



Biddenham Careers Plan

The Gatsby Benchmarks

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, 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 available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. 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.
5. Encounters with employers and employees	Every student 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.
6. Experiences of workplaces	Every student 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 to expand their networks.
7. Encounters with further and higher education	All students 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.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers 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.

“Guidance in schools is well-researched. Researchers have identified a range of impacts associated with school-based careers work. Guidance in schools can:

- increase students’ engagement and success in school;
- support their transitions from school;
- help them to establish successful lives and careers.

The evidence also suggests that such programmes are best implemented in ways that connect career learning to the curriculum, and within schools where they are supported by the school leadership and built into the wider school ethos”. (Hooley, 2014)

The programmes in this plan will focus on:

- career education (work in class groups around a career-related curriculum);
- one-to-one guidance and/or group-work provided by a specialist (the specialist could be undergoing careers training, be aware of an industry, or working in an industry and be imparting knowledge and experience, or be somebody who is sharing information);
- provision of information;
- extra-curricular career support.

The term ‘career guidance’ is used in this document and in recent government documents to describe the full range of interventions that support young people to make choices and develop their careers. The term ‘personal guidance’ is used to describe the one-to-one support offered by a Careers Adviser.

Careers Leaders - Beverley Darlow and Cathy Eckett
Linked Governors - Nezma Begum and Sarah Crafter

Goal: To improve the PSHE provision for all students Year 7- 13 and staff delivering the programme.					Links to Benchmarks/Frameworks 1. A Stable careers programme 3. Addressing the needs of each pupil
Academic Year	Targets What do we want to achieve?	Action Implementation	Who is responsible	Deadline to be completed	Success Criteria/Impact What will success look like?
Year 1 2022/23	<p>To gather and analyse feedback from students currently studying the current PSHE provision.</p> <p>“Quality assurance” describes a range of techniques that can be used to ensure consistency in the way that activities are approached (Tristram Hooley and Suzanne Rice) Full article: Ensuring quality in career guidance: a critical review</p> <p>To engage staff in the delivery of PSHE and career development.</p>	<p>All students will be given a Google form to complete on the learning they have undertaken so far in the PSHE careers lessons. This will be completed in assembly via HOY. All students have a chromebook issued by the school; the data can therefore be accessed by all and completed. This will provide up to date and relevant data.</p> <p>The careers team to deliver staff training to promote careers and the delivery of PSHE within the school. The training will offer an opportunity for staff to discuss and evaluate the provision and become involved in the content that they are delivering.</p> <p>To ask staff to produce their own career map in staff training (see appendix 1) to share with their tutor group.</p>	<p>Careers leader Heads of year</p> <p>Careers leader Data Analyst</p> <p>Careers Team All staff</p>	<p>May 2023</p> <p>May 2023 (due to authorisation compliance)</p> <p>July 2023</p> <p>Sep 2023</p>	<p>Data collected from students across all years of the school.</p> <p>Students being involved in the feedback from the learning they have received.</p> <p>The analysis of the information from each year group will be completed by the careers leader and the data analyst. This will then be used to evaluate the programme and amend/ rewrite the programme as appropriate for each year group. (Gatsby benchmark 1 and 3)</p> <p>For the staff to have a greater widespread understanding of ‘lifelong learning’ and to see an increase in staff across the school aware of their influence on our young people, in addition this goal will hopefully support teachers to actively consider links between their subjects and future careers, and to embed careers information into lessons and subjects (In addition to PSHE).</p>

<p>Goal:</p> <p>To provide a more personalised careers programme and careers advice for SEN students.</p> <p>'In order to comply with the SEND Code of Practice 2015, a school's SEND information report must include information about "arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society."</p>					<p>Links to Benchmarks/Frameworks</p> <p>Gatsby benchmark 3, 5, 6 and 8</p> <p>SEND code of practise 2015</p>
Academic Year	Targets What do we want to achieve?	Action Implementation	Who is responsible	Deadline to be completed	Success Criteria/Impact What will success look like?
2021/2023	<p>To have an additional careers consultation with all SEN students in Year 11 and 12 GOLD with parents also present (with the students consent).</p> <p>Careers advice should be integrated into EHCPs and annual reviews to support student progression.</p>	<p>Meet with the head of SEN to target students.</p> <p>A video of ' what is a careers consultation ' to be shown to the students in Year 10 what is a careers consultation - video and with questions that can be answered prior to the interview with the students TA link Pre interview questions</p> <p>Students to have an initial consultation prior to parents being invited to a joint careers consultation.</p> <p>The structure of the consultation will need to be changed for SEN students to ensure consistency within the department. Questions during a careers consultation need to be phrased in a way that doesn't leave a young person demoralised about their skills.</p> <p>Year 11 students will then have a consultation with parents either</p>	<p>HOD SEND Careers Leader</p> <p>Careers advisor Careers Lead HOD SEND TA Link</p> <p>Key teaching assistant HOD SEND Careers Advisor Careers Leader</p>	<p>Current-May 2022</p> <p>Current- May 2022</p>	<p>The new SEND structure adhered to at careers consultations by all advisors.</p> <p>Review of the structure (students' feedback).</p> <p>SEND Gatsby benchmarks 3 and 8 adhered to.</p> <p>Students can understand what a careers consultation is in Year 10.</p> <p>SEN staff to be involved with careers education.</p> <p>Career aspirations towards employment and learning goals are incorporated into students' EHCP Outcomes.</p> <p>Year 11 and Year 12 Gold students desired employment outcomes are included in their EHCP and outcomes identified to support their aspiration</p>

	<p>The SEN department to organise a visit to Bedford College prior to applications.</p> <p>To write a separate careers policy for SEND careers provision.</p>	<p>face to face or virtually (all students have chromebooks)</p> <p>Key Teaching Assistants to be involved with the consultation by having access to notes from the meetings and conversations with careers advisors. Targets added to EHCP.</p> <p>To liaise with Bedford College SEN department and make them aware of the WorkSkills qualification that SEN students take at Biddenham. (Our SEND students are less likely to achieve grade 4 at GCSEs) but the WorkSkills qualification does provide a great deal of skills based learning beneficial to employers.</p> <p>All SEN students to have a presentation prior to the visit on the courses available at Bedford College.</p> <p>Visit to be arranged for before Easter (SEN students have a later deadline for applications) Policy to be written in consultation with the SEND department.</p> <p>To write the school policy with the SEND department. The whole school SEND review guide framework (WWS) to be applied for by the SEN department to evaluate the effectiveness of SEND careers provision.</p>	<p>SEND Careers Lead Bedford college</p> <p>Careers leader SEND Careers lead</p>	<p>April every year</p> <p>Sep 2023</p>	<p>A visit takes place to Bedford College within school hours. Students attend the visit.</p> <p>A de-brief on an individual basis about the young person's thoughts, worries, questions, decisions.</p> <p>Students feel able to make more informed decisions on their next steps.</p> <p>SEN students will gain more positive career outcomes. The school will comply with the SEND code of practice 2015. To create and review an improvement plan for all SEND students SEND review guide. Students are feeling confident in using resources to master their CMS.</p> <p>SEN staff to be involved with careers education.</p>
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	<p>To purchase/seek additional resources for the SEN department.</p> <p>SEN students to be encouraged to choose the WorkSkills course Level 2 alongside 3 option GCSE's</p> <p>Students with SEN to be offered work experience</p>	<p>Bi weekly meetings with SEN HOD</p> <p>I am currently trialling more accessible resources to use within the SEND department</p> <p>e.g. DK the careers handbook/ what is a careers consultation - video</p> <p>BTEC Workskills can be chosen as an option in Year 9 BTEC WorkSkills Level 2 (2021) Pearson qualifications SEN students and parents to be targeted to apply for the course to gain skills, understanding and confidence in the world of work.</p> <p>Students with SEN would benefit from work experience. We currently offer virtual work experience with the NHS. We are hoping to work with DUCTU who arrange work experience for students with SEN.</p> <p>Ductu Ductu is an online web portal enabling schools and colleges to interact with large employers on behalf of students with disabilities.</p>	<p>Teaching Assistants Careers Leader</p> <p>SEND HOD Careers lead</p> <p>SLT</p> <p>Head of WorkSkills Head of SEN Parents Students</p>	<p>April 2022</p> <p>Ongoing</p> <p>Sept 2022</p> <p>Sep 2022</p> <p>Sep 2023</p>	<p>EHCP to include a Careers section.</p> <p>Students have access to more appropriate resources. Students are making more informed decisions on their future career plans.</p> <p>A larger cohort of SEN students studying WorkSkills</p> <p>SEN students undertaking the work experience (volunteering at the</p>
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		The portal publicises face-to-face interactions such as work experience, workplace visits, work placements, mock interviews etc, with large employers including Hobbycraft, Marston's, British Red Cross, RAC, Holiday Inn, Bella Italia and British Gas.	Careers Leader Head of SEN Cindy Reynolds (Ductu)		foodbank) element of the course for over a 3 week period. Students with SEN undertaking at least one work experience opportunity.
Monitoring Reporting		Evaluation Methods		Cost/Resources	
Meeting minutes from SEN/Careers meetings SEN structure for careers consultations Meeting minutes Bedford College/Biddenham Notes from careers consultation available on Unifrog for SEN staff /tutors to see Annual Review (SEN department) Schemes of work EHCP evaluation		Student feedback Parental feedback SEN applications Destination data for SEN students Bedford College link feedback		DK careers book £111.75 (for 10)	

Goal: Labour market Information to be understood by students and parents. Parents have access to high quality information about future study options and labour market opportunities.					Links to Benchmarks/Frameworks Gatsby benchmark 2
Academic Year	Targets What do we want to achieve?	Action Implementation	Who is responsible	Deadline to be completed	Success Criteria/Impact What will success look like?
2021/23	Parents can access the school website careers section and use the LMI tool.	Additional/interactive links to be put on to the school website Understanding the difference between jobs and occupations. Labour Market Information November 2021 This has been added to the school website to encourage parents to watch rather than read.	Careers Leader Website coordinator IT support	July 2022	The school is able to assess how many parents have accessed the careers section on the website (Hitsteps) via the IT team. This will be measured after the delivery of the PSHE content during the year and '2 nudges' have been sent out to parents on the school text system.

	<p>Students to use the school website for careers information and understand LMI</p> <p>Careers advice (appointments to be offered and utilised) as part of ALL parents' evenings.</p> <p>LMI information to be understood by students, staff and parents.</p>	<p>Using 'nudge' texts we have also sent out some webinar dates to all parents encouraging them to sign up for Unifrog webinars, seminars and events which are free.</p> <p>To ensure Unifrog is marketed on the school newsletter, every term to build the number of parents accessing the site up.</p> <p>Unifrog webinars to be continually published on the school website 'CEIAG for parents, carers, and families' Unifrog webinar for parents, carers and families</p> <p>A video by Peter Thompson from CEIAG advising LMI in this area. What is LMI? to be added to school website</p> <p>I have produced a PowerPoint to be used in PSHE careers sessions for the whole school which involves questions and interactions on the school website and the use of LMI when using the Unifrog careers library. Careers at Biddenham - using the school website</p> <p>Parents evenings bookings are made via school cloud</p>	<p>Careers leader Tutors</p> <p>Careers Advisors parents</p>	<p>Mar 2022</p>	<p>All careers advisors are referring to LMI during consultations.</p> <p>21/22 25 parents on Unifrog 22/23 target 100 parents on Unifrog</p> <p>Students are able to explain LMI having completed the PSHE session.</p> <p>Students are able to use the LMI tool from the school website having completed the PSHE session.</p> <p>It is difficult to measure the impact of LMI on careers decisions.</p> <p>This was trialled with the Year 11 parents evening (25th Feb 22) and all advisors were fully booked. This has resulted in additional evenings offering</p>
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		Parents Evening bookings system In addition to parent consultations with teachers, ALL 4 careers advisors will have separate bookings for parents and students.		careers consultations with students and parents (currently virtual).
Monitoring		Evaluation Methods		Cost/Resources
Reporting				
<p>An increase in the number of careers consultations booked by students, rather than careers advisors booking consultations for the students.</p> <p>An increase in the number of careers consultations with parents and students.</p> <p>Feedback from parents (parents evenings).</p> <p>Hitsteps to be monitored.</p> <p>Destinations data to be analysed and compared to recent years.</p> <p>Curriculum group meeting minutes.</p> <p>Annual Review</p>		<p>School cloud to collect relevant data (Parents accessing the LMI on school website)</p> <p>Data to be analysed and used to improve LMI provision within the school.</p> <p>Discussion with parents on parents' evenings to monitor usage.</p> <p>IT department to pass relevant data to the careers team to use and manage accordingly.</p> <p>Careers advisor feedback Parental feedback Teacher feedback</p>		IT department time.

<p>Goal: For year 13 students to inspire and help guide younger students in career planning.</p>					<p>Links to Benchmarks/Frameworks Gatsby benchmark 3 Gatsby benchmark 5 (Loosely) Gatsby benchmark 7 (Loosely)</p>
Academic Year	Targets What do we want to achieve?	Action Implementation	Who is responsible	Deadline to be completed	Success Criteria/Impact What will success look like?
2022	The Year 7 students are allocated a Year 13 mentor that they meet with every week. Careers discussions need to be included within the provision and added as a part of the mentoring structure.	National careers week 7th - 12th March will be a good time for the emphasis of discussions to focus on careers. Year 13 students will talk about their Year 9 GCSE options to their current career pathway.	HOD Mentoring Careers leader	12 th March 2022/23 and ongoing School Newsletter (Apr 22)	Evidence of discussions taking place (observation). Year 7 tutors to assess via Q and A in tutor time. School newsletter to evidence the mentoring taking place.
	A' speed dating' session to be set up with Year 13 students and Year 10 students to talk about career pathways.	Year 13 students have a study period on a Thursday morning and are therefore in school. A selection of Year 10 students will be offered a session with the Year 13's to inspire and help them life and career decisions. In the first instance this will be targeted to NEET students.	Careers lead Head of Sixth Form Head of Year 10 Year 13 students	May 2022 and ongoing	Year 10 tutors to assess via Q and A in tutor time. Improved decisions in relation to application of earning and careers choices by the Year 10 students. Interaction will be logged on Unifrog.
Monitoring Reporting		Evaluation Methods		Cost/Resources	
<p>Interactions will be logged on Unifrog. Feedback will be documented on Unifrog and can be accessed by the Head of Year 10 and careers team. If the event proves to be successful it will be extended the following year to ALL Year 10 students (using a carousel format).</p>		<p>Decrease in SIMS behaviour logs within Year 10. Evidence of the use of Unifrog by Year 10 students to begin meaningful career planning.</p>		<p>Staff time to arrange and coordinate the event.</p>	