



Ark Evelyn Grace Academy

Careers Strategy

September 2018

This document outlines the Careers Strategy that has been devised in response to Evelyn Grace's review of their Careers Programme over 2018-19. It has five main headings:-

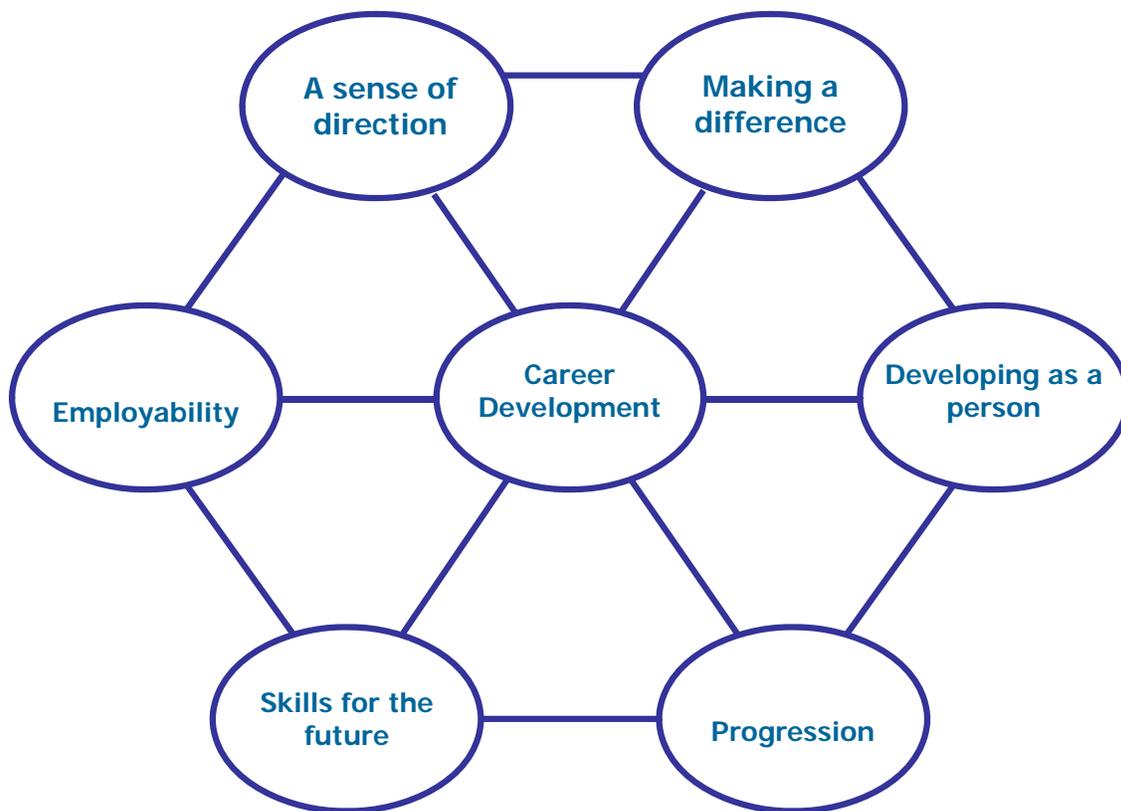
- Vision and purpose
- People and resources
- Programme and provision
- Partnerships
- Performance monitoring and evaluation

1. Vision and Purpose

“London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.”

London Ambitions: Shaping a successful careers offer for all young Londoners, London Councils, 2015

The London Ambitions offer recognises that careers matter to individual and to the wider economy and that career development encompasses a wide range of different aspects.¹



¹ Professor Wendy Hirsch
Institute for Employment
Studies

This strategy builds on the national requirements for careers, enterprise and work related learning and tailored in line with the above ethos and direction of our school. It has been drawn together to support the outcomes of the Lambeth wide career cluster:-

- To ensure that young people make a successful school to work/HE transition including improving the employability skills of vulnerable and disadvantaged young people.
- To draw effectively on labour market intelligence to inform curriculum and careers provision
- To increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.

Evelyn Grace's CEIAG strategy has evolved over the last 5 years and will be consolidated within The Quality in Careers Standard; although it will also be a working document responding to the changing needs of our students and different cohorts. We have a strong commitment to social mobility and raising the aspirations of our students. Our Careers Statement (below) reflects this commitment and that we have a student centred approach based on individual needs and goals.

We aim to give every student an individual pathway to University and Career Success based on informed decisions and in-depth Careers Education, Information and Guidance (CEIAG)

Our aim is to encourage student development using our EGA Child Qualities of Resilience, Responsibility, Integrity, Curiosity, Confidence and Eloquence by demonstrating how these skills and habits can be used in a variety of 'real life' studying and working situations. We have a long term vision which is to imbue our students with our Core Values of Self-Discipline, Endeavour and Excellence. We link our curriculum with continuing education and possible future careers seeking to address the question 'how will these subjects help me in my future'? This we believe increases motivation and outcomes in the classroom. Using our extensive and varied employer network we engage in frequent employer led careers activities which in turn informs the breadth and scope of the guidance students receive both from well informed staff and employers.

- Guidance is important for Social Mobility because it helps open pupils' eyes to careers they may not have considered' (Gatsby report 2014)
- By being exposed to four or more employers, school leavers are up to 20% less likely to be NEET, earn 18% more when in full-time work and develop a much higher level of confidence (CIPD, 2013)

Evelyn Grace establishes early on in our student's progression that careers education is a vital part of our young people's independence and goal setting for their impending choice of pathways.

1.1 Development priorities for 2018/19

Participation in the Lambeth Career Cluster gives the school a robust opportunity to take stock of current provision and identify challenging development priorities. We are committed to delivering provision in line with the Eight Gatsby Benchmarks and working towards the Quality in Careers Standard.

Following completion of the Compass audit our priorities are to build on our strengths and address our priorities for development:-

Our Careers Strategy is constantly evolving and responding to new demands both in terms of student needs, the labour market and what it is that employers need.

- To continue to embed Careers within the curriculum via INSET and teacher training sessions and whole school activities i.e. Careers Week.
- We have established a careers working party led by Careers Champions to develop and document a whole-school careers programme. We have a particular focus on STEM.
- We have achieved Stages 1 and 2 of Quality in Careers Mark and arranged external assessment of Stage 3 by November 2018.
- We have published a programme of careers provision on the school website
- EGA will unveil a branded Careers Programme – which will be driven by the needs of students and Student Councils
- All students have access to expert careers guidance by the age of 16 and an opportunity for a further individual interview by the age of 17.
- We are developing a system for recording achievement, progress and careers related activities of individual students in relation to their career plans from Year 7
- Improving the evaluation of the effectiveness of the careers programme through tracking outcomes on progress, subject choice and destinations from Year 7 through to 13. This is in line with statutory requirements of Destination Data per September Guarantee, Activity Survey and Intended Destinations.

1.2 Recognising national and local trends and expectations

London is a global city with an economy larger than many of the other member states of the EU¹. This provides many opportunities for young Lambeth residents but also big challenges. They are competing for jobs not just with each other but with people from across the UK and much of the rest of the world. The London workforce is typically better qualified and better paid than workers in the rest of the UK². It is also more entrepreneurial, with higher levels of self-employment.

Over the past decade Lambeth residents have become increasingly skilled, indicating a population shift with more highly skilled people moving to Lambeth³. 65% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 50% in London as a whole and 37% across the UK².

Regeneration projects and local employment growth offer some potential to help lower skilled residents, but future employment opportunities will be overwhelmingly in high skilled occupations, with increasingly few employment opportunities in medium and lower skilled occupations³.

However, EGA caters for a small area of Lambeth and Brixton with most students attending from one or more of the larger Social Housing Estates and the attendant characteristics of the school reflects this background. Many students at EGA come from workless households and deprived backgrounds. More fulfil the Widening Participation Agenda profile. Students tend to come from background where they will be the first generation to

attend university and we have other indicators. For example we cater for a large number of BME and those for whom English is not their first language; over 52% and 38% respectively. As an indicator of Social Deprivation EGA has 71.9% of students eligible for Pupil Premium

In addition we have a large proportion of SEND and Disability, with Education & Health Care Plan: 1.9% Statement: 1.9% and SEN Support: 15.9%

Evelyn Grace serves our local community no matter what the additional demands; we are proud to do so. We differentiate for the diverse make up of our students in terms of background, ethnicity, language and educational needs. We have interventions in place and prioritise those we identify as needing the most. All SEND and EAL students receive early IAG. We links with colleges offering ESOL and other specialised courses to meet the needs of our students. We have recently partnered with the Princes' Trust and are delivering the Personal Development and Employability Skills Programme Achieve to our Year 10 and 11.

The proportion of young people in apprenticeships and jobs with training in London is around half the England average⁴. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. After Key Stage 4 2 % of Evelyn Grace students went onto apprenticeships in 2018 – mirroring the Lambeth average, but still well below the national average. Apprenticeships are a more popular choice after Key Stage 5, but apprenticeship destinations are still 6% compared to 7% across England⁵. EGA mirrors these statistics in terms of destinations but aims to address this by providing increasing amounts of IAG and focusing on the benefits of the apprenticeship route. Notably we ask all employer attending our Careers Fair to bring apprentices with them. EGA has above the national average (43% EG, 27% Lambeth, 38% England) going into FE and fewer into school 6th forms (36% EG, 51% Lambeth, 39% England). This is largely due to the fact that we offer only academic /A level subjects in a small focused 6th Form.

- EGA Careers, Apprenticeship Fair and College attended by Key Stage 4 & 5 students but also staff. 2018 EGA had over 30 local and national employers, from diverse industry sectors such as SKANSKA and Goldman Sachs to local entrepreneurs and social enterprises such as PoP Brixton. As well as 6 Apprenticeship Training Providers. 5 IAG from National Careers Service and alternative school leaver information from organisations such as Allaboutschoolleavers.
- Work with Lambeth Apprenticeship Ambitions Programme to boost students understanding and take up of the apprenticeship pathway.
- Ensure every student has the opportunity to gain experience of the world of work. This could include career insights from industry experts, work tasters, mentoring, enterprise activities, participation in careers events and work experience in line with the latest Statutory Guidance published by DfE (Jan 2018).
- Ensure up-to-date, user-friendly labour market intelligence/information (LMI) is readily accessible by young people, teachers and parents/carers available from the Careers room and Library; eCLIPS an online Career IAG platform has been purchased by the School and advertised to all students and parents
- In July all Year 10 students have a 4 day University and Careers Success Programme. Every Year 10 has a day trip to a university. All Year 10s attend a Employability and Careers insight 3 days off site and engage with Careers Hubs, Speed Networking and Entrepreneurial Activities with over 40 different companies

and individuals. In addition to CV workshops this ensures every student has the opportunity to evaluate the knowledge and skills they need for the workplace and source good in-depth and tailored WEX in Year 12.

2. People and Resources

In order to ensure effective delivery of careers provision we want to ensure that all staff support students in their career exploration and planning and are actively involved in aspects of the programme. All staff have a role to play in ensuring students have a well rooted understanding of their strengths and the pathways open to them.

“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.”

Dr Russ Quaglia 2016 (London Ambitions Careers Curriculum)

- EGA’s Programme is overseen by the Careers Lead - Ms Hall (Pg. Dip in Careers Education with QCG and CDI registered). She is a full time Careers and WRL Officer responsible for all Career related projects who is available to students and staff via an Open Door Policy at lunch and after school until 5.00.
- The Careers and WRL Officer – Ms Hall regularly informs the Staff of upcoming events and projects via INSET Day presentations.
- Volunteer Careers Champion have been recruited via whole staff survey; they will liaise with MS Hall and request resources for subjects or for example the whole school Careers Week.
- The governing body is appraised at least annually on the Careers Programme and developments around CEIAG by a Careers Presentation. Destination Data is also discussed. Careers & WRL Officer and the Careers Link Governor meet on a regular basis.

EGA has a small Careers Budget but continually looks for different opportunities and resources in the charity sector for example we have Business in the Community and Enterprise Advisors. EGA also seeks extra funding and have recently be awarded £11,000 from the Walcott foundation after putting in a successful bid last year.

3. Programme and Provision

Evidence suggests that a mixed delivery model is most effective in meeting students’ needs with integration of career learning into all lessons, some timetabled provision through PSHE, reflection and support through tutorial time and enrichment activities for impact including encounters with employers from a wide range of possibilities and access to information, individual advice and guidance. The Gatsby Report Good Careers Guidance provides a guide on the range of activities and how schools can organise these. As outlined in the Careers & Enterprise Company booklet **‘What Works in Careers and Enterprise?’** it is important to take account of

- Different effects for different activities
- Sequencing of activities to meet learner needs
- Effective implementation and ongoing review and improvement

A month by month overview of our Careers Programme which can be found in Appendix A is a constantly evolving Programme to which elements are added as a response to demand. For example

- Staff are kept informed of up to date IAG and LMI resources.
- Recently bought in ECLIPs, an online careers IAG platform, to help students research their areas of interest.
- The next term will focus on whole school use and awareness raising of eCLIPs. This if publicised online, at parent evenings and on the plasma screens.
- The library has recently been re-organised with an expanded careers section.

4. Partnerships

Collaboration with further and higher education providers, with careers guidance specialists and with businesses are all important in helping equip students with the knowledge, skills and behaviours for career success. They can bring additional expertise and insight into schools and motivate and inspire students to see how different choices can take them in the future.

We have very strong links with business and other partners who have supported the school for many years; as evidence by those that attend our Annual Careers Fair. (See Appendix B) Introducing students to the World of Work is delivered via careers talks, workshops, and off-site trips. Many of our partners help us improve employability skills further by attending our Enterprise and Work Related Learning Programme. Other providers help us to develop University Success & WRL strategies, Spiral, Business in the Community (partnered with Goldman Sachs), Lambeth Working, Inspiring the Future, an Enterprise Adviser through Team London. We have fostered long lasting relationships with big business, e.g. JP Morgan Mentoring Programme going into our 6 year in 2018. IntoUniverstiy which systemically runs from Year 7 to 13 provides AIG on University entrance but also other Post 18 choices, with support up to the age of 25, along with homework clubs and Work Experience opportunities. Our Further Education links are many including strong links with our most local colleges; Lambeth College, Croydon, South Thames but also specialised college such as Capel Manor: approx. 15 providers attend our Annual College Fair. Higher Education Providers in the SE are always keen to host ALL our Year 10 students in July each year including locally LSBU, but also Oxbridge.

5. Performance Monitoring and Evaluation

Measuring the impact of the careers programme is critical to ongoing development and success. EGA recognises that this must be done in a more robust way and will seek to ensure that stakeholder supply impact reports held centrally and will be produced at the conclusion of all projects; these will contribute to an annual report to governors. This will also draw on feedback from staff, students and parents and focus not just on enjoyment but also on the knowledge and skills developed. The school will be working towards external validation of its provision through the Quality in Careers Standard (Investor in Careers Award) involving a systematic review of provision and targeted approach to development.

6. Endorsement

This careers guidance strategy has been prepared as part of the Lambeth Careers Cluster. Evelyn Grace Academy is working with sixteen other schools in the borough, alongside employers and other partners to:-

- Improve the labour market relevance of learning and Careers Education Information Advice and Guidance across the borough.
- Develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is endorsed by the ten employers signed up to the Lambeth Career Cluster and supported by key business partners.

Endorsed by the senior leadership team:

Principal - Mr T Dainty

Vice Principal Teaching and Learning - Ms F Findlay

Vice Principal Culture & Ethos - Mr E Evans

Assistant Principal Safeguarding Lead - Mr S Ashraf

Assistant Principal Curriculum & Data - Mr D McEwen

Associate Assistant Principal Head of Sixth Form - Mr M Hanlon

Associate Assistant Principal Teaching and Learning - Ms K Bimson

Associate Assistant Principal KS4 - Mr N Morrissey

Date : 07/11/2018

Bibliography and Sources of Information

1. London Councils 'Key Facts' www.londoncouncils.gov.uk/who-runs-london/london-facts-and-statistics
2. Labour Market Profile www.nomisweb.co.uk
3. Lambeth Growth Strategy Evidence Base www.lambeth.gov.uk/elections-and-council/lambeth-growth-strategy-evidence-base
4. London Ambitions: Shaping a successful careers offer for all young Londoners and London Ambition : Careers Curriculum – A Resource Supporting Your Careers Strategy <https://lep.london/publication/london-ambitions-careers-offer>
5. Destinations of KS4 and KS5 pupils: 2015 (provisional) www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2015-provisional
6. Participation Guidance <https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training>
7. Statutory Guidance – Careers Inspiration April 2017 <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>.
8. What Works in Careers and Enterprise? The Careers & Enterprise Company
9. The Gatsby Charitable Foundation (2014) Good Career Guidance
10. Career Development Institute : Framework for Careers, Employability and Enterprise Education
11. TeachFirst: Careers Education in the Classroom: The Role of Teachers in Making Young People Work Ready.

Appendix A - EGA 2016/17 Careers by Month

July 2016

- Alumni EGA Pilot with Future First and ARK and 6 other schools
- Lambeth Careers Cluster receives ESF Funding
- Goldman Sachs agreed 3 Year Partnership Brokered by Business in the Community (Prince's Trust)

September 2016

- On-going JP Morgan Mentoring Programme 30 Year 10s
- Staff Training INSET Day – Importance of stable Careers Programme and embedding /cross curricular. Results of St
- Lambeth Careers Cluster – Contract signed with Mr Hanson includes a package of Careers Support including Investors in Careers (Free as part of package). EGA receives funding on completion of each IIC stage – Next Step Governors Letter of Commitment
- **Year 11** Next Steps: Guide to Post Year 11 Options Programme. A series of Assemblies

- **Year 11** One to One Interviews with Action Plan commence

Walcott Foundation Funding bid – to be completed in December but agreement in principle for:

- Work Related Learning week for year 10 supporting student links with business
- Funding for All Year 10 to attend a University Taster Day
- Friends of EGA Scheme including badges to promote links with businesses.
- Gifted and Talented Stretching – Brilliant Club Programme

October 2016

- **Year 10-13** Launch of GS Career Networking Event

November 2016

- **Year 10** - Skills for London Fair (50 or more Year 10 to attend) preferably the less academic. Very much recommended by Statutory Guidance and Investors in Careers. Tickets Free

December 2016

- **Staff Training Twilight** on Resources for New Year's Departmental Audit and Careers Week March (including how to use LMI)
- **Year 13** GS and Maths Dept. Project

January 2017

- **Year 9** Options workshop (for those identified as needing extra support for Option Choices)
- **Years 7-9** STEPS Booklets PHSE lesson in Tutor time with additional support material based on and Mapped to CDI Careers Framework
- **Year 11** College fair (Local FE providers) Talk by particular providers

February 2017

- Year 11 NCS National Citizenship Challenge – try to engage ALL Year 11

March 2017

- **Year 9 Options Evening** - More focus on subject and future pathways. Students to give presentations on where subjects can lead facilitated by each dept /Careers Champion
- **Year 9 Options** Students to help give parents information on future careers on the evening.
- **Year 10** - Mentoring Project with Groundworks (TBC)
- **Year 7** – Arches Project with PoP Brixton and showcase embedding Careers within the Curriculum.

April

- Whole school INSET on Destination Data and Departmental Audit for Careers in May
- **Year 11** – Intended Destination Date Collection Point
- **Year 10, 11, 12 & 13** Careers Fair Sports Hall
- **Year 11** – Those in danger of being NEET (identified by RONIs or Destination Data) offered a transitional programme run from July to Sept to help them into college.

May 2017

- **Year 10, 11, 12, 13** – Careers/Apprenticeship Fair
- **Year 10** – Design and Engineering Focus Building the New Goldman Sachs Project

June 2017

- **Year 10** Preparation for WRL Learning Week CV writing (outside organisations Let Me Play, IntoUniversity, JP Morgan, Spiral) to run workshops with all year 10 on CV wrting
- **Year 8, 9, 10, 11, 12, 13** Big Data Programme with Goldman Sachs (Maths Dept)

July 2017

- **Year 10** WRL week at Lambeth College in conjunction with EIA. Engagement with a series of individual Professionals and both local and national Employers. Speed Networking, Building your own personal Brand, Apprenticeship representatives, Trading Game (this year possibly vocational Tasters)
- **Year 10** – Universities Trip for ALL Year 10
- **Year 12** – Networking Event with 'Friends of EGA' facilitated by Year 12 as a thank you for their help in the Year

August 2017

- Tracking of students for Destination Data after results (on going through September)

General

EGA Child

- EGA Child Qualities and 'Moving out of the Classroom' Suit of Armour Talks by employers about employability skills and qualities needed in the work place
- SLT to work with Goldman Sachs (Spring Term) Key Stage Assembly

Friends of EGA

- Badge Scheme (like Prefect Badge with Logo) for our Partners who consistently engage with EGA i.e. Goldman Sachs, JP Morgan, Kings to strengthen relationships. At the end of year event run by Year 12 to network with all those high profile volunteers. A good return. (Funding from Walcott Foundation application)

SEND/Intervention work

- Year 9 – Group work on Decision Making
- Year 10 early intervention via volunteer psychologist/IntoUniversity
- Year 11 receive early interviews to enable back up interviews and reports

Evaluation of Careers Programme

- Standardised Student Survey for all Events
- Student Council to be involved in providing Student Voice /Career Champions
- Audit of Departmental objective and activities

Parental Engagement

- Entitlement Statement on Website
- Parent Forum – regular updates
- Year 11 Booklets Next Steps Booklets given to all Parents at Parents Evenings
- Parent Evenings Stall at all Parent Evenings - a table with a sample of Careers Room Information and Information specifically for Parents. AIG from Ms Hall for Parents who ask
- Adult Learning – English Classes (ESOL), parents and Local Community run with Morley College.

Full Investors In Careers achieved. Spring Term 2018

Appendix B – Careers and Apprenticeship Fair Attendees

Companies and Industry Sectors

- Law – Ministry of Justice Office
- Home Office & Civil Service
- Charity – Macmillan Cancer
- Finance/Banking – EY, Goldman Sachs, JP Morgan
- Medical /NHS – Kings College Psychologist, Genetic Researcher, Therapists
- Architectural Planning – City of London
- Real Estate /Property/Development– CBRE, Durkan
- Construction/Engineering – SKANSKA
- Army – Apprenticeship Opportunities
- Navy – Apprenticeship Opportunities

Local Business/Entrepreneurs

- Livery – Creative and Media and Marketing
- Makeshift/PoP Brixton/Raw Talent

Apprenticeship Providers

- CITB – Anything you want to know about construction! Also offer Apprenticeships up to Level 5 Higher
- Evolve – Construction
- JTL Training - Heating Engineering, Plumbing, Building Maintenance, Electrical
- MPCT - Specific training and qualifications in Uniformed and Public Services.
- Citygateway - Customer Service, IT, IBM Traineeship
- Green Man Skills Zone – NHS, Security, IT, Business
- JACE Training - Childcare, Playwork, Youth Work, Health & Social Care, Customer Service, Business Administration, Hospitality, Catering
- Step Ahead – Customer Services in Public Sector i.e. NHS, Health and Social Care
- Whitehat – Legal Apprenticeships, retail, Real Estate
- Let Me Play – Sports, Teaching Assistant, specialist Sport Teaching Ass., Business
- Say Youth – Sports
- Lambeth College – Business, IT, Hospitality, Catering, Construction

- Street Scape – Landscape /Design for commercial and residential

General Information Advice and Guidance

- Allaboutschoollivers – Information on School Leaver Opportunities Post A Level, Gap Years, Apprenticeship at all levels,
- The Challenge – Info on what is on offer AFTER completion of the Challenge (to graduates)
- Making the Leap – Access to Higher Education, Apprenticeships, Next steps
- IntoUniversity – Access to higher education, pathways. Study help