

**Careers Curriculum Intent:**

All young people need a planned programme of activities both to help them choose appropriate pathways at 14, 16 and 18 and to enable them to manage their careers, career progression and sustain employability throughout their lives.

Hugh Christie School provides impartial Careers Education, Information, Advice and Guidance (CEIAG) to support students' transition, not only to further or higher education, vocational training or employment, but to support them in becoming independent managers of their own careers.

Hugh Christie School encourages students to aspire and value lifelong learning, provide opportunities to develop key employability and enterprise skills that are highly valued by employers, colleges, universities and apprenticeship providers.

The CEIAG Programme has been developed to engage parents and local employers, both in school and externally, to support our students in becoming employable and aspirational young people in accordance with the recommended Gatsby Benchmarks.

Hugh Christie School delivers the intent through:

1. **Curriculum:** A careers curriculum that is aspirational, ensuring all students are aware of the possibilities open to them, delivered through a range of enrichment and extra-curricular opportunities.
2. **High Standards:** Extensive support for students and parents to ensure students are best prepared for their Post 16 and Post 18 choices to maximise potential.
3. **Intelligent assessment:** Tracking of students' career aspirations and progress towards achieving them, across each Key Stage, help to guide the tailored provision offered at each key point.
4. **Equipped:** Use and inform students of up to date local and national Labour Market Information to help them appreciate the role of British Industry and independently manage each stage of their career within it.
5. **Values:** Promotion of the rights and responsibilities of both employers and employees, helping students to develop the appropriate attitudes and values required to become work ready.
6. **Esteem:** Believe in, build students' self-esteem and develop confidence and resilience to aim high and attain their career aspirations.

Careers Plan 2022-2023

Overview:

YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	SIXTH FORM
<b>Aim: to explore work related skills and general areas of business.</b>	<b>Aim: to understand the concept of a career, the law, options and work related skills.</b>	<b>Aim: to look specifically at option choices, the labour market and personal brand.</b>	<b>Aim: to focus on the C.V. types of employment and work experience</b>	<b>Aim: to explore, post 16 options and the link to future careers.</b>	<b>Aim: to explore post 18 destination options, work experience and applications to the workplace.</b>
<p>PSHE: work skills, study skills, careers, enterprising and aspirations.</p> <p>Advisory: SkillsBuilder activities: listening, staying positive, aiming high and speaking; develop links with local businesses.</p> <p>Subject lessons: SkillsBuilder development: problem solving, creativity, leadership and teamwork.</p>	<p>PSHE: work skills, voluntary work, options, employment laws and developing character.</p> <p>Advisory: SkillsBuilder activities: listening, staying positive, aiming high and speaking.</p> <p>Subject lessons: SkillsBuilder development: problem solving, creativity, leadership and teamwork.</p> <p>KMPF: university visits / face-to-face contact.</p>	<p>PSHE: work skills, the labour market, personal brand, study skills, enterprising (£10 project).</p> <p>Advisory: SkillsBuilder activities: listening, staying positive, aiming high and speaking.</p> <p>Options: Making GCSE option choices.</p> <p>Contact with employers: visits to careers fairs &amp; universities through KMPF.</p> <p>Subject lessons: development of further skills.</p>	<p>PSHE: C.V. workshop, personal skills, personal statement, the law around unemployment and redundancy, values in the workplace.</p> <p>Advisory &amp; subject lessons: SkillsBuilder activities.</p> <p>Work experience: an opportunity to embark on a 1-week WEX placement.</p> <p>Contact with employers: visits to careers fairs &amp; universities through KMPF</p>	<p>Options: Post 16 option choices, contact with local colleges, contact with apprenticeship providers, 1:1 careers interviews, careers fair visits.</p> <p>Advisory: SkillsBuilder activities: listening, staying positive, aiming high and speaking; where to find a job, application process</p> <p>Subject lessons: SkillsBuilder development: problem solving, creativity, leadership and teamwork.</p>	<p>Options: Post 18 option choices, contact with local colleges &amp; universities, contact with apprenticeship providers, 1:1 careers interviews, careers fair visits.</p> <p>Work experience: an opportunity to embark on a 1-week WEX placement.</p> <p>Advisory &amp; Assemblies: regular reference to the world of work and aspirations.</p> <p>Use of external providers to conduct practice interviews.</p>

**Disadvantaged Students & Students with SEND Characteristics:**

Hugh Christie School will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The careers co-ordinator will work closely with the SENCO and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of learners to help them understand what career options are available.

These objectives will be accomplished through the 'Supported Employment in Schools' project which commenced in April 2022. The local authority, who provide an expert practitioner to guide and support the school through the various phases, runs this project. The project plan is as follows:

1. April 2022: The School sign up to the project objectives.
2. April 2022: The lead SLT, SENCO and careers leader engage in stage one of the formal training
3. May 2022: Other members of the careers team and SEND team receive training.
4. June 2022: Training is completed and documentation agreed.
5. July 2022: Year 9 identified learners are selected.
6. September 2022: Year 9 vocational profiling begins.

Vocational profiling takes into account the views of the student, their parents / carers and other professionals to enable a bespoke futures pathway to be created.

The careers guidance will take account of the full range relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace and how jobs can be adapted to fit a person's abilities by developing relationships with SEND friendly employers through the SEIOS project.

The learning from the SEIS project, as it is fundamentally aimed at initially supporting the year 9 cohort, will be disseminated to the other year groups.

**The Baker Clause:**

The Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss routes that are available to them. This took effect from 2018.

In addition, the Government have launched a consultation with the aim of tightening-up on the Clause. Specifically, the proposal is:

1. To provide at least six encounters with a provider,
2. Two of the six encounters must be in years 8 or 9,
3. A further two encounters in years 10 or 11,
4. A final two encounters in the sixth form,
5. All encounters to be delivered between September and February.

Hugh Christie plans to deliver the Baker Clause, including the newly proposed requirements in the following way:

Year 7: University (KMPF) talks and PSHE delivery

Year 8: Link with local employers

Year 9: Army project, University visit (KMPF), Futures exchange

Year 10: Futures exchange (local Colleges and providers), University links (KMPF)

Year 11: Kent / West Kent Careers Fairs, Options talks with apprenticeship providers and local Colleges

Sixth Form: Apprenticeship talk, UCAS advice, Kent / West Kent Careers Fairs, practice interviews with local employers

*Careers Plan 2022-2023*

**Gatsby Benchmarks:**

**Target (average) = 90%**

<b>Gatsby benchmark</b>		<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Status update</b>
1	A stable careers programme	<p>Careers programme to be approved by the link governors and the board of governors.</p> <p>Further develop a full coherent careers programme to be delivered through the PSHE days.</p> <p>Review the careers curriculum intent.</p> <p>Update the school website pages to promote the latest careers programme.</p> <p>Liaise with the school's careers company advisor to enhance the strategic oversight of the programme.</p> <p>Review the PSHE futures curriculum to ensure it fully delivers the intent.</p>	<p>Link Governor</p> <p>MF</p> <p>MF</p> <p>MF / JC</p> <p>MF</p> <p>MF</p>	<p>T1</p> <p>T2</p> <p>T1</p> <p>T1</p> <p>T1</p> <p>T2</p>	<p>Dec'21=82%</p> <p>July'22=70%</p> <p>Target =100%</p>
2	Learning from labour market information	<p>Y9 PSHE session to inform students about the labour market.</p> <p>Local authority Governor to collate local labour market information and present it to the SLT</p> <p>Local labour market information used to allocate students for WEX placements.</p> <p>Make available LMI on the school website, in a format that is useful.</p>	<p>MF</p> <p>PB/MF</p> <p>LH</p> <p>MF</p>	<p>T2</p> <p>T1</p> <p>T3</p> <p>T1</p>	<p>Dec'21=20%</p> <p>July'22=100%</p> <p>Target =100%</p>
3	Addressing the needs of each pupil	<p>Continue to develop a systematic record of student's career and enterprise activities. Maintain student data ('Brenda'), update SIMS accordingly where appropriate, update Compass Plus and explore alternatives to Brenda.</p> <p>Maintain accurate data on destinations leaving school / record on SIMS</p> <p>Tailor career activities to specific groups of students to help effective career decisions.</p> <p>Improve awareness of CV preparation and expand the use of Bragfolder / electronic CV software.</p>	<p>LH</p> <p>MF</p> <p>LH</p> <p>LH</p> <p>LH</p>	<p>T1 onwards</p> <p>T1-T2</p> <p>T1-T4</p> <p>T2</p>	<p>Dec'21=90%</p> <p>July'22=81%</p> <p>Target =100%</p>

*Careers Plan 2022-2023*

		<p>Target students for appropriate careers intervention using RP and LH.</p> <p>Use the SEIS programme to enable all students, including those with SEND, to access high quality WEX.</p> <p>Continue to develop the PSHE programme to address the needs of students; information obtained from surveys.</p>	<p>LH/RP</p> <p>MF/LH</p> <p>MF</p>	<p>T1-T4</p> <p>T1</p> <p>T2</p>	
4	Linking curriculum learning to careers	<p>Planned lessons for students on writing a personal statement embedded in English.</p> <p>SkillsBuilder skills identified in curriculum areas and skills rich opportunities highlighted in SOW and lesson planning.</p> <p>Improve careers signposting in curriculum areas through careers noticeboards and greater emphasis at the start of topics.</p> <p>Further develop and engage in STEM opportunities with external organisations.</p>	<p>HS</p> <p>GI</p> <p>MF/PS</p> <p>TS</p>	<p>T3</p> <p>T1-T4</p> <p>T1-T4</p> <p>T2-T4</p>	<p>Dec'21=50%</p> <p>July'22=87%</p> <p>Target =90%</p>
5	Encounters with employers and employees	<p>Refer to point 6</p> <p>Refer to the Baker Clause statement.</p> <p>Army project for 60 students in Year 9.</p> <p>Kent university visits through KMPF.</p> <p>Other local employer visits throughout the year.</p>	<p>LH</p> <p>LH</p> <p>LH</p> <p>MF</p> <p>LH</p>	ongoing	<p>Dec'21=0%</p> <p>July'22=50%</p> <p>Target =75%</p>
6	Experience of workplaces	<p>Year 10 students to embark on a one-week WEX placement.</p> <p>Year 12 students to embark on a one-week WEX placement.</p> <p>Students in Year 10,11 or 12 to engage in a WEX programme delivered by Clarion Housing.</p> <p>KS3 in Advisory periods to link and study a local business, including a talk and visit.</p>	<p>LH</p> <p>LH</p> <p>MF</p> <p>Link Governor</p>	<p>Easter</p> <p>July</p> <p>November</p> <p>T1-T4</p>	<p>Dec'21=50%</p> <p>July'22=87%</p> <p>Target =90%</p>
7	Encounters with further and higher education	<p>All students by Y11 to have received information electronically about Apprenticeship opportunities.</p>	<p>LH</p> <p>MF</p>	<p>T2</p> <p>T1-T4</p>	<p>Dec'21=45%</p> <p>July'22=66%</p> <p>Target =75%</p>

*Careers Plan 2022-2023*

		Through the KMPF, visits to the universities and reciprocal visits organised for Y8, 9, 10 students. Local colleges invited to attend the sixth form options event and take an assembly. Visits organised to the local colleges for targeted students.	PS/JS LH	T2 T2-T5	
8	Personal guidance	Fully qualified careers advisor to give 1:1 guidance to Year 13 and Year 11 students. Careers manager to give guidance throughout the year to Year 11 students and Year 13 students embarking on college, apprenticeships or full time employment. UCAS lead to provide appropriate guidance to Year 13 students. Student advisors to provide appropriate guidance to Year 9 students making GCSE option choices.	RP LH SJ PS/JD	T1-T3 T1-T3 T1-T2 T2-T3	Dec'21=37% July'22=87% Target =90%

**Destinations:**

**2019-2020** (published on the performance tables; data from LA destination survey):

- 96 % of students stayed in education or employment. (National and local authority averages = 94%)
- 90% of students were educated throughout the first 2 terms after KS4 (National average = 89%)
- 4% of students were NEET after 2 terms (National average = 5%)
- Retention from Y12 to Y13 = 100% (LA average = 98%)

**2020-2021:** (from LA destination survey)

- 98% of students stayed in education or employment (LA average =96.2%)
- Retention from Y12 to Y13 = 99% (LA average = 98.5%)

*Careers Plan 2022-2023*

**2021-2022:** (school data)

• 99.5% have begun a programme as follows:

<b>HCS</b>	<b>Alternative Provision</b>	<b>Apprenticeship</b>	<b>Other 6<sup>th</sup> form</b>	<b>College</b>	<b>Employment</b>	<b>NEET services</b>	<b>NEET</b>	<b>OTHER</b>
<b>44.5%</b>	<b>2%</b>	<b>2.5%</b>	<b>3%</b>	<b>41%</b>	<b>0.5%</b>	<b>5%</b>	<b>0.5%</b>	<b>1%</b>