



Careers Strategy

Introduction

We are committed to careers education, information, advice and guidance ensuring pupils' leave with the right tools and values to help prepare them for adulthood. We support pupils, with their parents and carers, to consider their future options, realise their potential and decide how their skills and experiences fit with opportunities in the local job market. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to student outcomes where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps. We are fully committed to our statutory and moral obligation to provide a holistic careers service for students in Year 9 onwards, highlighting the vocational and academic routes to their preferred career path.

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Terminology

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Vision

To ensure pupils, their parents and carers, are informed and prepared to achieve aspirational next steps into adulthood and the world of work.

Strategic Objectives:

- All students, parents, carers and teachers have access to careers information, advice and guidance.
- All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme.
- All students' transition to a variety of positive destinations.

The strategy sets out where EBN Academy currently, using a SWOT analysis, as well as a summary of the Compass Report, an online self-evaluation of careers and work experience provision set against The Gatsby Benchmarks and the national average. The strategy will then describe the key objectives in detail and explain how different stakeholders involved in careers and employability will work together to achieve these objectives over the next 3 years.

Current State

| Benchmark & progress made | Gatsby Statement | Current State | Areas for Development |
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| <p>1 A stable careers programme</p> | <p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p> | <ul style="list-style-type: none"> • We have a clear and thorough written Careers Strategy, Programme and Careers Education Curriculum fully accessible on the school website. There is also a shortened version for students to understand what to expect from their careers programme. • Our programme has been shared and approved by the board of governors and has the explicit backing of the senior leadership team. • The careers programme has specific resources and funding allocated and a named Careers Leader. • We have good growing links with industry. • We have a good understanding of our destination data and how we are working to ensure students transition to the right place. | <ul style="list-style-type: none"> • Ensure careers programme and education is imbedded throughout the school. • .Carry out an annual whole school and community monitoring and evaluation. • Ensure clear links with Citizenship. • Ensure consistency of Work Experience programme across school. • Whole school displays to showcase careers. • Staff CPD. • Careers Leader to develop and implement areas of the careers strategy and programme. |

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| | | <ul style="list-style-type: none"> • We actively network and let others know about our careers programme. • Career aspirations towards employment and learning goals are incorporated into students' EHCP Outcomes. • We regularly monitor the careers programme and make changes in light of feedback from all stakeholders. | <ul style="list-style-type: none"> • Dates for careers specific learning to be added to the whole school calendar. |
| 2 Learning from career and labour market information | 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 available information. | <ul style="list-style-type: none"> • A range of resources are available in the careers office for parents/carers. • The Careers Leader has a range of physical teaching and learning resources accessible to all teaching staff. • A range of electronic resources are stored on the staff shared drive. • We have t to support students developthe right skills for the world of work. • A range of external professionals including the Birmingham Education Partnershipactively support students/parents/carers to plan for adulthood. • We actively encourage employer visits and workplace visits. • We promote the latest LMI and use this information to shape our careers education lessons. • Future options are fully discussed during annual reviews so that steps can be put into place to meet the aspirations. • A range of links accessible on the careers programme website page. | <ul style="list-style-type: none"> • Ensure staff are effectively utilized to develop students' experience of the world of work. • Ensure that LMI and careers education curriculum is being fully embedded and effectively differentiated to meet individual needs. • Ensure consistency in IAG and embedded. That action plans are implemented and reviewed. |
| 3 Addressing the needs of each student | Students have different career guidance needs at different stages. Opportunities | <ul style="list-style-type: none"> • Students undertake personalised work experience placements. • 100% of students have stayed engaged in education, employment and training . • Session plans and resources are differentiated based on the needs of the participants | <ul style="list-style-type: none"> • Develop and diversify the destination data for EBN Academy so that studentstransition to a variety of destinations to meettheir long term aspirations. • Ensure vocational profiles are used in all classes where appropriate and |

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| | <p>for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p> | <ul style="list-style-type: none"> • We work in partnership with families to understand any specific difficulties they may have and deliver appropriate strategies to overcome these • We promote and support diversity in our Careers Education programme as we value everyone as an individual where everyone feels able to participate and achieve their potential. • We are very mindful of the legislation covering age, disability, race, religion gender and sexual orientation and others. We use this as a starting point and then go beyond this by viewing diversity as a positive difference that adds value to an organisation, contributing to employee wellbeing and engagement. We also challenge students' stereotypical thinking. • As a school, our position is the "presumption of employability" for all • We also keep records of destination data within our strategy. This allows us to identify areas for development. | <p>used to identify areas of learning.</p> <ul style="list-style-type: none"> • Careers leader to coordinate opportunities for groups of students based on their next steps. |
| <p>4 Linking curriculum</p> | <p>All teachers should link curriculum</p> | <ul style="list-style-type: none"> • Most subject leaders make links to careers within citizenship. • Taking the principles identified by Preparation for Adulthood, | <ul style="list-style-type: none"> • All subject leaders have met with the Careers Leader and made clear career education links. |

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| <p>learning careers to</p> | <p>learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p> | <ul style="list-style-type: none"> The curriculum is tailored to individuals needs and learning outcomes identified in their action plans. | <ul style="list-style-type: none"> Greater careers links made during other themed weeks i.e. Science Week. Develop a range of links with different industries so that students gain experience in different sectors. Profile of careers to be raised through staff meeting, strategy to be regularly shared with staff, so that everyone understands their role. |
| <p>5 Encounters with employers and employees</p> | <p>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.</p> | <ul style="list-style-type: none"> We engage with over 10+ small, medium and large businesses enabling us to offer regular and meaningful encounters with employers. We deliver bespoke and meaningful work based opportunities across the academic year. Our enterprise initiative allows all of our students to contribute to its success. Students participate in an annual National Careers Week where they access employment based workshops, multiple offsite visits and participate in mock interviews with employers Throughout the year we invite employers to give talks about the work they do to inspire the students. Students who have left EBN Academy(alumni) return to share their experiences with our current students, particularly about their transition from education to the world of work and the impact this has had on their lives. We have staff to support students to access the world of work. If employers and businesses have any worries or concerns about supporting a young person with learning difficulties and additional needs, we welcome these as they indicate the employer is starting to think about consequences of employing someone with a disability. We have a range of partnerships and encourage employers to share their experiences of the world of work with our students. | <ul style="list-style-type: none"> Ensure all classes have at least one encounter with an employer/employee annual and monitor and evaluate its success. With help from the Enterprise Coordinator, recruit an Enterprise Advisor to develop enterprise, careers strategy, programme and curriculum. |

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| <p>6 Experiences of workplaces</p> | <p>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 expand their networks.</p> | <ul style="list-style-type: none"> • We engage with over 10 small, medium and large businesses, to offer regular encounters with employers an offer meaningful and bespoke Work Based Placement across the academic year. • Students are fully supported to engage with employers through range of suitable activities • Work based placements have been provided on a gradual basis beginning in Year 10 with generic retail and hospitality placements, building up students understanding of what a workplace is; rules, uniform, line managers etc. • Choice and control – students are presented with a variety of experiences, options and support that starts with researching the local job market and contacting employers that best match the skills and interests of the individual. • Support is built around an individual and is tailored to their aspirations as identified through their EHCP | <ul style="list-style-type: none"> • Establish a bank of core placement opportunities for Year 10 students as an entry experience. • Develop whole school and classroom based work experience to ensure consistency across class rooms. • Ensure all school educational visits incorporate careers in some capacity. |
| <p>7 Encounters with further and higher education.</p> | <p>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,</p> | <ul style="list-style-type: none"> • Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development. • Through career coaching, careers lessons, teacher/family progress evenings and the Annual Review process, students and their families are made aware of the opportunities available to them in the local area including apprenticeships, supported internships, enterprise, employment and Further Education. | <ul style="list-style-type: none"> • A link is made with the Aim Higher programme and a student from the local university carries out advice and guidance to the students. |

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| | colleges, universities and in the workplace. | | |
| 8 Personal guidance | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. | <ul style="list-style-type: none"> • Collages and training centers offering guidance and advice to Y11 students whilst visiting | <ul style="list-style-type: none"> • Begin internally delivering IAG with careers leader to students in Year11Level 6. • Develop IAG meeting recording paperwork to track outcomes and next steps. • Track meetings and ensure actions are implemented. |

