

Intent

Backwards planned – our aim is to create a Stable Careers Programme (Gatsby Benchmark 1) planned with specific outcomes in mind and mapped to the Gatsby Benchmarks. This will

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

Knowledge-rich – Within our careers activities, staff and stakeholders identify key knowledge that students would benefit from which relates to the World of Work and Further Education to increase their cultural capital so that they are able to enter into further study and professional life with a broad understanding, supporting them to be leaders within their chosen fields.

Vocabulary-rich – Stakeholders and those delivering Work Related Learning programmes model and use professional language from the World of Work and Further Education in order to familiarise students with terminology beyond the classroom.

Mastery – We believe that pupils should have a wide range of experiences to support them to broaden their cultural capital and to have a greater understanding of where their hard work in their studies in the regular curriculum may take them. We also support mastery within careers for those pupils that want to focus their skills in one specific area which maybe in terms of ambitions for university or vocational qualifications and apprenticeships.

Implementation

Careers Offer – Every member of teaching staff and all learning support assistants (LSAs) are responsible for Linking Curriculum Learning to Careers (Gatsby Benchmark 4). Careers suggestions are collected by the Careers Lead, who draws up an overall offer. This will be based on offering a broad range to widen our students' cultural capital and reflect student interests and informed by Labour Market Information (LMI). We will endeavour to ensure every student has the opportunity to gain experience of the World of Work, further and higher education. This could include career insights from industry experts, work tasters, mentoring, enterprise

activities, participation in careers events and work experience, talks from industry and corporate partners, FE and University visits, activities in line with the latest Statutory Guidance published by DfE (Jan 2018).

Planning a Careers Event – Staff leading careers programmes bear key elements in advance and in mind whilst planning an event: (Gatsby Benchmark 3 Ensuring the Needs of Each Student). Programmes should be specific to individual needs and interests. Final outcomes for the programme or event e.g. soft skills learnt and strengthened, knowledge gained will be gauged by confidence in decision making and secure destinations post Year 11.

Activities Guarantee – All students will be included in career activities that cover Gatsby Benchmarks 5,6, 7 and 8: every student has the right to learn from employers, to have first-hand experience of the workplace and be given the information to understand the full range of learning opportunities that are available to them. In addition, every student will have access personal guidance from a trained professional.

Impact

Motivation – All students are able to link classroom learning to with future careers.

Monitoring – Students will undertake reflective learning after each encounter using a new on-line platform. This will be linked to CIRCLE values, mission and strengths. It will enable students to monitor their own progression and growth in terms of personal development and to build a portfolio of achievements, which can be used for college, university and job applications.

Staff - All staff are responsible for embedding Career Learning into their curriculum.

Planning – Every enrichment has an end outcome. Impact reports are collected from those delivering the programmes or interventions. These are collated by the Careers Lead or those running the programme (i.e. STEM Co-ordinator)

Celebrating success – Students present to peers on encounters with employers and successful completion of programmes.

Surveys – These will be conducted by all those offering interventions and programmes. Students will be regularly surveyed to capture what they are interested in and wish more information on.

Careers strategy in collaboration with Lambeth Council

1.1 Development priorities

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 working towards the Quality in Careers Standard.

Following completion of the Compass audit our particular priorities are to build on our following 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 frequent INSET sessions and whole school activities i.e. Careers Week.
- We have achieved the Quality in Careers Mark in February 2018 but will continually revise in terms of reassessment.
- We have published a programme of careers provision on the school website which is constantly updated and revised.
- EGA will unveil a branded Careers Programme – which will be driven by the needs of students and Student Council.
- All students have access to expert careers guidance by the age of 16
- In line with ARK 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 11. This is in line with statutory requirements of Destination Data per September Guarantee, Activity Survey and Intended Destinations. In addition Ark provide useful tools to ensure in-depth quantitative exploration of suitable 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 UK. 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 UK.

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 occupations.

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: 1.0% Statement: 1.9% and SEN Support: 12.8%

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 student's 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 forge 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 to our Year 10 and 11 students who find it difficult to engage with the mainstream curriculum.

The proportion of young people in apprenticeships and jobs with training in London is around half the England average. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. After Key Stage 4 3% of Evelyn Grace students went onto apprenticeships in 2015 - slightly higher than 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. 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).

EGA Careers and Apprenticeship Fair 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. As well 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. Unifrog has been purchased by the School and will become a major tool for CEIAG and will be advertised to all students and parents. In addition Unifrog will inform a large part of our tracking and monitoring systems to ensure all students received targeted Careers Interventions.
- In July Year 10 students have a 3-day University and Careers Success Programme. Every Year 10 has a day trip to a university. All Year 10s attend an 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 Ms Hall (MA. Pg. Dip in Careers Education with QCG Level 7 and CDI registered). She is a full time Careers Lead 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.
- Ms Hall regularly informs the Staff of upcoming events and projects via INSET Day presentations.
- Each Dept. has a nominated Careers Champion who can 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 Lead 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. We also seek 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 discrete 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 Unifrog to help students research their areas of interest
- The next term will focus on whole school use.
- The library has recently been re-organised so that the careers section can reflect the Career of the Term which will be increasingly publicised around the school and be backed up by a series of speakers and events.

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, 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 e.g. Spiral Youth Work, Business in the Community, Lambeth Working, Inspiring the Future, Enterprise Advisers through Team London and IntoUniverstiy and Univesify. Our Further Education links are many including Lambeth College and up to 15 other providers who 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.

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 implement impact reports will be produced on a termly basis and contribute to an annual report to governors. This will draw on feedback from staff, parents and students 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 Award (Investor in Careers Award) involving a systematic review of provision and targeted approach to development. Unifrog will also be fundamental in Monitoring and Evaluation ensuring all student's receive target interventions and that they have an opportunity for self-reflection and personal development.

5. Endorsement

This Careers Guidance sStrategy 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
- 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.