an HSD provision on site which caters for 15 pupils. In 2018/19 the School has also become the provision for SEMH pupils in Lambeth. This is starting with 3 pupils, moving to 15 in the next five years. The school is part of a Multi Academy Trust with Rosendale Primary School. This is called the Great North Wood Education Trust. The school converted on May 1 2017.

Many Lambeth residents are now highly skilled and qualified, but those who are not risk missing out on the opportunities created by growth. While the financial circumstances of many local residents have improved in recent years, for around one in seven things have got worse³. Many students at The Elmgreen School come from disadvantaged backgrounds. Too many are experiencing prolonged delay in taking that essential first step into a job or career. This can seriously damage a young person's confidence and self-esteem.

Regeneration projects and local employment growth offer some potential to help lower skilled residents, but future employment opportunities in London will be overwhelmingly in high skilled occupations, with limited opportunities in medium and lower skilled occupations⁴.

The proportion of young people in apprenticeships and jobs with training in London is less than half the England average with Lambeth students far more likely to go onto sixth form than higher education⁵. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. Apprenticeships are no more popular after Key Stage 5, with apprenticeship destinations still 2% compared to 7% across England⁵.

The Elmgreen School Destinations Data January 2018

Post Key Stage 4

The Elmgreen School was 3% below local and 5% below national average for pupils in sustained education. This a 1% improvement in the gap from the national average from the year before. This data for January 2017 is for students who finished 16 to 18 study in 2014, which is the most recent up to date official data. The above measures the number of pupils who either stayed in education or went into employment after year 11 (after key stage 4).

Post Key Stage 5

The Elmgreen School Destinations Data of 2014 cohort for KS5 shows that this cohort we above the national average for sustained higher education destinations (HEI) and below the national average for overall EET sustained education, employment and training (EET).

Destinations of 2014 cohort for KS5 for Disadvantaged and Non-Disadvantaged students:

- PPG below NA for both HEI & EET
- NPPG above NA for HEI
- NPPG below NA for EET
- Girls have averaged slightly better % for sustained HEI and EET

The Heads of School and Senior Team identified the following barriers in the school development plan and Pupil Premium Strategy and committed to ensuring that all elements are focused on this year.

Barriers:

- Long term ambition and exposure to IAG
 - Lack of exposure to careers/business/university destinations
- Area for development:
- Develop the existing CEIAG and PSHE programme to ensure it caters for all academic and vocational groups and encompasses values of The Elmgreen Way (British Values) including mental health awareness delivered by specialist teaching.
 - Develop the existing CEIAG and PSHE programme to ensure it caters for all academic and vocational groups.
 - Develop ongoing partnership with Lambeth Council, enterprise and business links to support CEIAG across the school.

In order to help face the challenges of a competitive local labour market The Elmgreen School will:

- Ensure up-to-date, user-friendly labour market intelligence/information (LMI) is readily accessible by young people, teachers and parents/carers.
- Work with Lambeth Apprenticeship Ambitions Programme to boost students understanding and take up of the apprenticeship pathway.
- Ensure every student has the opportunity to gain experience of the world of work. This could include career insights from industry experts, work tasters, mentoring, enterprise activities, participation in careers events and work experience in line with the latest Careers guidance and access for education and training providers - Statutory guidance (January 2018)
- Ensure every student has the opportunity to evaluate the knowledge and skills they need for the workplace.
- Working in partnership with Investor in Careers and Lambeth Council to achieve a quality certification for Careers Education across the school.

- Appointed a new Careers Guidance Officer, Careers Co-Coordinator and Destinations Coordinator for sixth form
- We introduced a Level 2/3 vocational / apprenticeship pathway in the Sixth Form as a progression route for lower attaining students
- We have targeted specific Careers Advice for Disadvantaged Students.
- Grow the Aspire to Achieve Programme for students of Black Caribbean descent with a focus on raising aspiration on future destinations.
- Partnered with Believe in Young People, who are also targeting PPG students.
- Continue to grow trips to Oxbridge and other universities, UCAS conferences, Apprenticeships conferences and many more for internal and external Careers Networking events.
- Retain compulsory work experience for Year 10 and 12

2. People and Resources

In order to ensure effective delivery of careers provision we want to ensure that all staff support students in their career exploration and planning and are actively involved in aspects of the programme. All staff have a role to play in ensuring students have a well rooted understanding of their strengths and the pathways open to them.

“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.” Dr Russ Quaglia 2016 (London Ambitions Careers Curriculum)

Using international best practice, Hooley, Watts & Andrews (2015) develop a taxonomy of teacher roles which contribute to pupils’ work readiness. Most teachers are already engaged in these roles, to greater or lesser extents, but for the first time this categorisation allows us to see clearly how careers and employability education is ideally spread across staff in the most effective school provision. This gives insight into the initial teacher training (ITT), continuous professional development (CPD) and bespoke leadership training needed to boost the impact of these teachers and ensure every pupil leaves school work ready.

The following are strategy opportunities for everyone in the school community to become involved in career education:

- The governing body

The role of the link governor and governing body is to ensure that there is a robust CEIAG programme in place and that all learners have the opportunity to quantify first guidance. They are also responsible for participation in developing employment links and opportunities.

- Heads of School (Deputy Heads) and Career Leader roles.

The careers and employability provision must have strong direction from the school’s senior leadership. In these instances, careers and employability education is a key part of the school’s mission and ethos; strategic long-term partnerships are built with employers, learning providers

like FE and HE and other key stakeholders; and resources, including human resources, are strategically invested in careers and employability learning.

- Assessment Headteacher and Middle Leaders

A subject career leader can act as a bridge between external specialists, local employers and the school. A nominated person is responsible for coordinating activities with externals, including work experience and curriculum projects. They support the tutorial and teaching of careers roles of their colleagues: providing training in up-to-date labour market information or knowledge about qualifications, as well as providing pedagogical support to colleagues in developing the 'work ready' capabilities. Careers information must be embedded into subject teaching and increase engagement and attainment: when pupils see the applicability of their learning and its link to long-term career goals, motivation increases.

- Pastoral Care: SEND, Heads of Year and Tutors

As a form tutor, teachers are often a first port of call for students' concerns or personal issues. In terms of careers, this often means discussing choices at key points in secondary school (choosing GCSEs in Year 8 or 9; post-16 options in Year 11; and post-18 options in Year 12/13). The Heads of Year role is track and monitor the range of opportunity on offer to their year group and to ensure all need are catered for. They must ensure that the provision for CEIAG is delivered through assemblies, PSHE and tutor time and monitor the quality of delivery. Within The Inclusion Department has a person with oversight of the most vulnerable and risk of NEET. Working alongside the Careers Advisor to ensure they are supported and their needs are been catered for appropriately. The lead of PSHE have oversight of the curriculum offer and support the planning and delivery of CEIAG.

3. Programme and Provision

Evidence suggests that a mixed delivery model is most effective in meeting students' needs with integration of career learning into all lessons, some discrete timetabled provision through PSHE, reflection and support through tutorial time and enrichment activities for impact including encounters with employers from a wide range of possibilities and access to information, individual advice and guidance. The Gatsby Report Good Careers Guidance provides a guide on the range of activities and how schools can organise these. As outlined in the Careers & Enterprise Company booklet *What Works in Careers and Enterprise?* it is important to take account of

- Different effects for different activities
- Sequencing of activities to meet learner needs
- Effective implementation and ongoing review and improvement

The school current delivery model is that PSHE programme is taught on Friday in horizontal tutor groups. There is also a range of activities in relation to careers in tutorial time, enrichment activities, involvement of external partners and employers. There is an annual calendar produced detailing a programme with timelines and student entitlements.

KEY Stage Overview		Yr	All	Aspire	Excellence
Key Stage 3	Financial Planning (PLS). 'Dare to Dream' Industries Day. Enrichment Tracking. Growth Mind-set training. CV Development	7	'Dare to Dream' University Visit Introduction to enrichment (PLS)	'Dare to Dream' University Visit Extra-curricular Taster Sessions Growth Mind-set What is Resilience?	'Dare to Dream' University Visit KS4 Lesson Visit
		8	What are my strengths? Vivo Profile: Social CV. Skills and Employability Workshops.	Extra-curricular Taster Sessions SMA – Deciding on my Goals	KS4 Lesson Visit University Visit
		9	Options Process Inspiring the Future (careers planning) PPF Speed Networking University Visit. Skills and Employability Workshops.	1 to 1 Options advice Extra-curricular Taster Sessions SMA Options Support Group University Visit	1 to 1 careers interviews for Options Oxbridge Presentation Futures Day Presentation University Visit
Key Stage 4	Advanced Financial Planning 1 to 1 Careers interview Careers Fair CV Building	10	Work Experience KS5 Mentoring begins KS4 learner (PLS) Develop my CV (PLS) University Visits Speed Networking (PPF) Skills and Employability Workshops/ Preparation for WEX.	Supported WEX Communication/Presentation Skills1 Careers Interview per term	Independently sought WEX PiXL Conference – Applying to top universities Russell Group Oxbridge Visit Futures Day
		11	Reflection of WEX, skills and experience gained. Finalise my CV (PLS) Applying for Next steps (PLS) University Visits	Skills London Event@– Realistic Pathways Apprenticeship Conference	Skills London Event@O2 – realistic Pathways Futures Day Oxbridge Visit

4. Partnerships

Collaboration with further and higher education providers, with careers guidance specialists and with businesses are all important in helping equip students with the knowledge, skills and behaviours for career success. They can bring additional expertise and insight into schools and motivate and inspire students to see how different choices can take them in the future.

There are already a number of key partners who support the school in delivering the careers, enterprise and work related learning programme and what roles they play e.g. Business in the Community, MFS, Believe in Young People, an external careers guidance provider, Lambeth Working, Inspiring the Future, Further Education including Lambeth College, Higher Education Providers in London including LSBU and Cambridge University to name just a few.

5. Performance Monitoring and Evaluation

Measuring the impact of the careers programme is critical to ongoing development and success. Impact reports will be produced on a termly basis and contribute to an annual report to governors. This will draw on feedback from staff, parents and students and focus not just on enjoyment but also on the knowledge and skills developed. The school will be working towards external validation of its provision through the Investor in Careers standard involving a systematic review of provision and targeted approach to development.

Bibliography and Sources of Information

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7. Dfe Statutory Guidance 2015 <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-school>.
8. What Works in Careers and Enterprise? The Careers & Enterprise Company
9. The Gatsby Charitable Foundation (2014) Good Career Guidance
10. Career Development Institute : Framework for Careers, Employability and Enterprise Education
11. TeachFirst: Careers Education in the Classroom: The Role of Teachers in Making Young People Work Ready.

Endorsement

This careers guidance strategy has been prepared as part of the Lambeth Careers Cluster. The Elmgreen School is working with sixteen other schools in the borough, alongside employers and other partners to:

- Improve the labour market relevance of learning and
- Develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is endorsed by the nine employers signed up to the Lambeth Careers Cluster and supported by key business partners.

Signed:

Name:

Position: Deputy Headteacher

Date:

Signed:

Name:

Position: Governor

Date