

Careers & Skills Programme

Bramfield House School

2023-2024



Careers and Skills at Bramfield House School

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In all years, pupils are given a wide range of opportunities to gain an insight into the world of work and investigate career pathways, following the key themes of our comprehensive and progressive Careers and Skills programme.

The careers programme provides Pupils with information, education, advice and guidance and opportunities for them to have experiences to learn about themselves and develop knowledge, attitudes, and skills to prepare them for future learning and the world of work.

The programme includes, enterprise days, visits to businesses, speakers from the world of work, events relating to specific employment sectors, work experience placements and character development activities in addition to a well-structured PSHE programme. The school collaborates with the Enterprise Advisor Network, a national network that connects schools and colleges with employers and careers programme providers to work together to create meaningful encounters with the world of work for young people. The network is based on evidence that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.

There are dedicated Careers section of the school website for Pupils, parents, teachers, and employers, providing information about the Careers & Skills programme.

There are opportunities for a range of education and training providers to access all Pupils in Year 7 to 11 for the purpose of informing them about approved further and higher education qualifications and apprenticeships.

Careers Team:

Michelle Woolnough – Careers Information Advice and Guidance adviser and Personal Guidance adviser

Kerry Bray – Beacon East External Personal Guidance Adviser

Emma Guymer – PSHE Lead

Careers Champions

Chloe Smith- SENDCO

Jamie Everson STEM Lead

Mark Kinzel – Vocational Lead

Intent

- To deliver outstanding practice in careers education, information, advice and guidance to help each individual student understand and develop the key skills they need to go forward and into work by providing them with opportunities to learn about themselves, different careers and routes into these, and begin the process of choosing a career path.
- Raise achievement by increasing motivation and encourage participation, with the support of stakeholders that include parents/carers, to significantly reduce the likelihood of Pupils becoming NEET (Not in Education, Employment or Training) in the future.
- To provide a progressive, inclusive and differentiated programme that builds on learning from year 7 to year 11 and is mapped to Gatsby Benchmarks and the CDI Framework.

Bramfield House School Careers & Skills Programme

- Is built around the eight Gatsby benchmarks of Good Career Guidance

1	A stable careers programme	The Careers & Skills programme is published on the school's website and details the careers education, information, advice and guidance pupils receive.
2	Learning from career and labour market information	pupils learn how to access up to date labour market information to help them make informed choices and decisions about their future career.
3	Addressing the needs of each pupil	The Careers & Skills programme is adapted to meet the needs of learners. The school keeps a record of the career interventions that pupils have received.

4	Linking curriculum learning to careers	In every subject, teachers work with pupils to ensure that they understand how they can apply the knowledge and skills they are learning to the workplace.
5	Encounters with employers and employees	Every year, from Year 7 to 11, pupils will have at least one meaningful encounter with an employer. Pupils have the opportunity to take part in experiences of the workplace and, in Year 10 or Year 11 they have the opportunity to complete a placement. Work experience may be face to face or virtual. By the end of Year 11, pupils will have received information and guidance about the full range of options available to them after completing their GCSEs.
6	Experiences of workplaces	
7	Encounters with further and higher education	During Years 7 to 11, pupils have the opportunity to meet with a fully qualified careers guidance adviser.
8	Personal guidance	

- Is mapped to the learning aims of the Career Development Institute framework, supporting pupils to develop the skills, knowledge, and attitudes to develop and build on their career development skills which are needed to have a positive career
 - Grow throughout life
 - Explore possibilities
 - Manage career
 - Create opportunities
 - Balance life and work
 - See the big picture

- Incorporates the Skills Builder Universal Framework for Essential Skills to support pupils to build essential employability skills that they need to succeed in education and into employment
 - Listening
 - Speaking
 - Problem Solving
 - Creativity
 - Staying Positive
 - Aiming High
 - Leadership
 - Teamwork

Implementation of the Careers & Skills programme

The programme is progressive and is implemented through one to one sessions with the Michelle, and through the PSHE curriculum, trips and visits and extra-curricular and enrichment opportunities. Teachers are responsible for organising and incorporating careers into their curriculum.

The Careers plan includes a wide range of internal and external careers education sessions, career guidance activities, information and research activities, work related learning and individual learning activities. Other events and activities are planned and organised throughout the year, for example, during National Apprenticeships Week and National Careers Week.

How we measure and assess the impact of our Careers & Skills programme

Destination measures provide clear and comparable information on the success of our school in helping all our pupils take qualifications that offer them the best opportunity to continue in education or training. Key Stage 4 destination data is published on the school website.

We collect and analyse education, training and employment destinations data for our pupils to help inform our careers provision. We keep in touch with previous pupils so we can follow their successes in future learning and work and welcome them back into school to provide valuable encounters for current pupils.

The school regularly asks for feedback from pupils, parents, teachers, and employers in the form of evaluation forms and questionnaires etc and through both verbal and written communication, which helps us measure and assess the impact of our careers programme.

The Gatsby benchmarks are used to inform, develop, and assess the quality of the Careers & Skills programme, and termly reviews are carried out through completion of the Compass+ tool to benchmark, manage, track and report on the programme.

The governing body takes a strategic interest in the Careers & Skills programme and is updated termly.

We keep records of student's experiences of Careers & Skills activities which helps us maintain consistency and enables pupils to draw on their careers experiences to showcase their skills and develop a story of their progress.

Personal Guidance

Pupils from Years 7 to 11 are entitled to careers guidance that is impartial and confidential. Personal Guidance is integrated into the Careers & Skills programme and promotes equality, diversity, and inclusion. Where required extra sessions with the Careers Lead are prepared.

Careers Office

The careers office has a range of resources available including prospectuses for colleges and universities and reference books about employment, further and higher education and gap years. Pupils have access to careers websites, which they use to develop skills and help prepare them for future study and career choices.

Raising Participation Age

The government has increased the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 18. This does not necessarily mean staying in school; young people have a choice about how they continue in education or training post-16, which could be through:

- full-time study in a school, college or with a training provider
- full-time work or volunteering combined with part-time accredited study
- an apprenticeship, traineeship or supported internship

Reviewing Careers & Skills programme

The school reviews our careers programme on an annual basis, and following feedback from key stakeholders.

Student Provision

Year 7:

By beginning careers education early, pupils can make better informed decisions at transition stages and are more motivated to follow a particular pathway.

Pupils take part in activities for personal development, using the AQA Unit awards scheme for accreditation. This incorporates skills builder progression targets Through the year assemblies, character curriculum and PSHE lessons highlight key events in which they can begin to explore, investigate and understand themselves. Pupils are introduced to careers resources and informed how to use them and are encouraged to explore careers matched to their interests, strengths, and skills. Pupils have opportunities to explore the local labour market and to be inspired by engaging with a range of businesses, FE and HE. Pupils take part in Skills activities which help prepare pupils for employability and support their development through self-awareness, self-determination, and improvement as a learner. Pupils have optional access of a personal guidance interview via a referral system. Pupils have optional access of a personal guidance meeting with Michelle Woolnough, Careers Adviser.

Year 7		
CDI Framework	Aims/ Activities	Gatsby benchmark
Grow Through Life	Pupils being willing to challenge themselves and try new things, linking skills and careers to the world of work and recording their achievements.	1, 2, 3, 8
Explore Possibilities	Pupils being aware of the range of possible jobs, introduction to the internal and external careers advisers. One to one with internal careers advisor. Group work with External Careers Advisor	
Manage Career	Pupils will look forward to the future, understanding their rights and equality in the workplace.	
Create Opportunities	To develop friendships and relationships with others.	
Balance Life and Work	To be aware of different life stages and life roles.	
See the Big Picture	To be aware of a range of different media, information sources and viewpoints.	

Year 8:

Pupils are encouraged to be ambitious, broaden their horizons explore their own aspirations. Pupils self-assess and build on personal strengths and skills through completion of Skills Builder activities and AQA Unit awards and are encouraged to think about what they might like to achieve after school. They are introduced to the world of work and how it is changing and consider how they can access and use Labour Market Information. Pupils use careers websites to investigate careers and pathways and have opportunities to engage with local businesses, FE and HE. Pupils have optional access of a personal guidance meeting with Michelle Woolnough, Careers Adviser.

Year 8		
CDI Framework	Aims/ Activities	Gatsby benchmarks
Grow Through Life	To be aware that learning, skills and qualifications are important for career.	1, 2, 3, 4, 7, 8
Explore Possibilities	To be aware that many jobs require learning, skills and minimum qualifications. Encounter with an external post 16 provider. One to one with internal careers advisor. Group work with External Careers Advisor	
Manage Career	Pupils will imagine a range of possibilities for themselves in their career.	
Create Opportunities	Pupils will develop the ability to communicate their needs and wants.	
Balance Life and Work	To be aware of money and that individuals and families have to actively manage their finances.	
See the Big Picture	To be aware that trends in technology and science have implications for career.	

Year 9:

We encourage Pupils to re-assess their personal strengths, weaknesses and interests when considering a future career.

During the year, pupils will have opportunities to take part in many work-related activities and explore and research different careers to find out about subjects, qualifications, skills, and training needed and how their curriculum learning links to different careers. They are encouraged to use a wide range of careers resources to investigate different jobs and careers and LMI and what they mean in terms of lifestyle, budgeting and a good work/life balance and are encouraged to challenge stereotypes within the world of work. Pupils have opportunities to engage with a range of local business, FE and HE.

Pupils take part in careers activities which raise their awareness of the world of work and also support skills development and character building through, AQA Unit awards and the character curriculum.

One of the key decisions in Year 9 is when the pupils are asked to choose their options. Pupils receive help and guidance so that they can make well informed and realistic decisions about which options to take and how their choices can enable their long-term career plans and goals. Pupils have optional access of a personal guidance meeting with Michelle Woolnough, Careers Adviser.

Year 9		
CDI Framework	Aims/ Activities	Gatsby benchmarks
Grow Through Life	To be aware of the sources of help and support available and responding positively to feedback.	1, 2, 3, 4, 5, 7, 8
Explore Possibilities	To be aware of the range of different sectors and organisations where they can work. One to one with Internal Careers advisor – further exploration into post 16 routes looking at grades, qualities & skills required. Encounters with employers and employees. Group work with External Careers Advisor Encounter with an external post 16 provider.	
Manage Career	To be aware that career describes their journey through life, learning and work.	
Create Opportunities	To be able to identify a role model and being aware of the value of leadership.	
Balance Life and Work	To be aware of rights and responsibilities in the workplace and in society.	
See the Big Picture	To be aware of the relationship between career, community and society.	

Year 10:

Pupils explore the world of work and the range of post 16 pathways and career routes via A Levels, Further Education courses, apprenticeships, and work with training. Pupils are encouraged to access LMI independently, and economic awareness is developed, and pupils are encouraged to think about employability, which careers appeal to them and identify and set themselves realistic future goals.

Pupils prepare a CV and covering letter and take part in a variety of work-related learning and enterprise activities which develop skills relevant to the world of work. Pupils will take part in the work experience programme in which spend a week with an employer, learning about a particular job or area of work. Pupils assess the learning from their work experience through a reflective, debrief session with the Careers Lead/Adviser.

Pupils are provided with a wide range of opportunities to engage with local businesses, FE and HE and explore possible career choices and can attend local careers fairs and take part in events held throughout the academic year which provide inspiration and broaden their awareness of opportunities available to them.

Pupils will take part in activities which raise their awareness of the world of work and supports skills development and character building. This is evidenced by completion of a Skills Builder activities, AQA Unit awards and resources. This helps them build up a portfolio of evidence to support their CV and use in post 16 interviews. Pupils have optional access of a personal guidance meeting with Beacon East.

Year 10		
CDI Framework	Aims/ Activities	Gatsby benchmarks
Grow Through Life	considering what learning pathway they should pursue next	1, 2, 3, 4, 5, 6, 7, 8
Explore Possibilities	researching the learning and qualification requirements for jobs and careers that they are interested in. Encounter with an external post 16 provider. Encounters with employers and employees. One to one with External Careers Advisor Work Experience	
Manage Career	thinking about how they deal with and learn from challenges and setbacks	
Create Opportunities	being willing to speak up for themselves and others	
Balance Life and Work	identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	
See the Big Picture	exploring the relationship between career and the environment	

Year 11:

Pupils are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships, so they have the confidence to take their next step in their learning and career.

Pupils attend open days and information sessions to help them make informed decisions about how best they continue in education or training. Parents are also encouraged to attend open days. They are encouraged to use careers resources, to find out more about specific courses and careers and consider how current trends in the labour market are relevant to their post 16 options and long-term plans.

Pupils have a personal guidance interview with Beacon East to set personal objectives and goals and help give them skills to manage their future education and career pathways, including agreeing an action plan and encouraging them to make contingency plans should GCSE results be better/worse than expected. Additional sessions are available to pupils who require further support in making the transition to Post 16 choices.

Pupils will take part in activities which raise their awareness of the world of work and supports skills development and character building. This is evidenced by completion of Skills Builder, AQA Unit awards and resources. This helps them build up a portfolio of evidence to support their CV and use in Sixth Form/college/job interviews.

Year 11		
CDI Framework	Aims/ Activities	Gatsby benchmarks
Grow Through Life	Pupils will further consider what learning pathway they should pursue next, looking ahead to possible job routes.	1, 2, 3, 4, 5, 6, 7, 8
Explore Possibilities	Researching the learning and qualification requirements for jobs and careers that they are interested in. Encounter with an external post 16 provider. Encounters with employers and employees. One to one with External Careers Advisor. Work Experience (if unable in year 10)	
Manage Career	Thinking about how they deal with and learn from challenges and setbacks. Applications to their chosen post 16 route supported by internal careers advisor.	
Create Opportunities	To be willing to speak up for themselves and others.	
Balance Life and Work	Identify what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces	
See the Big Picture	Exploring the relationship between career and the environment	