

EDGBARROW SCHOOL CAREERS STRATEGY 2023-25

STRATEGY

In line with the school's vision to enable ***“all individuals to develop their talents and acquire skills for life”*** the Edgbarrow careers strategy aims to prepare students for an increasingly changing work place with a programme designed to build transferable skills.

OBJECTIVES OF THE PROGRAMME

- ✓ To help pupils build, identify and apply key skills
- ✓ To give pupils an understanding of potential careers
- ✓ To help pupils identify appropriate career choices by matching their skills to job requirements

THE PROGRAMME

The key cornerstones of the programme are:

- The careers ladder, designed to help students build, identify and apply their unique key skills
- Using the Gatsby benchmarks as a guide to the key deliverables
- Exhibit best practise – retaining our Quality in Careers standard
- Ensure current knowledge of the local and national job market and key skill requirements
- Link into the school development plan and curriculum
- Engage local business community

KEY SKILLS

Having looked at the key skills for life related to employability both nationally, locally and globally, Edgbarrow believes that the current focus at school level should be on:

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| • Using initiative and being self-motivated | • Organisational skills |
| • Working under pressure and to deadlines | • Ability to learn and adapt |
| • Communication and interpersonal skills | • Teamwork |
| • Negotiation skills | • Valuing diversity and difference |
| • Problem solving skills | • Numeracy and IT skills |

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Over the next 12 months, Edgbarrow school staff, Governors, Parents/Carers, Students and the wider school community will continue to work to achieve the following with the intention of meeting all 8 Gatsby Benchmarks:

BENCHMARK 1

A stable careers programme

This will be demonstrated by the following:

- Holding a 'Quality in Careers' standard
- Having an embedded programme that is known and understood by students, parent/carers, teachers, governors and employers
- Publishing and regularly evaluating the programme
- Having an appointed careers leader who is a member of SLT, careers manager and a named Governor link
- Membership of the CDI and offering of CPD to relevant staff
- Supporting the Pastoral curriculum to enable students to make informed decisions

BENCHMARK 2

Learning from career and labour market information

This will be demonstrated by the following:

- Students and parent/carers having access to good quality information on study options and LMI
- Renewing appropriate software licences and resources
- Regularly updating information on school website
- Engaging with the wider school community including employers and parent/carers
- Engaging with apprenticeship providers

BENCHMARK 3

Addressing the needs of each pupil

This will be demonstrated by the following:

- Targeted advice to meet individual needs, at transitional times including relevant student progress evenings
- Continue to buy in external careers guidance to support internal provision
- Allocate 1-2-1 support via needs analysis, concentrating on SEND, PP, LAC
- Continue developing a record of individual advice, agreed decisions across the whole school, which is available to relevant staff and students
- Raising aspirations and challenging stereotypical thinking
- Using student destination data to create an alumni network to showcase all pathways post Edgbarrow
- Exploring opportunities to extend the business mentoring programme

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BENCHMARK 4

Linking curriculum learning to careers

This will be demonstrated by the following:

- Continuing to audit careers learning within the whole curriculum and taking relevant actions to ensure all departments have a robust and relevant careers provision
- Working towards all departments having a careers noticeboard which is updated regularly
- Engaging with the wider business community to ensure that all students understand the benefits of the different STEM and STEAM subjects and their relevance for future career paths
- Publicise relevant resources to teachers
- Introduce to students in lower school the idea of transferable skills and portfolio careers
- Encouraging teachers who have moved into teaching from other jobs to share their previous experience

BENCHMARK 5

Encounters with employers and employees

This will be demonstrated by the following:

- Giving students multiple opportunities to engage with employers and employees, e.g. Careers Convention, Yr. 12 Speed Careers Event, Yr. 10 Mock Interviews, Yr. 9 Careers Day, Work Experience & Work Shadowing
- Inviting employers in for assemblies, PSHE sessions, breakfast clubs etc.
- Building an alumni network to support the careers programme and other whole school events
- Introduce innovative ideas to encourage students to attend events
- Continue to offer enrichment events for all year groups
- Create and maintain a record to log all student encounters with employers and employees and audit regularly to ensure that all students meet the requirement to have had at least 7 encounters by the end of Year 13

BENCHMARK 6

Experiences of workplaces

This will be demonstrated by the following:

- All Yr.12 students to complete a minimum of 20 hrs work experience in an appropriate and suitable placement
- Encourage and support KS4 students to investigate and undertake work experience opportunities, workplace visits and/or work shadowing
- Log workplace encounters on compass+ and audit regularly to ensure that all students have had at least one experience by the end of Yr.11 and two by the end of Yr.13
- Networking with local EBPs, LEs, Careers and Enterprise Company and employers to facilitate workplace opportunities

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BENCHMARK 7

Encounters with Further and Higher Education

This will be demonstrated by the following:

- Encouraging all students in Yrs. 8-13 to attend the careers convention
- Advising and encouraging all Yr. 11s to visit at least one further education establishment whilst investigating their post 16 options
- Support and arrange for KS4 SEND, PP and LAC children to visit further education establishments
- Engaging with FE and HE providers, apprenticeship providers and actively arrange in-house workshops, assemblies etc.
- Encouraging all students and parent/carers to explore all pathways by providing up to date information via email, social media, noticeboards, planned PSHE sessions and assemblies

BENCHMARK 8

Personal Guidance

This will be demonstrated by the following:

- Continuing to buy in external careers guidance to supplement internal provision
- Maintaining a record of all Adviza guidance interviews, making it available to appropriate school staff and students
- Targeting and planning advice to meet individual needs, students will have opportunities to participate in group sessions
- Providing external careers guidance opportunities for students and parent/carers at student progress evenings during transitional times
- Offering lunch time drop in sessions for students

