

Millthorpe School
2022 Careers Programme Information

Ratified by:

Date:

Review Date:

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Compliance

This policy complies with the statutory requirement laid out in the DFE, "Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff" - last updated 15th July 2021.

Statutory Duty

The statutory duty requires governing bodies to ensure that all registered students at Millthorpe School are provided with independent careers guidance from Year Eight to Year Eleven.

The governing body must ensure that the independent careers guidance provided is presented in an impartial manner, and includes information on the range of education or training options, including apprenticeships and other vocational pathways. This fulfils the requirements of the Baker Clause.

The guidance given will promote the best interests of the students.

Gatsby Benchmarks

At Millthorpe School we follow the eight Gatsby Benchmarks of Good Career Guidance to ensure that the school's provision for CEIAG is meeting or exceeding national standards and recommendations.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Policy statement

At Millthorpe School we are committed to Careers Education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development. Careers education will prepare all students for the opportunities, responsibilities and experiences of education, training and employment and also the challenges of adult life. Careers education will both complement and integrate with the PSHE and PD programmes at KS3 and KS4 respectively.

Emphasis will be upon impartial, confidential and informed advice, delivered within a framework of Equal Opportunities.

Careers programme

The Careers programme at Millthorpe School is based around the Gatsby Benchmarks.

Gatsby Benchmark	Opportunities offered by Millthorpe School to
1. A stable careers programme	<p>We have a dedicated careers page on the website that meets statutory guidance and sets out our programme in relation to each year group, with information about how we measure and assess the impact of our careers programme.</p> <p>The website also has a separate “careers bulletin” for students, containing resources with information about post-16 open days, taster days, application deadlines as well as the latest apprenticeship vacancies.</p> <p>Progress meetings take place regularly with Tim Gillbanks (SLT link).</p> <p>We have an up to date Provider Access Policy.</p> <p>We have a separate funding account—we have successfully bid for £2000 in the 2020-21 academic year and £4000 in the 2019-20 academic year to offset the cost of Careers.</p>
2. Learning from career and labour market information	<p>We issue a termly careers newsletter to parents.</p> <p>We have a weekly slot on the Friday e-mail to parents for careers related items.</p> <p>We have a careers “bulletin board” on the school website, updated weekly with links for parents and students.</p> <p>We have lessons on Labour Market Information (LMI) delivered by Job Centre Plus as part of our PSHE provision.</p> <p>Careers lessons are delivered to all years as part of the PSHE/PD programme with four to six lessons per year group.</p> <p>LMI information is provided to parents and students through the “Shape your Future” booklet.</p>

Gatsby Benchmark	Opportunities offered by Millthorpe School to
3. Addressing the needs of each pupil	<p>We collaborate with the following external agencies:</p> <p>UNICONNECT (previously NCOP and FutureHY) - together we have delivered a Girls in STEM workshop, the Level Up conference, Project Dare, the Small Changes Big Differences workshop, the Body Image in the Digital Age collaboration with York St John University (YSJ) and our academic association with "The Brilliant Club"</p> <p>ROOTS TO SUCCESS (previously Green Apples) - together we have delivered a Y9 visit to York College and Askham Bryan College, a Y10 extended visit to YSJ and attendance at the Y11 Progression conference.</p> <p>Destination data is collected and shared on the careers page of the school website. At the moment this is one year but the aim is for three years.</p> <p>We also liaise with the SEND department when organising one to one careers guidance in Y10 and Y11. We also liaise with the pastoral team for potential NEET students when organising one to one careers guidance.</p>
4. Linking curriculum learning to careers	<p>We have recruited "Careers champions" in RE, PSHE, Maths and Science with the remaining subjects coming later as part of a whole school initiative. We have purchased and distributed resources to each department linked to careers.</p> <p>We are currently discussing a marketing/branding project for Y8-9 in conjunction with our Enterprise Advisor, to link to the English curriculum.</p> <p>Careers CPD is to take place utilising our Enterprise Co-ordinator, Emily Porter.</p>

Gatsby Benchmark	Opportunities offered by Millthorpe School to meet this benchmark
5. Encounters with employers and employees	<p>We collaborate with the following external agency: NYBEP—together we organise and run the whole school careers fair, mock interviews for Y10, the preparation for employment day for Y10, and the exploring pathways day for Y11.</p> <p>Mock interviews now take place virtually to replicate what is happening in the workplace.</p>
6. Experiences of workplaces	<p>We collaborate with the following external agency: NYBEP—Y10 work experience for one week in the summer term. This gives students first-hand experience of a workplace, in addition to any part time jobs they may have.</p>
7. Encounters with further and higher education	<p>We collaborate with the following external agencies:</p> <p>UNICONNECT—we organise and deliver “Flood the school” across Y8-10 and interactions with student ambassadors in Y9</p> <p>NYBEP—we organise and deliver the whole school careers fair, the Y11 Exploring Pathways day and the Y10 Preparation for Employment day.</p> <p>ISSP—we participate in the visit to the University of Oxford.</p> <p>We deliver Y11 careers lessons on the relative benefits of Sixth Form vs College and Apprenticeships.</p> <p>We also deliver a session on apprenticeships delivered by our external Careers Advisor, Rachel Howlett.</p> <p>We organise a whole day visit to the University of York for the whole Y9 cohort.</p>

Gatsby Benchmark	Opportunities offered by Millthorpe School to meet this benchmark
8. Personal guidance	<p>We collaborate with the following external agency: ASPIRE-IGEN—we employ an external careers advisor for 24 days each academic year to deliver impartial careers advice. The majority of Y11 receive at least one individual or group interview with drop in sessions offered during the summer term.</p> <p>Group sessions are also delivered on apprenticeships or specific careers areas to Y10 students with a view to moving more of our external careers provision into Y10.</p> <p>All students have access to two career planning resources, eClips and KUDOS.</p>

Careers entitlement overview

By the end of Key Stage 3, students will:

Have found out more about themselves, including their skills and talents and personal qualities, in PSHE careers lessons.

Know how to make decisions, such as choosing their options

Receive careers information and participate in Options Evening where they can access information about different curriculum areas and the implications of studying specific subjects at KS4

Have learned about equal opportunities

Have used KUDOS and eCLIPS to find out more about the types of work they are suited to and interested in

Have the opportunity to attend the yearly careers fair

Have the opportunity to spend a whole day at the University of York

By the end of Key Stage 4, students will have:

Had the opportunity to do a one week work experience placement

Used computer resources such as KUDOS or eCLIPS to continue to find out more about the types of work in which they are interested

Received a wide range of information about their post-16 options

Had the opportunity to develop a careers action plan

Had a 1:1 guidance interview with our independent careers advisor

Had information about local colleges

Had the opportunity to visit local colleges

Had information about apprenticeships

Had the opportunity to speak to employers and training providers

Had a mock interview

Had an opportunity to attend the yearly careers fair

Had the opportunity to write a CV and an application form for a job

Had signposting to relevant up to date and impartial sources of careers information and advice

Had a minimum of ten employer encounters since the beginning of Y7

Duty to participate in education or training after 16

Young people in England are required to continue in education or training beyond the age of 16 and are expected to remain in education or training until at least their 18th birthday, although in practice the vast majority of young people continue until the end of the academic year in which they turn 18.

The school recognises that young people need to be clear about the duty and what it means for them. In particular students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

Full time study in a school, college or training provider

An apprenticeship, traineeship or supported internship

Full time work or volunteering (20 hours or more) combined with part time accredited study.

Careers Guidance Provision

Careers Education

The PSHE curriculum has specific units of work, with identified learning objectives, outcomes and related activities.

Year Eight: There are four specific careers sessions within the Y8 PSHE programme.

Lesson One: **My career journey.** Outcomes are to list the stages in the countdown to getting a job; identifying the key decisions that need to be made; and explaining which people, places and items can help you on each stage of your career journey.

Lesson Two: **Get to know yourself.** Outcomes are to have a basic understanding of three key elements of your personality; demonstrate an understanding that good career choices link to those elements; and help others to build a more accurate self image.

Lesson Three: **Personal skills.** Outcomes are to be able to identify key skills; to understand how you demonstrate those skills in everyday life; and evaluating how well you can adapt these skills in the work-place.

Lesson Four: **Building my skills.** Outcomes are to discuss the “I’ve no skills” scenario; to speak about the skills you have under pressure; and to identify what to do to build your skills.

Year Nine: There are six specific careers sessions within the Y9 PSHE programme.

Lesson One: **Options lesson one.** Outcomes are to describe what a GCSE is; explain why we have compulsory GCSE’s; discover new subjects at GCSE.

Lesson Two: **Options lesson two.** Outcomes are to assess your own interests and motivations; be able to identify good and bad options advice; and explain how the changing job market could affect your option choices.

Lesson Three: **Twenty-first century skills.** Outcomes are to identify six twenty-first century skills; identify how these skills can be used in real life; and explain how you might develop one of those skills.

Lesson Four: **Understanding enterprise.** Outcomes are to be able to define the words “entrepreneur” and “enterprising”; to identify key enterprise skills; and to consider which enterprise skills you have and which you would like to develop.

Lesson Five: **Goal setting.** Outcomes are to be able to write targets that help you achieve goals; to be able to make your targets smart; to be able to demonstrate how goals, targets and determination fit together.

Lesson Six: **Problem solving.** Outcomes are to recall the six stages of problem solving; to apply the six stages of problem solving; and to show resilience by responding to challenges.

Year Ten: There are five specific careers sessions within the Y10 PD programme.

Lesson One: **Financial capability: Money and work.** Outcomes are to identify the main features of a payslip; to calculate gross and net pay and account for pay deductions; and to identify employee benefits beyond pay.

Lesson Two: **Financial capability: The future of money.** Outcomes are to discuss examples of financial technology; to identify the benefits and risks of allowing technology to make financial decisions; and to evaluate the extent you trust technology to handle your money.

Lesson Three: **Mock interviews: Applying for a job.** Outcomes are to explain what is on an application form, to consider how you can demonstrate your skills on an application form and to complete an application form.

Lesson Four: **Work experience: Health and safety.** Outcomes are to recognise hazards in different workplaces; to identify warning signs and what they mean; and to demonstrate knowledge of who is responsible for health and safety in the workplace.

Lesson Five: **Work experience: Your first day.** Outcomes are to explain what you need to do to prepare for your first day and to know what your first day induction should involve.

Year Eleven: There are three specific careers sessions within the Y11 PD programme.

Lesson One: **Apprenticeships**. Outcomes are to outline the different choices available when you leave school; organise facts about apprenticeships; and to be able to make decisions about the advantages and disadvantages of apprenticeships.

Lesson Two: **CV writing**. Outcomes are to explain what a CV is used for; to understand what aspects of you a CV should highlight; and to create a draft CV.

Lesson Three: **Interview skills**. Outcomes are to discuss the “I” factor; to consider how to prepare for an interview; and to explain the importance of body language.

STEM (Science, Technology, Engineering and Maths)

We work to ensure that students understand that a wide range of career choices require good knowledge of maths and the sciences. We aim to emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college and recognise that there is a need to do this for girls who are statistically more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

Examples of previous discrete STEM activities:

- NYBEP STEM conference
- Project Dare—climate project

Linking curriculum learning to careers

There is an expectation at Millthorpe School that CEIAG is woven through all curriculum areas however more work is needed on this to fully meet the requirements of Gatsby Benchmark four. We have recruited Careers Champions in Maths, Science and Design Technology but following whole school CPD which we hope to deliver in the Summer term, we hope to recruit more. In the meantime all teachers are responsible for signposting students to where they can get further information, advice and guidance.

Careers Impartial Advice and Guidance

In our school students are given the opportunity to explore career ideas through face to face discussions with a range of people.

- Independent and impartial careers information, advice and guidance can be accessed by any student in Y10 or Y11 on request.
- All students receive either a face-to-face or in some cases a group interview with an independent careers adviser.
- All students receive guidance and advice at key decision making points during their education (Years Nine and Eleven) to inform progression and are made aware of all available learning pathways open to them.

- During their careers interview, all students are helped to develop a careers action plan. These plans are made available to parents and carers.
- There is a system in place for centrally storing, distributing and following up student action plans.
- Those most at risk of becoming NEET (not in employment, education or training), students identified by the SEND department, or students identified by the pastoral team as disengaged, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Opportunities for virtual careers interview involving students and their parents or carers are offered at two separate points in Year Eleven.
- The school advertises the open days and evenings for all local education providers to all students and their parents or carers ahead of transition between key stages.
- Students are made aware of the National Apprenticeship Service and the National Careers Service through lessons and assemblies.

Employer engagement

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. Past events have included:

- Speakers from the world of work in schools
- Work experience placements
- Careers fairs and networking events
- Mock interviews
- Access to taster days at further education institutions
- Access to online resources and labour market information
- Help with basic career management skills like apprenticeship searches and job interviews
- Partnership work with North Yorkshire Business Education Partnership (NYBEP)

Access to information on the full range of education and training options and active engagement with other local learning providers

Our independent careers guidance includes information on the full range of education and training options, including apprenticeships and vocational pathways. We provide in good time before decision points information about options available, including GCSE and vocational study routes at post 14 and A levels, T levels, Apprenticeships, Employment combined with training and Supported Internships at post 16.

Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

The National Careers Service

We signpost students and parents/carers to the National Careers Service at <https://nationalcareersservice.direct.gov.uk> which offers information and professional advice about education, training and work to people of all ages.

Careers Guidance Leadership and Management Team

Team	Name
Senior leadership lead	Tim Gillbanks Email: t.gillbanks@millthorpe.southbank.academy
Careers Lead	Ivan Noble Email: i.noble@millthorpe.southbank.academy
Careers administrator	Tracy Kuhn Email: t.kuhn@millthorpe.southbank.academy
Work Experience administrator	Jo-anne Anderson Email: j.anderson@millthorpe.southbank.academy
Independent Careers Advisor	Rachel Howlett Email: r.howlett@millthorpe.southbank.academy

The Careers Lead is responsible for:

- The Careers Guidance action plan, developed each year
- Careers Guidance training and keeping a record of training
- The Careers Guidance budget and management (jointly with SLT lead)
- The management and co-ordinator of the various aspects of Careers Guidance (jointly with Careers administrator and Work Experience administrator)
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities
- Ensuring students have access to physical careers resources, impartial careers guidance and maintaining the careers bulletin on the school website.

- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities.
- Assessment, monitoring and evaluation of the Careers Guidance Provision.
- Liaison with parents/carers through the termly careers newsletters and liaison with partners such as Aspire-Igen, NYBEP, Uniconnect, Routes to Success and the Enterprise advisors network.
- Updating the school's Careers Guidance policy and information on the school website
- Providing a report as required to the Board of Governors on Careers Guidance

Measuring and assessing impact

The effectiveness of guidance activities and provision is monitored and evaluated through a range of processes including:

- Feedback from student, parents and carers, teachers and employers as part of the evaluation process
- Feedback sheets after an event
- Examining data to check whether there has been a change in progression routes over time
- Reviewing the destination data for students leaving school
- Feedback surveys to determine how students rate their individual careers meeting
- NEET figures
- Careers activity observations (for example PSHE lessons, individual careers interviews, career guidance activities/events, attending work experience placements)
- Work scrutiny of students' careers workbooks in Y7-9
- Scrutiny of sample careers interview action plans
- Annual audit of careers guidance
- Termly evaluation of careers programme against the Gatsby benchmarks and recording on Compass Plus

We use the Destinations Measures data, supplied by City of York Council, to assess how successfully students make the transition into the next stage of education and training. We are working towards being able to collect three years worth of Destination data which will enable us to measure the number of students who progress to higher level apprenticeships and universities.

We acknowledge that the DfE in 2018 recommended that all schools should work towards a quality mark for Careers Education as an effective means of carrying out a self-review and evaluation of the school's programme. We achieved the Careers Mark in 2017 but made the decision in 2020 not to reapply for financial reasons.