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## Careers Strategy

### Introduction

We are committed to offering all students a rounded careers education, providing them with the information, understanding, skills and guidance to help prepare them for adulthood. We support our students to consider their future options, helping them to gain a better understanding of their individual skills and abilities and how they can use these increase their chances of employment.

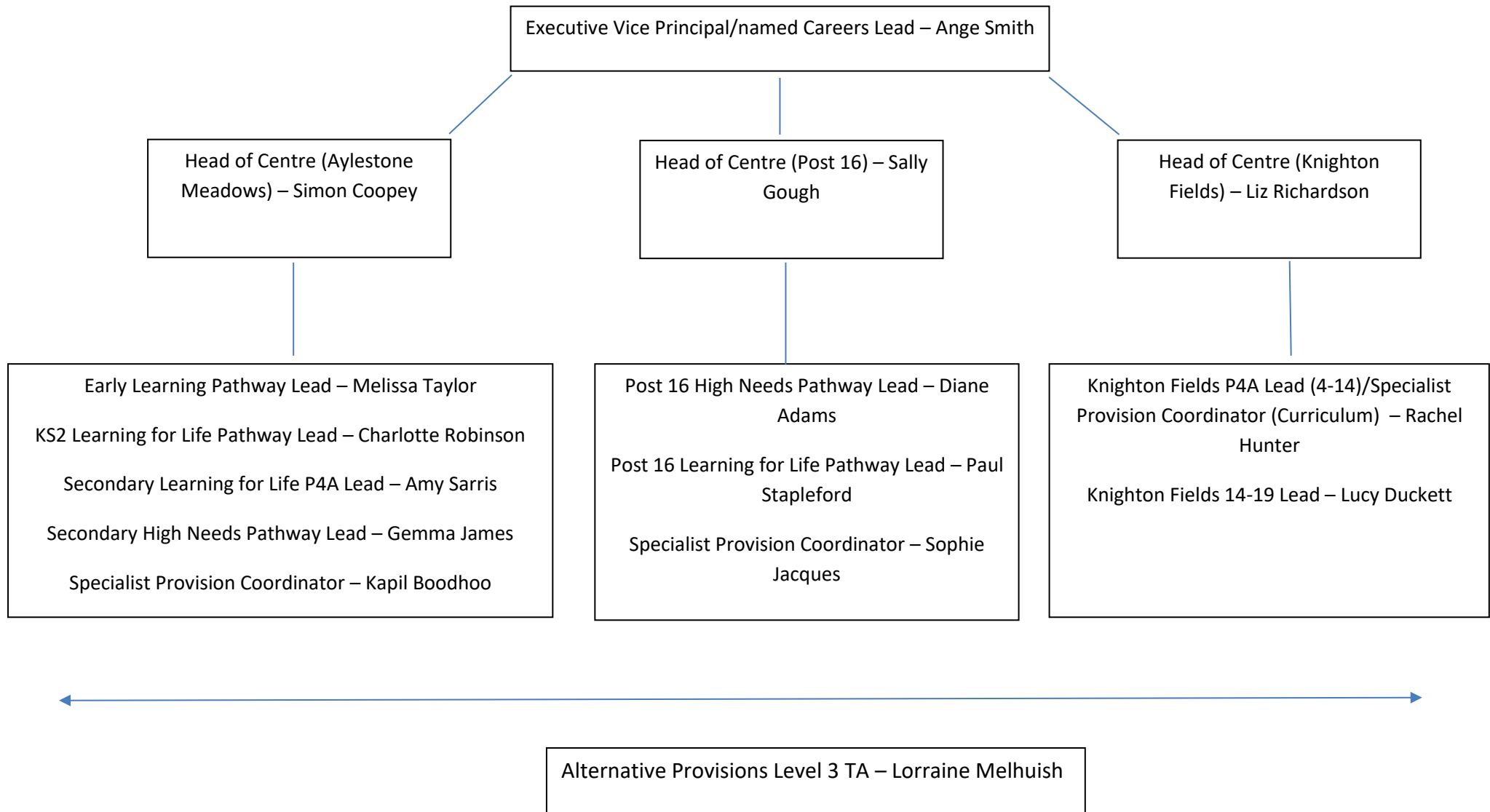
We take a person-centred approach to our student outcomes through our EHCP process, where we work with students, parents and carers to set clear and ambitious targets which help to prepare students for their next steps.

We are fully committed to our moral and statutory obligation to provide a holistic careers service for students in Year 8 upwards, highlighting the vocational and academic routes to their preferred career path.

Due to the expansion of the school to three sites, the Executive Vice Principal oversees the careers provision at a strategic level. The three Heads of Centre then coordinate provision within their centre, with the named Lead Teachers being responsible for planning the programme of activity for career guidance within their area of learning long and medium-term plans. In addition, we employ an Alternative Provisions Level 3 TA.

A full explanation of roles and responsibilities can be found below.

## Roles



## Responsibilities

We have used the responsibilities of the Careers Leader outlined in The Careers & Enterprise Company’s guide for secondary schools as the basis for this summary. Please note that this is not an exhaustive list of all responsibilities for the above post holders.

Role	Responsibilities
Executive Vice-Principal	<ul style="list-style-type: none"> <li>• Leading Heads of Centre with regards to anything careers-related</li> <li>• Reports to governors at whole school level</li> <li>• Reviews and evaluates career guidance at whole school level to inform school development planning, Ofsted and other purposes</li> <li>• Prepares and implements a career guidance development plan</li> <li>• Ensures that details of the careers programme are published on the school’s website</li> <li>• Understands the implications of a changing education landscape for career guidance</li> <li>• Ensures compliance with the legal requirements to provide independent career guidance and give access to providers of technical education or apprenticeships, to pupils in schools, including the publication of provider access on the school’s website</li> <li>• Manages own CPD and supports the ongoing CPD of colleagues in the careers team</li> <li>• Manages the careers section of the school’s website, ensuring information is accurate and up to date</li> <li>• Oversees links with FE colleges and apprenticeship providers</li> <li>• Negotiates a service level agreement with the local authority as appropriate</li> <li>• Commissions career guidance services where appropriate</li> <li>• Oversees links with LEP and other external organisations</li> </ul>
Heads of Centre	<ul style="list-style-type: none"> <li>• Leading the team of Lead Teachers, external partners and others who deliver career guidance</li> <li>• Advises the executive leadership team on policy, strategy and resources for careers guidance and shows how they meet the Gatsby Benchmarks</li> <li>• Reports to governors at centre-level</li> </ul>

	<ul style="list-style-type: none"> <li>• Reviews and evaluates career guidance at centre-level to inform school development planning, Ofsted and other purposes</li> <li>• Contributes to the preparation and implementation of a career guidance development plan</li> <li>• Understands the implications of a changing education landscape for career guidance</li> <li>• Monitors delivery of career guidance across the eight Gatsby Benchmarks, using the Compass evaluation tool</li> <li>• Manages the work of others e.g. Careers Advisers and administrative and other staff involved in the delivery of career guidance</li> <li>• Monitors access to, and take up of, guidance</li> <li>• Ensures colleges and apprenticeship providers have access to the school to share opportunities with all students</li> <li>• Manages the provision of career and labour market information</li> <li>• Provides opportunities for Lead Teachers to liaise with PSHE leader and other subject leads</li> <li>• Liaises with tutors, student support officers and, where appropriate, Key Stage leads to identify students needing guidance</li> <li>• Refers students to Careers Advisers (or supports Key Stage leads with this)</li> <li>• Coordinates encounters with employers and work experience</li> <li>• Communicates with students and their parents/carers</li> <li>• Establishes and develops links with FE colleges and apprenticeship providers</li> <li>• Establishes and develops links with employers</li> <li>• Manages links with LLEP and other external organisations</li> <li>• Secure funding for careers related projects</li> <li>• Build a network of alumni who can help with the career guidance programme</li> </ul>
Lead Teachers	<ul style="list-style-type: none"> <li>• Leading the team of teachers with regards to anything careers-related</li> <li>• Advises the senior leadership team on policy, strategy and resources for career guidance and shows how they meet the Gatsby Benchmarks</li> <li>• Reports to Heads of Centre</li> <li>• Reviews and evaluates career guidance at area of learning level to inform school development planning, Ofsted and other purposes</li> </ul>

	<ul style="list-style-type: none"> <li>• Contributes to the preparation and implementation of a career guidance development plan</li> <li>• Understands the implications of a changing education landscape for career guidance</li> <li>• Plans the programme of activity in career guidance</li> <li>• Briefs and supports teachers involved in career guidance</li> <li>• Monitors delivery of career guidance across the eight Gatsby Benchmarks, using the Compass evaluation tool</li> <li>• Supports tutors, providing initial information and advice</li> <li>• Liaises with PSHE leader and other subject leaders to plan their contribution to career guidance</li> <li>• Coordinates encounters with employers</li> <li>• Support Heads of Centre to secure funding for careers related projects</li> </ul>
Specialist Provision Coordinator (Post 16)	<ul style="list-style-type: none"> <li>• Work in partnership with Lead Teachers to develop and lead a curriculum provision for Supported Internship students</li> <li>• Seek to extend Post 16 work placement offer by canvassing for additional businesses to work with</li> <li>• Liaise with Access to Work to identify grants to increase Post 16 students' chances at moving into paid employment</li> <li>• Strategic leadership of Post 16 work-related learning and enterprise.</li> </ul>
Alternative Provisions Level 3 TA	<ul style="list-style-type: none"> <li>• Arranging work placements on and off-site</li> <li>• Arranging alternative provision placements for students</li> </ul>

## Vision

Our vision is encapsulated in our school motto – ‘Be Your Best, Be Happy, Believe!’ We are aspirational for all of our students and want them to leave Ellesmere with the skills, understanding and experiences that will help them to take the next steps into adulthood and the world of work.

## Strategic Objectives:

- All students, parents, carers and teachers have access to careers information, advice and guidance

- All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme
- All students transition to a variety of positive destinations

The strategy sets out where Ellesmere College is currently. To inform this, we have used our Compass Report, an online self-evaluation of careers and work experience provision set against The Gatsby Benchmarks and the national average. The strategy will then describe the key objectives in detail and explain how different stakeholders involved in careers and employability will work together to achieve these objectives over the next 3 years.

### Current State

Benchmark and current progress	Gatsby Statement	Current State	Areas for Development
1 – A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• We have a clear written careers strategy, programme and careers education curriculum</li> <li>• Our programme has the explicit backing of the senior leadership team</li> <li>• The careers programme has specific resources and funding allocated and a named Careers Leader</li> <li>• We actively network and let others know about our careers programme</li> <li>• Career aspirations towards employment and learning goals are incorporated into students’ EHCP outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure appropriate curriculum in place for students within the High Needs and Connecting &amp; Responding Pathways, reflecting change of needs</li> <li>• Ensure careers programme is embedded throughout the school</li> </ul>

		<ul style="list-style-type: none"> <li>• Dates for careers specific learning added to site specific calendars</li> <li>• Parent and carer workshops related to destinations</li> </ul>	
2 – Learning from career and labour market information	<p>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.</p>	<ul style="list-style-type: none"> <li>• Range of physical and electronic resources available for staff to use, including JED and Talentino</li> <li>• A range of external professionals including the Transitions Team activity support students, parents and carers to plan for adulthood</li> <li>• We actively encourage employer and workplace visits</li> <li>• Links with LLEP help to inform school understanding of local labour market information</li> <li>• Post 16 Lead (HoC) part of Local School and Business Leader group</li> <li>• Supported visits to local FE colleges</li> <li>• Future options discussed during annual reviews so that steps can be put into place to meet the aspirations</li> <li>• Range of links accessible on the Careers website page</li> </ul>	<ul style="list-style-type: none"> <li>• Increase range of resources available to parents and carers</li> <li>•</li> </ul>
3 – Addressing the needs	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be</p>	<ul style="list-style-type: none"> <li>• Personalised work experiences for students</li> </ul>	<ul style="list-style-type: none"> <li>• Quality assure records on Evidence for Learning</li> </ul>

<p>of each student</p>	<p>tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• 100% of students have stayed in education, employment of training post-Ellesmere</li> <li>• Lesson plans and resources are differentiated based on the needs of the participants</li> <li>• Students' EHCP outcomes targets areas for development and skills related to employability</li> <li>• We promote and support diversity in our Careers programme as we value everyone as an individual</li> <li>• We keep records of students' experiences of careers and enterprise activities using Evidence for Learning. Students and parents/carers can have access to this information</li> <li>• Opportunities for our students to learn about a range of careers are provided from F2 upwards</li> <li>• Connexions/LEBC advisers attend Parent and Carer Evenings</li> </ul>	
<p>4 – Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• MTPs include links to careers and appropriate life skills</li> <li>• In KS4 and Post 16, Functional Skills qualifications are taught</li> <li>• Staff CPD has focused on raising awareness of curriculum links</li> </ul>	<ul style="list-style-type: none"> <li>• Greater careers links made during other themed days/weeks</li> </ul>





<p>5 – Encounters with employers and employees</p>	<p>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.</p>	<ul style="list-style-type: none"> <li>• Post 16 students have access to a variety of work placements and supported internships</li> <li>• Curriculum provides opportunities for off-site visits to expose students to a variety of workplaces</li> <li>• Enterprise opportunities built into curriculum offer</li> <li>• A programme of visits, talks and mock interviews with employers in place</li> <li>• Careers Fair held as part of Careers Day</li> </ul>	<ul style="list-style-type: none"> <li>• Develop mentoring links with local employers</li> <li>• Develop greater links with alumni to share experiences with current students</li> </ul>
<p>6 – Experiences of workplaces</p>	<p>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 expand their networks.</p>	<ul style="list-style-type: none"> <li>• Wide range of work placements in Post 16</li> <li>• Group work placements as part of KS4 curriculum</li> <li>• School based work experience opportunities for students</li> <li>• Support is built around an individual and is tailored to their aspirations as identified through their EHCP</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure school educational visits that incorporate careers are evidenced on Evidence for Learning</li> </ul>
<p>7 – Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities that are available to them. This includes both academic and</p>	<ul style="list-style-type: none"> <li>• Students in Year 11 upwards, who wish to or are ready to leave Ellesmere, for whom college is a destination, have the opportunity to</li> </ul>	<ul style="list-style-type: none"> <li>• Develop greater links with alumni to share experiences with current students</li> <li>• Develop further opportunities to engage with apprenticeship providers</li> </ul>

	vocational routes and learning in schools, colleges, universities and in the workplace.	<p>attend supported transition visits at the FE colleges' campus</p> <ul style="list-style-type: none"> <li>• Independent travel training is delivered in small groups or 1:1 with students in Post 16</li> <li>• Staff from local FE colleges visit to talk to whole year groups</li> <li>• Colleges invited to Parent/Carer evenings</li> </ul>	
8 – Personal guidance	Every student should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are made.	<ul style="list-style-type: none"> <li>• All Year 9 and Year 12 students have 1:1 LEBC guidance meetings</li> <li>• 1:1 guidance meetings with Connexions for all identified leavers</li> <li>• Connexions attended EHCP reviews for identified leavers</li> </ul>	

### Destination Data, Recording and Measures

At Ellesmere College, we take our statutory duties seriously and record our destination data accurately. Data regarding outcomes for our students is published on our school website annually and provided to the Department of Education and the Local Authority.

## 5 Year Long Term Action Plan Overview (September 2024 onwards)

Long Term Strategic Objective	Why Ellesmere believes this objective is important	Links to Gatsby Benchmarks	What will success look like? What do we need to achieve?
All students, parents, carers and teachers have access to careers information, advice and guidance	We believe that all parties having access to accurate and tailored information that forms the basis of advice and guidance given will ensure that all of our students will make informed choices to help them reach their full potential.	GB1, GB2, GB3, GB4 and GB8	<ul style="list-style-type: none"> <li>• Continuation of annual Careers Fair which enables the whole school community to develop their IAG knowledge and understanding of service and provisions in the local area</li> <li>• Continued promotion of college open days and job fairs to parents and carers via Weduc and social media accounts</li> <li>• Continuation of parent-carer workshops and coffee mornings focused on Careers – to include presentation from Project Search interns, Connexions and LLEP</li> </ul>
All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme	We believe that by providing a meaningful and developmental curriculum programme, our students will develop a deeper understanding of the wide range of options available to them after leaving Ellesmere.	GB1, GB2, GB4 and GB8	<ul style="list-style-type: none"> <li>• Written impact case studies based on destinations are visible on school website and available for use in lessons</li> <li>• Identified students participate in 'We Discover' project with LLEP</li> <li>• Class visits from current/past Project Search students to promote supported internships</li> </ul>

			<ul style="list-style-type: none"> <li>• Review of curriculum offer for High Needs and Connecting &amp; Responding students to ensure suitability</li> </ul>
All students transition to a variety of positive destinations	We want to broaden the aspirations and expectations of our students and their parents and carers. By transitioning on to a positive destination, that has been well-researched and considered, we hope to ensure that our students are on the right pathway to support their futures.	GB2, GB3, GB7 and GB8	<ul style="list-style-type: none"> <li>• Programme of FE provider, apprenticeships provider and independent provider engagement activities developed further and promoted with parents and carers – including visits to classes, attendance at Parents’ Evening, information evenings</li> <li>• Project Search expanded to three employers; NHS, Leicester University and Hotel Voco</li> <li>• Opportunities for alumni to visit and share experiences with KS4 and Post 16 students</li> <li>• Student, parent/carer and staff voice indicates they have a growing breadth of knowledge of varying destinations</li> <li>• Maintaining 100% engaged in EET</li> </ul>

**How do we know that our Careers programme works and how can you help us to improve it?**

We underpin our strategy with the Gatsby Benchmarks. We are fully committed to reducing the number of 13-19-year olds who are not in education, employment or training (NEETs) by ensuring this strategy is embedded in our practices.

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## Government Policy

This strategy has been informed by the following Department for Education guidance and policy:

**January 2023** - [Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff](#)

**October 2018** – [Destinations data: Good practice guide for schools](#)

**December 2017** – [Careers strategy: making the most of everyone’s skills and talents](#)

## Monitoring and evaluation

This strategy will be monitored by the Careers Lead to ensure the activities planned are implemented through a range of monitoring and evaluation practices are used throughout. The Careers Lead will report back to the governing body at least annually.

All stakeholders are welcome to feedback on the careers strategy and programme to the Careers Lead, whose details are available on the school website.

## Governing Body

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 7 (11-12 year olds) to aged 25 (with a current Learning Difficulty Assessment in place under section 139a of the Learning and Skills Act 2000). Our governing body is aware of its statutory duty to ensure;

- careers guidance is presented in an impartial manner.
- careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- careers guidance given promotes the best interests of the pupils to whom it is given.

- they provide clear advice to the head teacher on which he/she can base a
- strategy for advice and guidance, which is appropriately resourced and meets the
- school's legal requirements.
- they are informed by the requirements and key principles for good careers
- guidance set out in the 'Careers guidance and access for education and training
- providers: Statutory guidance for governing bodies, school leaders and school staff.'
- government paper dated January 2018.
- there is a curriculum link governor specifically responsible for CEIAG.
- they strategically look at destination data and outcomes of teaching and learning
- specific to CEIAG.
- there is supporting CPD for the designated governor and Careers Lead

### **How do we communicate what we are doing?**

Our careers strategy and programme are accessible on the school website. Emerging opportunities are shared on Twitter @EllesmereLeic and with parents and carers via Weduc. Successes are celebrated internally through bulletins and displays and externally through local newspapers.

### **Parent/Carer involvement**

We work in partnership with our parents and carers and other agencies to ensure that students are supported holistically in their development. We do this by the use of Evidence for Learning (our evidencing and assessment system), Weduc (our home-school communication system), newsletters, parent/carers evenings, parent/carers forums, Twitter, school website and events. We share information about open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website:

<https://www.ellesmerecollege.org.uk/curriculum/careers>

We initially start the discussions about life after Ellesmere from Year 7. During EHCP Annual Reviews, particularly during years 10, 12 and 13, there is a greater focus on this, with support from Connexions from identified potential leavers.