

BLATCHINGTON MILL SCHOOL

CE-IAG PROGRAMME DELIVERY STATEMENT - SEPTEMBER 2018

Careers education at Blatchington Mill School is delivered through a programme of scheduled activities, combined with special events. It combines units of study which develops students' self-awareness with others designed to increase their knowledge and understanding of opportunities for personal progression.

Vision and Purpose

We aim to develop and support the aspirations of all our students to ensure they gain the understanding, skills and experience needed to make excellent progress and succeed in learning and later, in work.

We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to that of their families, the communities to which they belong, wider society, businesses and the economy.

National and Local Expectations

We are committed to meeting national and local expectations in relation to careers by:

1. Providing impartial careers guidance for students in Years 8 to 13 (as required by the 2011 Education Act and the 2018 Careers Strategy). In implementing this duty we will pay particular regard to the DfE's principles of good practice (page 26 the statutory guidance, Jan 2018) and Ofsted's inspection criteria for evaluating careers provision in schools.
2. Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
3. Supporting the implementation of the *Brighton & Hove City Employment and Skills Plan 2016-2020* through connecting learners with the local labour market and supporting them on their journey from learning to earning.

Current Priorities

Our careers strategy is informed by these current priorities:

- i. Supporting individual aspirations, improving attainment and ensuring positive destinations for students when they leave the school and later.

- ii. Meeting the needs of all students including specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities.
- iii. Developing students' career awareness and skills, especially those associated with career adaptability, resilience, enterprise and employability.
- iv. Improving young people's working lives by helping them to identify important values associated with employment, including contributing to the wellbeing of others and society through their paid and voluntary work and working in environmentally sustainable ways.
- v. Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support.
- vi. Working with others outside the school to meet students' career development needs; amongst others these might include, parents/carers, alumni and education, community and business partners.

CE-IAG Management in School

Careers education in school is overseen and lead by a member of the Senior Leadership Team, an Assistant Headteacher.

From September 2018 this will be Mr K. McCormick.

Mr McCormick can be contacted on:

Telephone number: 01272 736244. kmccormick@blatchingtonmill.org.uk

Summary of the Careers Programme.

Listed below are the elements of the CE-IAG programme related directly to careers education.

In Year 8 we cover the following units of work or activities:

- a. 'Get organised' (which develops personal organisation, an essential skill for the workplace).
- b. 'Know thyself' (which develops self-awareness - essential for making successful career choices).
- c. 'Being involved' learning about what's available in school and outside of it and reasons for being involved in extra-curricular activities (this develops students' understanding of contributing to and participating in wider activities which is useful to society and the individual).
- d. Understanding aspiration and the realities of local & national labour markets - using research comparing children's aspirations compared to predicted job opportunities (this can be done as a tutor-time unit or a special event and in the past has included 'the Real Game' activity).

In Year 9 we cover the following units of work or activities:

- a. Develop students' awareness of all post 16 opportunities.
- b. Careers education to develop students' knowledge of opportunities using technology to including software such as *Kudos*, *Fast Tomato* etc.
- c. Developing students' awareness of Key Stage 4 routes and levels available in each.
- d. Choosing GCSE Options - specifically those offered at BMS, courses & levels.
- e. Developing students' personal aspirations which support their GCSE Option choices.
- f. Self-review; evaluating progress at Key Stage 3 and setting personal goals for Key Stage 4 and beyond.
- g. Promoting opportunities for those from disadvantaged backgrounds to participate in aspiration-raising schemes such as The First Generation Scholars Scheme.

In Year 10 we cover the following units of work or activities:

- a. Personal target setting - long-term goals, setting high ambitions and aspirations.
- b. Develop students' awareness and understanding of careers, jobs and different types of occupation. ICT based support packages available to help with this.
- c. Ensure students are aware of post-16 opportunities and of open-days where these are available.
- d. Developing students' awareness of student finance (especially relating to student-loans / attending university).
- e. Identifying students with specific needs (in conjunction with the Learning Support team) who qualify for targeted individual careers support and mentoring.
- f. Enterprise and Entrepreneurialism; understanding what Enterprise and Entrepreneurialism are and how students' can develop these skills.

In Year 11 we cover the following units of work or activities:

- a. Developing students' understanding of ALL post 16, post 18 and employment opportunities including apprenticeships.
- b. Detailing how and providing opportunities for students to access the independent careers advisor.
- c. Providing and promoting our Year 11 Transition and Progression Evening (where students and their parents can meet with as many post-16 providers as we can recruit to the event).
- d. Promotion of ALL post-16 provider promotion events and open-evenings.
- e. Use of ICT packages to support students' careers awareness and planning.
- f. Enterprise awareness (developed through a whole-day event covering employment and employability, understanding applications - CVs, letters of application, personal statements, application forms and interviews, personal finance).
- g. Completion of applications to college and / or employment, letters of application and preparation for interviews.
- h. Students analyse their progress after the Year 11 mock exams and compare this to their ambitions for post Year 11.
- i. Consider and research alternatives using the independent careers advisor (where necessary) and ICT careers packages.

In Year 13 (in this, the final year of the school offering post 16 courses) we cover the following units of work or activities:

- a. Careers and pathways at, 17, 18 and 19+: students develop awareness of progression routes and possible careers, including university applications, courses in FE and apprenticeships etc.
- b. Students supported in applying to university or employment.
- c. Provide access to the independent careers advisor to support careers awareness and applications.
- d. Developing students' awareness of and ability to cope with the financial issues around attending university.

Accessing Careers Information.

Students, parents, teachers and employers can access information about the careers programme by contacting the assigned careers leader in the school (details above).

Much of the material used in tutor-time is available through Firefly to which students have full access.

Post 16 providers and employers are all welcome to attend our Year 11 Transition and Progression Evening; to secure a place, they need simply to contact the assigned careers leader in the school (details above). They can also display information relevant to Year 12 progression by sending this to the assigned careers leader in the school.

Students can request a meeting with the independent careers advisor through the Year 11 Office.

Monitoring the Impact of Careers Education.

The impact of our careers education programme is achieved as follows;

- Year 11 destination data - we monitor the breadth of students' post 16 destinations and the level of career aspirations (through tutor-time mentoring and monitoring). We also monitor the number of students who have not secured a place of their choice for post 16.
- Through student-voice feedback.
- Through Year 11 tutor and Year Team Leader feedback.

Review.

This approach will be reviewed every two years.

Date of next review: September 2020.