

Ecclesfield School
Careers and Employability Programme
(September 2021 - August 2022)

The Careers and Employability programme at Ecclesfield School is aligned with the eight Gatsby Benchmarks - a framework of excellence, based on national and international research defining all the elements of very best practice¹.

As a school, we understand the importance of providing all our students with the skills and knowledge required to make effective decisions; especially in relation to future education, training and employment options.

Ecclesfield School aims to provide students with experiences, information, advice, and guidance to help them build a toolkit of transferable skills, manage their own career development, and enable them to be innovative and creative in their chosen field.

Ecclesfield School has a dedicated fully qualified Careers Adviser who is registered with the Career Development Institute (CDI), demonstrating a commitment to the principles of CPD and a professional code of ethics.

All staff assisting with the delivery of the Careers and Employability programme receive in-house training to ensure they have an awareness of current progression opportunities and labour market information. Tutors offer initial careers information and play an important role in referring students for more personalised advice and guidance. The curriculum leader from each subject area works closely with the Careers and Employability team to establish links between classroom learning, employability skills, and future career planning.

Careers and Employability team	
SLT Lead for Careers	Mr Richard Walkden
Careers Adviser	Ms Lesley Cassell
Careers Assistant/Work Related Learning Coordinator	Ms Jo Munden
Enterprise Co-ordinator	Roger Maleham
Enterprise Adviser	Ms Emma Pincott (Dreamm Ltd)
SENCO	Ms Emily Martin

We are committed to ensuring that our careers and employability provision continues to meet the requirements of the Gatsby Benchmarks. The Compass evaluation tool, created in partnership between the Careers and Enterprise Company and the Gatsby Charitable Foundation, assists us in identifying strengths and areas for improvement. The Careers and Employability programme is updated annually.

¹ The Gatsby Charitable Foundation. (2014). *Good Career Guidance - The report*. Retrieved from <http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

Gatsby Benchmark 1

A Stable Careers Programme

'Every school and college should have an embedded programme of careers education and guidance that is known and understood by learners, parents, teachers and employers.'

This written document presents the integrated Careers Programme, incorporating benchmarks 2-8, which provides students with a progressive pathway through a range of activities and opportunities at key points in their school life.

Supplementary documents are available on the Careers section of the school website: <https://ecclesfield-school.com/careers>

- The CEIAG Policy
- Provider Access Statement
- Careers Calendar
- Careers - Student Journey (an overview)
- Destination Data

Students are encouraged to be involved in the monitoring and evaluation of the Careers and Employability programme through discussions, surveys, and written evaluation forms. Staff, Parents and external partners are welcome to volunteer to participate in focus groups to help the school evaluate and improve the careers provision.

Gatsby Benchmark 2	Learning from Career and Labour Market information
<p><i>'Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of the available information.'</i></p>	<p>In Key Stage 3, students are introduced to the electronic resources available on the MLE. These can be accessed in school, at home, or anywhere with an internet connection.</p> <p>Through Y7 to Y11 dedicated Progression Sessions are timetabled to help students develop the knowledge, understanding and skills required to manage their learning and career planning.</p> <p>The Careers Resource Centre is located in W212. Students are welcome to attend 'drop-in' sessions where they can access careers related resources, information, and advice. For more personalised guidance, students/parents/carers are welcome to make an appointment with the Careers Adviser (Ms. Cassell).</p> <p>Students (and parents/carers) are introduced to the National Careers Service website via information sessions. (www.nationalcareersservice.direct.gov.uk or call free on 0800 100 900).</p>

Gatsby Benchmark 3	Addressing the Needs of Each Student
<p><i>'Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A careers programme should embed equality and diversity considerations throughout.'</i></p>	<p><u><i>New Beginnings</i></u> In the first term, Ms. Bird introduces Y7 students to the Learning Resource Centre (LRC). The LRC is open at break and lunchtime to support students with their studies. Dedicated Careers progression sessions enable students to explore future options.</p> <p><u><i>Starting out:</i></u> Year 8 Careers Progression Sessions are designed to help students develop self-awareness and research skills, and to increase their understanding of the changing world-of-work.</p> <p><u><i>Stepping up:</i></u> In year 9, Careers Progression sessions are timed to complement the options process. The focus is on preparing students to make informed choices, develop transferable skills, and to provide information on pathways to future learning (e.g. further and higher education; the new T-Levels; apprenticeships and training).</p>

	<p>There are dedicated Options Assemblies, and students and their parents/carers are invited to an Options Evening where school subject staff, college and university representative, and training providers are available to help with decision-making.</p> <p>Students (and parents/carers) have the opportunity to arrange a Careers Guidance Interview with the Careers Adviser, leading to an Individual Development Plan (IDP).</p> <p><u>Stepping out:</u></p> <p>In Y10, Careers Progression Sessions focus on preparing students for work experience and developing an understanding of the skills valued in the workplace.</p> <p>Following work experience, students are introduced to Sheffield Progress to enable them to start exploring post-16 opportunities and progression routes. Guidance in the use of labour market information (LMI) is provided to assist with decision-making.</p> <p><u>Moving on:</u></p> <p>In Y11, the focus is on supporting post-16 applications; providing up-to-date labour market information; and ensuring that students are fully prepared for the next stage of their learning.</p> <p>To help with decision making, students (and parents/carers) are invited to a Careers Opportunities Evening where they can meet face-to-face with colleges, universities, training providers and employers.</p> <p>Every student will receive a personalised login for Sheffield Progress in the autumn term of year 11. Support is offered to enable them to make their applications for post-16 learning before the end of January 2022.</p> <p>Visits to colleges/universities, open events, employer premises, and careers presentations are encouraged, as is independent research into careers progression opportunities. College and Sixth form open events are communicated on the MLE, via social media, and in the Careers Resource Centre.</p> <p>Students have the opportunity to learn how to prepare for and present at interview, and to arrange a Careers Guidance Interview with the Careers Adviser, leading to an Individual Development Plan (IDP).</p>
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<p>Gatsby Benchmark 4</p> <p><i>'All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.'</i></p>	<p>Linking Curriculum Learning to Careers</p> <p>Employers liaise with teaching staff to ensure that curriculum learning is linked to the world outside of the classroom. Trips, events, educational visits, and visiting speakers provide inspiration and vision. Projects such as Engineering workshops, the Big Challenge, and the Business mentoring programme, which are led and supported by employers, assist with the development of transferable skills that are valued in the workplace.</p>
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<p>Gatsby Benchmark 5</p> <p><i>'Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.'</i></p>	<p>Encounters with Employers and Employees</p> <p>Careers related talks and assemblies covering a range of occupations and sectors are offered throughout the year, providing an opportunity for students to gain information directly from entrepreneurs, employers and employees. The Y9 Options and Y10/11 Careers Opportunities Evenings enable students (and parents/carers) to access information relating to career progression routes and labour market information by meeting face to face with employers/employees, training providers, colleges, sixth form schools, and university representatives.</p> <p>Work place visits and employer led projects provide students with an insight in to employment and the world of work.</p>
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Gatsby Benchmark 6	Experiences of Workplaces
<i>'Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and to expand their networks.'</i>	All Y10 students have an opportunity to arrange a work experience placement supported by the Work Experience Co-ordinator. Dedicated Career Progression sessions help students prepare for work experience and reflect on their experience and the transferable skills gained. Students are provided with the opportunity to meet with employers and employees to assist with career explorations. Participation in additional learning session is encouraged, such as Enterprise Day, STEM activities, employer site visits, and taster sessions.

Gatsby Benchmark 7	Encounters with Further and Higher Education
<i>'All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.'</i>	Careers Progression sessions provide information on all post 16 and post 18 learning opportunities, including Higher and Degree apprenticeships. All students attend a Roadshow delivered by the Higher Education Progression Partnership (HEPP) or the Sheffield Hallam University (SHU) outreach team. Some students will be invited to take part in a HEPP Bus session and/or college taster sessions. Information relating to the financial aspects of further/higher education and training is provided: during Roadshow sessions; by the Careers Adviser during careers guidance interviews; at Options and Opportunities evenings by the colleges and university representatives; and via a link on the careers section of the school website. Direct links to local colleges, universities, and other providers is available via Sheffield Progress and on the MLE.

Gatsby Benchmark 8	Personal Guidance
<i>'Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.'</i>	The Careers Staff are based in the Careers Resource Centre (W212). Students are encouraged to attend dedicated drop-in sessions to access support, information and advice. The Careers Adviser is available during parents' evenings, information evenings and Careers and Options events. All students (and parents/carers) are welcome to arrange a careers guidance interview with the Careers Adviser for personalised support, especially at key transition points. The Careers Adviser attends all SEND/EHCP review meetings, following which a personalised careers guidance interview is offered to provide in depth support and guidance.

Review date: August 2022

Please contact Lesley Cassell, Careers Adviser/Careers Leader - lcassell@eccoschool.com - if you have any questions or comments.

(A 'glossary of terms' is provided on the following pages)

Glossary of key terms and acronyms²

Career Development Institute (CDI) - The professional association for everyone working in careers education and guidance in the UK.

Careers Adviser - A professional trained to degree level or above.

Career Guidance – A structured conversation between a careers professional and a student. This usually takes place face-to-face and one-to-one. Increasingly this term is being used to describe all careers interventions that take place in a school or college.

Careers Education – The process of teaching others about their career. Usually used to describe learning taking place in group settings in a classroom.

Careers and Enterprise Company (CEC) – A government funded agency responsible for managing programmes to support the implementation and development of careers work in schools and colleges.

Careers Leader – The individual responsible and accountable for leading a school or college careers programme.

Department for Education (DfE) – the government department responsible for careers education and guidance policy in England.

Destination data – Statistics collected by schools, colleges and local authorities, about where students go after they leave school or college at the age of 16 or 18.

Employability skills – The generic skills required to succeed in the workplace, in any job.

Employer encounters – opportunities for students to meet with employers or working people and discuss the world of work.

Enterprise Adviser – Usually more senior volunteers, who focus on supporting the strategic aspects of the school's careers programme.

Enterprise Coordinator – A professional who works with the school to build a local network, to ensure a high-quality careers provision; recruits the Enterprise Adviser and connects them to education.

Further Education – Any education received after the student has left school that leads to qualifications other than degrees. It includes both academic and vocational education.

Higher Education – Education leading to degree level qualifications, frequently but not always delivered by universities.

Labour market information (LMI) – Information about the labour market, education system and related issues that can support an individual to make good career decisions. This might include information about salaries, qualifications, and future trends.

NEET – an acronym used to describe individuals not in education, employment or training.

Portfolio – A collection of evidence of tasks completed as part of the careers programme, maintained by the student. This can be electronic (e-portfolio) or in paper format.

SENCO – Special Educational Needs Co-ordinator – The member of school staff responsible for ensuring that all pupils with special educational needs or learning difficulties and/or disabilities are supported to access fully the curriculum and other provision, including the careers programme.

SEND – An acronym used to describe individuals who have special educational needs and disabilities.

² Andrews, D., Hooley, T. (2018). *The Careers Leader Handbook*. Bath: Crimson Publishing Ltd.

Sheffield Progress - The on-line search and apply process that Y11 students use to make their applications for learning post 16.

STEM – An acronym used as shorthand for the subjects science, technology, engineering, and mathematics.

Work experience, experience of the workplace – An opportunity for a student to gain actual experiences of a workplace or of undertaking work. This could include visits to workplaces and job shadowing as well as actual work experience.