Careers Education Impact Report

2023/24

Our Vision

"High quality careers education and guidance in school or college is critical to young people's futures". (DFE, Jan 2023)

We believe that with a great education, every neurodivergent student can thrive and make their way in the world.

Transform – Thrive - Transition

Key Aims

Our Futures Curriculum Scheme of Work aims to give students the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

This is achieved through carefully planned lessons and encounters; cross curricular tasks; whole college events and 1-1 Impartial Careers interviews.

Key Achievements

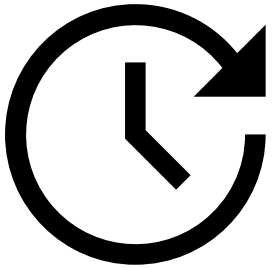
2023/4

- Launch of Futures Curriculum
- Introduction of Futures Fridays
- Introduction of Careers Focus Month
- Introduction of Careers Newsletter
- Early intervention to reduce the number of Students at risk of NEET
- Capturing Employer/Provider encounter feedback on Google forms
- Introduction of Level 1 BTEC Workskills for Key Stage 4 & 5
- “Next Top Employee Challenge” – Students apply for a “job” and complete a mock interview
- Whole College “Dragons Den” week incorporating Employers and Providers Lunch made by students.
- Whole college work experience week
- Developing links with local employers e.g., Local Charity shop; Outdoor Education Centre and residential home for older people.

Key stage 3 Futures Curriculum	
Year Group	Futures Curriculum Topic
Year 7	Autumn – Transition & Safety Autumn – Developing Skills and Aspirations Spring – Diversity
Year 8	Autumn – Community and Careers
Year 9	Autumn – Setting Goals Summer– Employability Skills
Key stage 4 Futures Curriculum	
Year 10	Autumn – Financial Decision Making Summer– Work Experience
Year 11	Autumn – Next Steps Autumn – Building for the Future
Key Stage 5 Futures Curriculum	
Year 12, 13 & 14	Bespoke programme based on individual aspirations and EHCP outcomes. PFA workbooks cover topics relevant to Community, Inclusion, Health & Independent Living. BTEC Workskills Level 1 Units avaiable

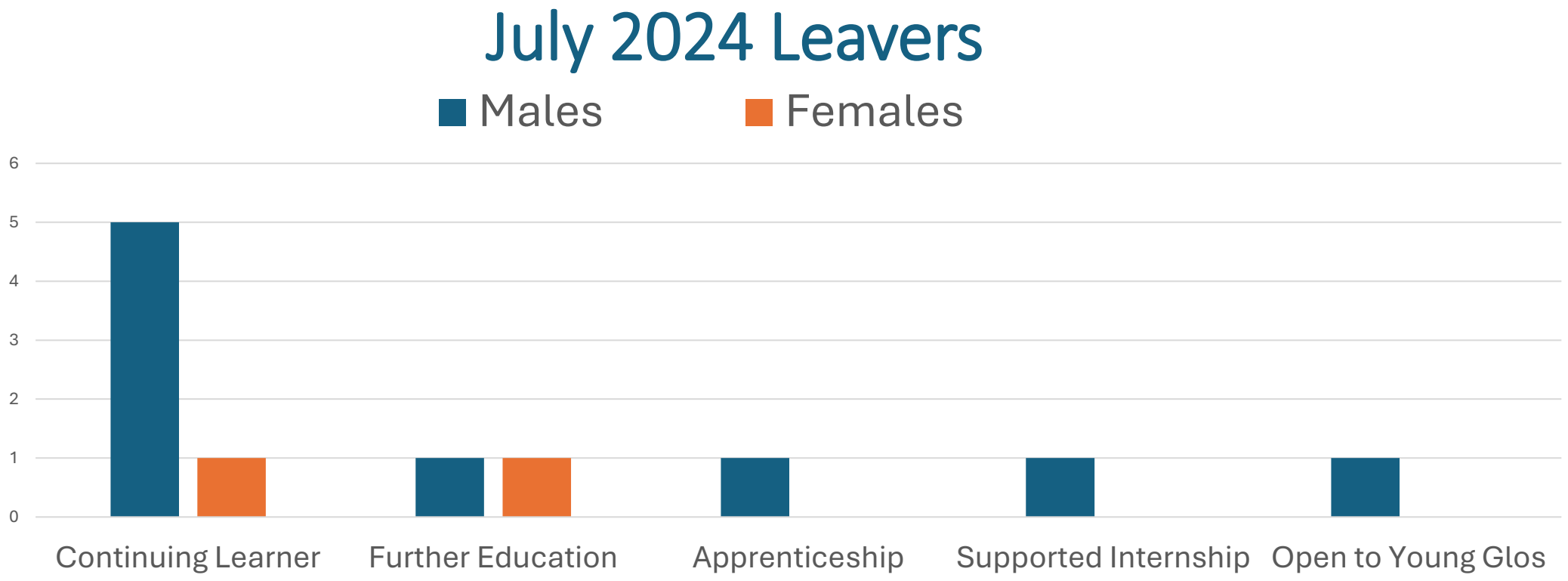
Futures Curriculum

Launched 2024



The Futures Programme is taught in logical progression, evaluated 3 times a year and audited both internally and externally.

Destination Data



Monitoring and evaluation

Regularly monitoring measurable outcomes allows us to evaluate the impact that our Futures Curriculum is having. This enables us to :

- Evolve the programme, responding to Student needs and Labour Market Information
- Inform our curriculum offer by developing robust, meaningful learning outcomes
- Identify gaps in provision and source more provision to meet the needs of all our students
- Identify trends and patterns over several years.
- Identify groups who need more support and/or a different means of support
- Identify which strategies have been effective in increasing student engagement in education
- Identify any gaps in knowledge and employability skills
- Evaluate if intended student destinations are in line with LMI and local growth sectors

Impact - Compass Report

Our latest Compass Progress Report from July 2024 provides an update of our performance against the 8 Gatsby Benchmarks and is available to download **here.**

Compass Report - Date audit completed:		
Benchmark	**%**	**% Nationally**
1 A stable careers programme	**41**	**66**
2 Learning from career and labour market information (LMI)	**0**	**81**
3 Addressing the needs of each student	**81**	**54**
4 Linking curriculum learning to careers	**25**	**76**
5 Encounters with employers and employees	**25**	**80**
6 Experiences of workplaces	**25**	**64**
7 Encounters with further and higher education	**62**	**52**
8 Personal Guidance	**100**	**75**

Gatsby 1 - A stable careers programme

Our Careers Programme is delivered in the following ways:

- Progressive Futures Curriculum
- Awareness days
- Futures Fridays (CV Writing; Application Forms; Driving Theory; Guest Speakers & Visits)
- Employer /Provider encounters
- Work experience (in person, work shadowing, internal or virtual via Springpod)
- Local volunteering opportunities
- EHCP Annual Reviews
- Impartial Guidance with External Careers Advisors
- Visits to Careers Fairs
- Visits to local building projects
- Targeted support for those at risk of NEET (Young Glos, Forwards)
- Leavers group sessions on anxieties surrounding next steps

We evaluate the programme via Compass (an audit tool); student and parent/carer voice using Google Forms; Employers/Providers feedback after encounters; Learning Walks; Student Progress data; 1-1 Careers Interview Action Plans; Student Logbooks, BTEC verification; End of unit Quizzes; Self-Assessments; Skills assessments and Destination data.

Gatsby 2 – Learning from career and labour market information (LMI)

- Our PSHE curriculum is entirely separate to our Futures Curriculum.
- Our Careers Newsletter includes links to current LMI; Websites linked to LMI and we encourage Parents/Carers to provide us with any contacts they may have in local employment.
- In each Newsletter issue we advertise current vacancies, open days and focus on different career sectors or initiatives.
- LMI is disseminated to stakeholders via the Newsletter
- We carry out evaluations in relation to LMI including student voice and skills assessments.

Gatsby 3 – Addressing the needs of each student

Addressing the needs of each student is at the heart of our Futures Programme.

Each student follows their own bespoke careers journey, appropriate to their age, ability and aspirations, resulting in meaningful destinations.

- Students have formal opportunities to discuss education, training and career opportunities as part of their EHCP annual review, from year 9 onwards. Action plans formulated after students 1-1 Career Interviews with External Careers Advisors are used to inform the EHCP process.
- These Action plans are shared with the student and parents/carers Each Action plan contains whole college actions related to individual Next Steps.
- Preparation for Adulthood workbooks are available for students in Year 10 and above to work through a bespoke programme based on their aspirations and EHCP outcomes. The workbooks cover topics relevant to Community, Inclusion, Health & Independent Living.
- As part of the planned curriculum students complete topics on challenging stereotypical thinking ; raising aspirations and improving awareness of different pathways
- External agencies such as Young Glos and the Forwards Team are utilized for students identified at risk if NEET.
- During Futures Fridays individualised support is offered on a 1-1 basis.
- We practise systematic collection of data via a transition spreadsheet and are developing ways to analyze and use this data to inform and evolve our provision.
- We gain feedback via Student & Parent/Carer Questionnaires.

Gatsby 4 – Linking curriculum to learning to careers

- We take a whole college approach to Futures Education particularly with awareness weeks e.g. Green Careers Week ; STEM week; Work experience week and Enterprise week.
- Staff address careers across the curriculum and make links to their own specialist subject knowledge to the current Labour Market.
- STEM subject staff discuss the relevance of STEM subjects for a wide range of career paths – displaying posters to related careers in their learning areas.
- Students receive impartial careers advice and support from a range of different activities such as individualised 1:1 career meetings, small group sessions, STEM activities, PSHE sessions, employer/provider encounters, careers fairs, FE visits, CSCS Card workshops and Careers Focus Month.
- By the age of 14 students have the opportunity to learn how the different STEM subjects help people gain entry to a wide range of careers through STEM week and Employer Encounters.

Key achievements include :

- Whole college STEM week
- Whole College Enterprise week “Dragon’s Den”
- Subject staff working with students on subject specific skills identified in the Next Steps Action plans formulated after 1-1 impartial interviews.

Gatsby 5 – Encounters with employers and employees

As part of the Education Act 1997, we must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 students. Provider access legislation (occasionally referred to as the 'Baker Clause'), is statutory guidance from the Department for Education issued under Section 45A

Preparing for provider encounters involves advising students and their parents/carers (via our Careers Newsletter) to consult provider websites for background information, including details of the courses and qualifications that the provider offers and their Ofsted grade.

A policy statement setting out the circumstances in which education and training providers will be given access to students is on our website entitled **Policy Access Statement.**

During Futures Fridays we focus on different Careers Sectors each month, inviting in Guest Speakers and visiting providers and employers in a wide variety of careers sectors.

We are in the process of being matched with an Enterprise Advisor in the Construction Industry. The Enterprise Adviser is a professional from business who works in a voluntary capacity with the Careers Leader to provide industry specific connections and employer engagement opportunities.

Students have the opportunity to take part in work experience, work shadowing and Q& A sessions with employers in their desired sector.

In June we have a Whole College "Dragons Den" week incorporating Employers and Providers Lunch made by students.

Gatsby 6 – Experience of workplaces

Partner organisations:

Students in Year 10 and upwards have the opportunity to volunteer at the local care home or charity shop.

18 volunteer sessions were completed by students in Autumn term 2024.

Students go through the application, interview and training process before embarking on their volunteer position.

Students and Employers provide feedback via Google forms

We have a Whole College Work experience week where every student participates virtually or in person.

Skills learnt by students :

- Customer Service
- Till operation
- Stock rotation
- Training
- Steaming clothes

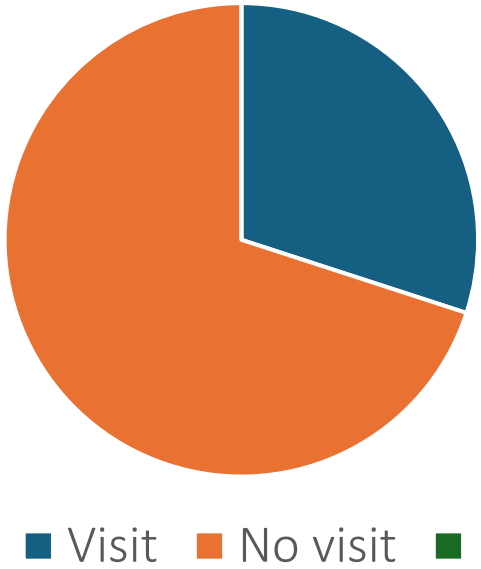
Gatsby 7 – Encounters with further education

We have planned encounters with FE providers throughout the year including campus tours; transition visits, Q&A sessions at College & a variety of guest speakers linked to our Careers Focus Months calendar.

Students are provided with:

- An encounter with a provider of technical education or apprenticeships (between 1 September and 28 February during year 9)
- An encounter with a provider of technical education or apprenticeships (between1 September and 28 February during year 11)
- An encounter with a provider of technical education or apprenticeships (between1 September and 28 February during year 13)

Students on a reciprocal visit after Q&A session with provider



We evaluate these encounters through Google Forms

Gatsby 8 – Personal Guidance

We have two external Level 6 Careers Advisors who see students at scheduled times in the year (in person and via teams)

Our external careers Advisors ensure students have the most current information about the full range of Post 16 options.

Year 7 & 8

May

Group work introduction to Career Guidance/ Futures with impartial Adviser

Year 9

March

1-1 Career Guidance with Action Plan

Year 10 & 11

September

1-1 Career Guidance with Action Plan

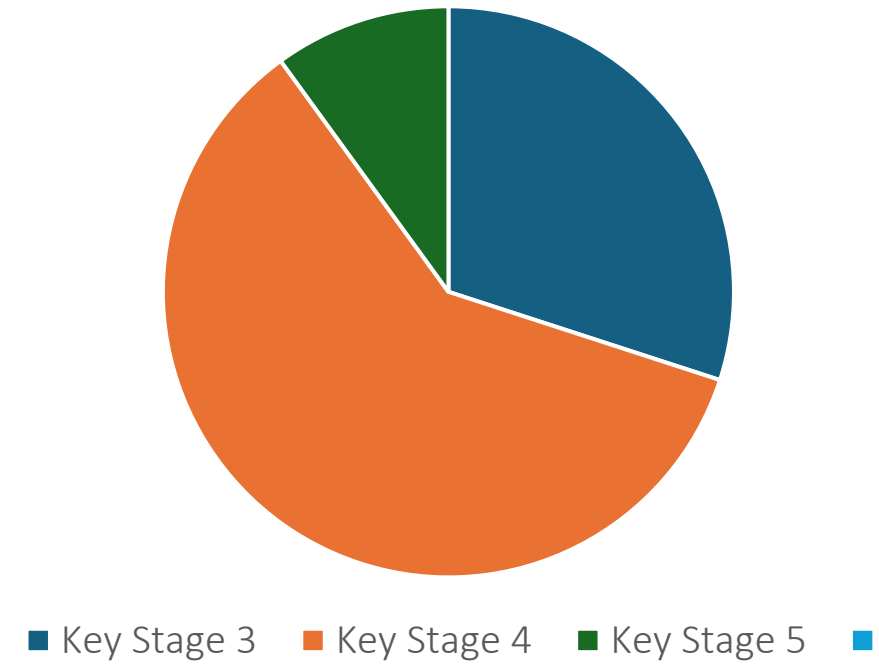
Year 12/13/14

October

1-1 Career Guidance with Action Plan

Targeted support is given in the form of Leavers Cohort workshops and identification of Students at risk of NEET

Participation in Impartial Reviews



We evaluate Gatsby Benchmark 8 by using Compass; 1-1 interviews and the “Next Steps” Action plans.

Case study

- During the summer term in 2024 there were a number of students in the local area at risk of being NEET.
- In response, a Level 1 Sports Course was developed by a mentoring service to create a suitable and meaningful provision for the group at risk.
- This year after discussion at our Local Authority SEMH Transition panel we have utilised this provision early on in the Autum term. We have organised transition visits to ascertain suitability for September 2025 and therefore reduce the risk of NEET.

Areas for development & Future Plans

Use data to inform development of the Futures Programme :

- identifying trends over a period of several years ; groups who need more support / different type of support and which strategies have been effective in increasing engagement
- identifying any gaps in knowledge and employability skills
- identifying gaps in provision dependent on attainment levels resulting in sourcing more provisions to meet the needs of all students

Identify success stories for future inspiration for others, including developing an alumni wall.
We may invite ex students to come back and talk to existing students about their success to serve as inspiration.

Promote under-represented pathways more

1- 1 Impartial review Action plans to be actioned by a wider variety of subject staff.

More Careers in the Curriculum links during each lesson e.g. a careers related task on the exit ticket.

Consider LMI much more by evaluating if intended destinations are in line with LMI and local growth sectors

Employer Evaluation and Staff evaluation after encounters

Source more work experience opportunities

Our website has the following information to ensure that all of our stakeholder have access to this material

- Our Futures Curriculum overview including the timings of encounters and a calendar of events for each Key Stage
- Philosophy; Vision & Mission
- **Intent** – aims: skill:, CDI framework; Careers Vison. ; Qualifications; Statutory Requirements; Provider Access, Contact details
- **Implementation** – Impartial advice; Futures curriculum based on key stage; marking and assessment; Teaching and learning; evidence of progression; CPD; EHCPs', Post 16 & preparation for adulthood; Gloucestershire Careers Hub
- **Impact** – Gatsby Benchmarks; Community links and& Social values; Destination Data; Monitoring & Evaluation; Evaluation Methods table by Year group and activity; links to Compass report and Careers impact report
- Resources – Useful website links for parents/carers; Gatsby Benchmark map; Futures Curriculum Pathway Map; CEC Map.