

Careers Plan

Charles Darwin School



Persons Responsible:

Governors: Full Governing Body

SLT: Jon Simpson

Approved and readopted: 2 May 2023

Next review: May 2024

Table of Contents

1. Careers Plan.....	3
1.1. Introduction.....	3
1.2. Aims.....	3
1.3. The importance of good careers advice.....	4
1.4. Eight benchmarks.....	4
1.5. Recommendations for schools.....	5
1.6. The current situation in England.....	5
1.7. Benchmarks explained.....	5
1.8. CDS comparison with benchmarks.....	8
1.9. Next steps.....	9
1.10. Career guidance resources and organisations.....	10

1. Careers Plan

1.1. Introduction

Good careers guidance is critical if young people are to raise aspirations and capitalise on the opportunities available to them. It is vital that young people are given the full range of options open to them. Charles Darwin School is committed to ensuring that all learners have access to the options available and also access to clear, impartial advice when considering career paths. There is no 'quick fix' to the problems linked to careers and schools need to create and develop clear, stable, long-term programmes of activities which are understood by teachers, pupils, parents and employers. The situation in this country has not improved over recent years with many employers reporting difficulties in recruiting people for skilled job vacancies.

1.2. Aims

The aim of this policy is to set out what career guidance is offered to all students at Charles Darwin School and what impact this has on their future career choices and development. The policy will focus on the eight benchmarks highlighted in the 'Good Career Guidance' report written by the Gatsby Foundation. The Gatsby Charitable Foundation's particular interest in ensuring that pupils are aware of the opportunities that careers in science, technology, engineering and mathematics (STEM) open up. The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. As a school we recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic. We have taken on board the DfE's guidance which urges schools to invest in personal guidance provided by a qualified careers adviser. Careers guidance can be defined as activities intended to assist young people in making decisions about future education, training and jobs. Based on guidance given by both the DfE and Ofsted the schools aims are to:

Set students on a path that will secure the best outcomes and enable them to progress in education and work. Focus on what is best for each student.

Act impartially, and not show bias towards any route, be that academic or technical.

Provide and promote a full range of technical options (only 4% of young people start and apprenticeship after their GCSEs).

Fully utilise the government's roll out Careers Hubs, Careers Leader training, digital support and the Enterprise Adviser Network, all of which have been proven to accelerate progress against the Gatsby Benchmarks to more schools. This will also lead to more informed guidance for students (on average schools and colleges achieved 4.9 of the 8 Gatsby benchmarks in 2022). In 2022 schools that were part of the Careers Hub reported stronger performance on the Gatsby Benchmarks *"Careers Guidance and access for education providers – DfE (2023)"*

Regularly use and review the effectiveness of the schools careers provision through the use of the online tool Compass+, offering the facility to collect student level data which allows us to personalise careers interventions to the individual student. Compass+ helps schools benchmark, manage, track and report on their school's careers provision.

1.3. The importance of good careers advice

Good career guidance is important for social mobility because it helps open pupils' eyes to careers they may not have considered. A recent study has shown that now, more than ever people rarely stick to one job during their life. **The average number of years people are said to stay in the same job is currently 4 years 4 months.** This highlights that there is very rarely a 'job for life' as there once may have been. This requires young people not only to have the right academic achievements but also to have the right transferrable skills to help make them successful wherever they are. Skills such as teamwork, communication and independence. Good career guidance helps inspire pupils towards further study, helps them to understand the world of work and what skills they need in order to be successful. The short term benefits also include better pupil motivation and higher attainment.

Changes in technology and the labour market mean that an increasing number of jobs require specific education and training. This has produced new vocational options which, at present are not well understood by many young people or their teachers. The decision to go to university now means a major financial commitment, rather than being a safe default choice. Career choices are closely linked with educational choices. Once a pupil has some idea of their future career they can make informed choices about which subjects to study. These choices can make a big difference to future earnings. **For example those with A-level Mathematics on average earn 10% more in their lifetime than those without.**

Knowledge about the right career qualifications necessary and the range of careers on offer may be available to pupils from families of graduates and professionals but if most of your family are unemployed or in low-skilled jobs, how would you know? Good careers guidance should tackle the assumptions about what are appropriate jobs for girls and boys, black or white, rich or poor. Such assumptions are often mixed up with a weak understanding of what particular jobs involve.

1.4. Eight benchmarks

- **A Stable Careers Programme.** Every school should have an embedded programme of career education that is known and understood by pupils, parents, teachers, governors and employers.
- **Learning from career and labour market information.** Every pupil 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.
- **Addressing the needs of each pupil.** Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's career programme should embed equality and diversity considerations throughout.
- **Linking curriculum learning to careers.** 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.
- **Encounters with employers and employees.** Every pupil 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.
- **Experiences of workplaces.** Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
- **Encounters with further and higher education.** All pupils 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

- **Personal guidance.** Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.

1.5. Recommendations for schools

1	Eight Benchmarks	Recommended that schools should be guided by these eight benchmarks when setting their own careers programmes. Ofsted should also be aware of them when making judgments about the quality of career guidance in a school.
2	The School Careers Plan	Every secondary school should be required to have a Careers Plan, published on the school website.
3	Destinations Data	Every secondary school should be responsible for publishing the destinations of all pupils for three years after their leaving date. The published destination data should be at an aggregated level, showing the main categories of employment, apprenticeship and further education. The responsibility should be on the school with support from HESA, NCCIS and other agencies that are currently involved in collecting data for the government.
4	Employer Governors	Every school should have a member of their governing body who has a remit to encourage employer engagement and to take a strategic interest in career guidance.
5	Career Advisers	The government's guidance for schools should be amended to make it clear that personal guidance can be provided by both internal and external advisers. Advisers can be a member of school staff provided they are trained to an appropriate level to give advice that is in the best interests of the child.

1.6. The current situation in England

In April 2012 the government launched the National Careers Service (NCS) The aim of the service was to provide career advice and guidance via online and telephone services for all ages (13 and over), but face-to-face services only for adults.

Alongside these arrangements schools have had a duty to ***“secure that all registered pupils at the school are provided with independent careers guidance during the relevant phase of their education”***. The definition of ‘relevant phase’ was extended in December 2013 to include Years 8 to 13. The Statutory Guidance that supports the above legislation, issued in April 2014, defines ‘independent’ guidance as “external to the school. External sources could include employer visits, mentoring, website, telephone and helpline access”.

1.7. Benchmarks explained

Benchmark 1. Schools which have demonstrated good careers guidance have had the explicit and active backing of the head teacher and the careers programme was embedded in the school structure. An appropriately trained person is required to coordinate careers within the school with the confidence of the head teacher.

Benchmark 2. Every pupil and their parents, should have access to good quality information about future study options and labour market opportunities. ***By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.*** Parents should be encouraged to access and use information about labour markets and future study option to help support their children. The labour market is constantly changing and it is hard enough for even the best informed careers advisers let alone classroom teachers to have all of the facts at their fingertips. Well stocked careers libraries are not enough and schools need to give pupils and parents access to up-to-date career and market labour information. This should include what pay is given for different jobs and where and how numerous the vacancies are. At present it is clear that young people’s understanding of what the labour market wants is weak. The ‘LMI for all’ service and NCS website should be used alongside career information.

Benchmark 3. A school’s career programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. Well-kept electronic records are a way to maintain constant advice even if the adviser changes. Good records can also be valuable when it comes to getting alumni back to act as ambassadors.

Benchmark 4. 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. By the age of 14 every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. Evidence of this happening in the classroom based on research done was ‘patchy’ with much relying on the teacher’s own personal experiences. Opportunities are clearly there for subject teachers, who see much more of the pupils than careers advisers and therefore can have a much closer relationship.

Benchmark 5. Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued by employers. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. Every year, from the age of 11 pupils should participate in at least one meaningful encounter with an employer. A ‘meaningful’ encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. Where possible this should include encounters with self-employed people, given that this is such an important part of the economy.

“The 7% of young adults surveyed who recalled four or more activities while at school were five times less likely to be NEET and earned, on average, 16% more than peers who recalled no such activities. The findings are not linked to the highest level of qualification”

Encounters in schools could be any of the following:

- Visiting speakers – in assembly, in lunchtime talks in special one-off events, etc.
- Careers fairs;
- Enterprise events;
- Other work simulations;
- Mentoring by employers;
- Mock interviews and CV writing;
- ‘Speed dating’ events involving employers

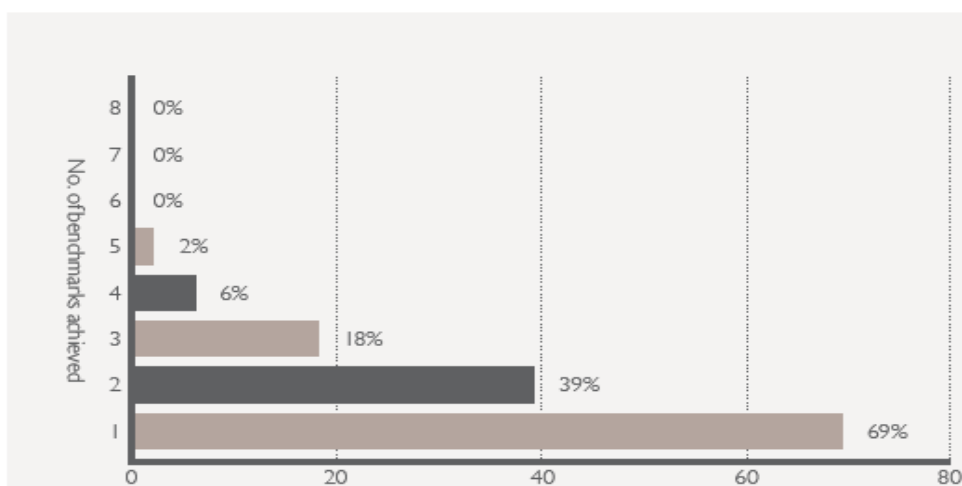
Benchmark 6. Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. By the age of 16 every pupil should have had at least one experience of a workplace, additional to any part time jobs they may have. By the age of 18 every pupil should have had one further such experience, additional to any part time job they may have. Work experience is especially valuable to pupils from deprived backgrounds where experience of work in the family or in the local community may be limited to low-skilled occupations. Research suggest that since August 2012 when it no longer became statutory for all pupils to have work-related learning, under 50% of schools now provide this for under-16s. Work experience now forms a required part of 16-19 study programme, in which schools and colleges are expected to offer their post-16 pupils ‘high quality and meaningful’ work experience. Effective experiences do not now have to be one or two week placements but instead could perhaps involve:

- Work shadowing, in which a pupil accompanies an employee through their working day
- ‘Take your son or daughter to work’ days
- Extended school visits to workplaces

The current problems for schools in England are based on the availability of placements, with only 27% of employers offering placements.

Benchmark 7. By the age of 16 every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. By the age of 18 pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. These encounters could involve formal talks by staff and pupils, visits to universities and informal social events with opportunities to meet staff, pupils and apprentices.

Benchmark 8. Every pupil should have at least one interview with a careers adviser by the age of 16 and the opportunity for a further interview by the age of 18. In the best cases research showed that this advice was closely integrated with the pastoral system allowing potential follow up work to be done by form tutors or transition managers. Effective advice should be tailored to the individual’s needs, direct pupils towards the right information sources and give impartial advice. In some independent schools interviews had been conducted by the head teacher or senior leaders.



Where benchmarks were relaxed for instance to say 51% or more as oppose to more than 76%, 88% of schools achieved at least one benchmark and 50% achieved three. This highlights that schools already deliver a lot of good career guidance activity and that with some adaption and extension reaching all eight benchmarks is not unrealistic.

1.8. CDS comparison with benchmarks (based on Compass+ evaluation – May 2023)

	Benchmark		Description	School %	National %
1	A Stable Careers Programme	1.1	Every school should have a structured careers programme that has the explicit backing of the senior leadership team, and has an identified and appropriately trained person of authority responsible for it	88%	43%
		1.2	The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area		
		1.3	The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process		
2	Learning from career and labour market information	2.1	By the age of 14 all pupils should have accessed and used information about careers paths and the labour market to inform their own decisions on study options	100%	60%
		2.2	Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children		
3	Addressing the needs of each pupil	3.1	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations	81%	38%
		3.2	Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions		
		3.3	All pupils should have access to these records to support their career development		
		3.4	Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after the leave school		
4	Linking curriculum learning to careers	4.1	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers	50%	60%
5	Encounters with employers and employees	5.1	Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer	25%	56%

6	Experience of workplaces	6.1	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.	100%	36%
		6.2	By the age of 18, every pupil should have had one further such experience additional to any part-time jobs they may have.		
7	Encounters with further and higher education	7.1	By the age of 16, every pupil should have had at least one meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges and apprenticeship providers. This should include the opportunity to meet both staff and pupils.	37%	33%
		7.2	By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.		
8	Personal guidance	8.1	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18	100%	65%

Schools graded as 'Outstanding' by Ofsted are significantly more likely to:

- Have a structured careers programme written down
- Evaluate the effectiveness of their careers plan every three years
- Secure systematic feedback from pupils, parents and employers every three years
- Have a particular individual with responsibility for careers work and advice
- Keep systematic records of individual advice
- Say that all pupils have had at least one direct experience of a workplace
- Rate the careers programme as being 'very important' for pupils

Schools with quality mark, in addition to above are significantly more likely to:

- Publish their careers plan on their school website
- Encourage parents to access and use information about labour market and future study

1.9. Next steps

1. Directory of employer contacts and continued development of CDS Alumni

Ofsted have stated that career guidance will be explicitly checked in future inspections. In 2013 they reported that 'links with employers were perhaps the weakest aspect of career guidance in the 60 schools we visited'. This is an area that need developing within the school with a view to collecting a wide range of employer contacts that will enhance career guidance within the school. There are currently a number of departments such as Business, English, Performing Arts, Science who use external speakers/guests as part of their courses. A directory of contacts is needed as well as continued work in developing an alumni. Setting up school leavers as a LinkedIn group is a potential way of keeping track of what they are up to. Schemes linking employers with schools include:

- STEM ambassadors and STEMNET;
- 'Inspiring the Future' from the Education and Employers Taskforce;
- Business Enterprise Advisor
- Career Academies UK
- Initiatives run by Local Chambers of Commerce or Local Enterprise Partnerships
- Careers Hub
- Young Apprentice Ambassador programme

School governors with a knowledge of the local business community are also well placed to make introductions to employers.

2. Introducing the pupils to the full range of learning opportunities, including both academic and vocational routes

There is already a lot of work being done in this area, particularly in regards to introducing pupils to what sixth form life is like. The full range of options available to students post-16 are discussed with through assemblies, separate careers advice and work on students preferred careers (during sixth form carousel), but more could be done to give certain groups of students who have made the decision not to continue on at sixth form advice and guidance on next steps. This step relies to a degree on building up a successful directory of employers willing to offer advice (step 1). The National Apprenticeship Service may be a starting point to help give impartial advice in this area.

3. Current career and labour market information

Again, the school is currently well-placed to keep students informed as to what the current career and labour market information shows. This is best shown through the systematic use of Cascaid-Kudos which is brought-in software which gives up-to-date information as well as job prospects, employer advice, help on CV writing, salary information and entry requirements. More is need to introduce this to students perhaps in Year 8 and also make parents aware of it and encourage them to use it as a tool at home to educate their child/children. This could be done through a range of media including The Link, the school website and parental talks.

4. Curriculum Learning and Careers

There is already fantastic work done in this area by a large number of faculties within the school. Enrichment activities such as trips and visits, work placements, community service, enterprise initiatives, guest speakers all help contribute to the continuing development of careers guidance across the school. A full review, however is need to collate this information in order to see the full extent of work related opportunities across the school. Once completed this should be added as an appendix to demonstrate work towards benchmark 5.

Career guidance resources and organisations

- **Department for Education statutory guidance** – for school leaders, governors and school staff on providing careers guidance and inspiration
- **The Careers and Enterprise Company** – works with schools, Local Enterprise Partnerships (LEPs) and businesses to support the careers of young people.
- **The National Careers Service** – provides careers advice for 13-19 year olds via phone and web
- **Apprenticeships** – a route valued by government and employers. Search gov.uk for the latest updates and information

- **The UCAS website** – provides a range of career related resources for students
- **The National Governors Association** – NGA has guidance for school governors
- **Careers England** – provide a Quality in Careers Standard. [Careersengland.co.uk](https://careersengland.co.uk)
- **Careers engagement** – a good practice brief for leaders of schools and colleges from ASCL, NFER, ATL and 157 group
- **A register of career guidance professionals** – managed by the Career Development Institute (CDI)
- **Matrix quality standard** – for information, advice and guidance services
- **STEM Ambassadors and STEMNET** – broker partnerships between schools and science based employers