

Careers Strategy

Cornelius Vermuyden school



Careers at Cornelius School

Our Vision:

To raise all students' aspirations and provide them with the opportunities, knowledge and skills they need to become ambitious and confident global citizens.

Our Careers Strategy: Introduction

There has never been a time when careers guidance has been as important for young people as it is today. At Cornelius School, we have a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare students for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (December 2022), our careers plan supports the achievement of the eight Gatsby benchmarks at 100%, which we aim to achieve by the end of 2023. Careers Education at Cornelius is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum. Our aim is that students understand how what they are being taught will link to their future pathways.

The Cornelius School believe that our learners should show Respect, Responsibility and Resilience for their education. Our Careers programme identifies with all three of these words. We want our students to achieve, not only in school but in the future, and we want them to aspire to be the best that they can be. Above all, we want them to enjoy and have fun exploring their Careers.

Strategic Objectives

1. Strategic Objective 1: Careers is a consistently integral part of every area of school life. All members of the school community understand their role in the careers programme and the importance of careers and enterprise education being embedded throughout the whole school.
2. Every individual students' engagement within the careers programme during their journey through school is consistently tracked and evaluated to ensure that students are supported in raising their aspirations, whilst, at the same time, being mindful of the ever-changing and competitive world around them.
3. Build a continuously increasing and relevant network of varied partners and providers who can engage students in developing their career pathways. These partners will work in partnership with subject areas to develop collaborations enabling opportunities for students to see clear links between their subject learning and the world of work.
4. Build a continuously increasing and relevant programme of Careers Guidance through having a full time Careers advisor on site
5. Every individual students' engagement within the careers programme during their journey through school is consistently tracked and evaluated to ensure that students

Current Position Summary

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Current Position Summary

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool and the outcome of our assessment at Stage 1 of the Inspiring IAG Award.

Areas of Strength and Weakness

- The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool (see full Gatsby Benchmark strengths and areas for improvement in detail in appendix).

Benchmark	% of the assessment areas in Benchmark achieved (Jan 2022)
1: A stable careers programme	82%
2: Learning from career & labour market information	50%
3: Addressing the needs of each student	63%
4: Linking curriculum learning to careers	81%
5: Encounters with employers and employees	25%
6: Encounters of workplace	0%
7: Encounters with further & higher education	87%
8: Personal Guidance	100%

Additional support for internal programme

- Careers Leader is completing the Teach First Careers and Employability Leadership Programme.

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APPENDIX 1: Our School's Current Careers Guidance Provision - Strengths, Weaknesses, Opportunities and

This review was completed in September 2018 in order to see, at that time, what the strengths, weaknesses, opportunities and threats were to the Careers provision at Cornelius School. This document was then used to identify our Strategic Objectives and then the individual action points to achieve those objectives.

Strengths

- We have developed good careers based resources that we can use in Wellbeing lessons and tutor to go through the important key areas of careers education.
- The out-going Year 11 students had the opportunity to have an interview with an impartial careers advisor before the end of their Year 11, who was able to establish an action plan which was shared with the student.
- There were a number of opportunities throughout the last academic year for groups of students to visit various industries and workplaces
- Our most recent OfSTED report (December 2022), highlighted the school's vision for every student, regardless of their background, to secure a route to future careers. Good careers guidance was also highlighted, particularly for Year 11 and disadvantaged students, to enable them to make the right decisions about which further education course/ apprenticeship/ employ route they wanted to apply for.
- Appointment of a level 6 trained Careers Advisor
- Careers Enterprise day Year 11
- Careers Enterprise day Year 9 - whole cohort
- Personal Guidance and actions plans issued to all Year 11 students

Weaknesses

- Monitoring the effectiveness of our careers programme.
- Assistant head for Careers has already done some monitoring of the programme by gaining the views of students.
- We have not engaged with LMI and communicating this with parents or students.
- Students have not had the opportunity to have a meaningful encounter with an employer every year that they are at school. We have mainly targeted Years 9, 10 and 11 in the past through careers fairs linked to Make Happen have supported encounters, although some students in Years 9 and 10 have been involved in workplace visits as well.
- Not all students have had the opportunity to engage with sixth form colleges and universities.
- We have not established a tracking system, nor have we pulled everything together across the school to get an overview of where individual students are in terms of their career development.
- Not all school staff are aware of exactly what the Gatsby Benchmarks are and what the statutory requirements are by 2020.

Opportunities

- Careers has been established during Wellbeing lessons and in tutor time where students will be engaged with a range of activities to support their career development. This will be led by Form tutors following an introduction in early September.
- Establishment of "Careers mentors" in each faculty area of the school. This will be launched in late September. These will then enable the school to use their knowledge to improve Employer contact with the school.
- Strategic vision of careers created and driven by SLT Careers Leader

Key points

- Not all members of staff understand their role in the Careers programme and understand how to engage with it. Assistant Headteacher and Careers Leader will need to evaluate in more detail the effectiveness of form tutors in delivering the programme.
- Finding outside agencies, businesses and services to engage with our provision. In previous careers activities, many businesses have dropped out at the last minute due to either time constraints or funding issues. We need to build up and strengthen our relationship with these businesses and services.
- Time - as with anything, more time would be a luxury to build on the careers programme. We just need to be careful and efficient with the time available for all colleagues involved in the careers programme.
- Budget: there is a budget for Careers activities, which is supplemented by Make Happen linked to NCOP students.

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Compass Results Summary – January 2022

Using the Career and Enterprise Company's COMPASS tool, we are able to see how well our school is working towards achieving the Gatsby Benchmarks and compare our school to other schools nationally. This summary below shows how well we have achieved on each Benchmark, what our current provision and achievements are and our current areas of development. The COMPASS review will be completed again in June 2022 to where we have improved since February and therefore we can adjust our targets for next year.

Gatsby Benchmark	Current Provision & Achievements	Areas for Development
1. A stable careers programme 82%	<ul style="list-style-type: none"> All students in Years 7 to 10 have a weekly Careers lesson during personal development time. All resources are mapped to the CDI framework. Students in Year 11 have access to regular information-giving presentations from both internal and external speakers. All Year 11 have a 1:1 Careers Guidance interview with a Level 6 Careers Guidance Advisor during the academic year. 	<ul style="list-style-type: none"> Information on the school's website needs updating for employers and teachers. Evaluations of the careers programme by employers needs to be developed. The programme will need to be reviewed next year with the change in school curriculum and school day –
2. Learning from careers & labour market information 40%	<ul style="list-style-type: none"> Students in Years 7 to 10 have termly sessions from form tutors related to LMI. Some Year 10 students had a session from DwP colleagues about understanding LMI. DwP colleagues attended Sixth Form Open Evening. LMI is displayed at all parents' evenings with access to Careers Advisor for further information. LMI is displayed in the Careers Hub and regularly updated. Staff CPD session in January 2022 led by colleagues from DwP 	<ul style="list-style-type: none"> Years 10 and 11 students need to have more regular access to LMI. This is currently not used as much in their Careers programme.

<p>3. Addressing the needs of each pupil</p> <p>63%</p>	<ul style="list-style-type: none"> • Destinations data is analysed each year in order to further develop the Careers Programme. • Connexions service f are carrying out 1:1 Guidance interviews for vulnerable students as identified from data and by SENCO. • New tracking system 	<ul style="list-style-type: none"> • The tracking process is being extended to also record the activities/events students take part in across the school as a whole. This will ensure as wide a cross section of students as possible participate in culturally stimulating and aspirational opportunities.
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<p>4. Linking curriculum learning to careers</p> <p>81%</p>	<ul style="list-style-type: none"> • Careers Mentors are being identified in each subject area. Names are displayed on school website. • Careers Week in each subject area across the year. • "What can you do with....?" display for each subject area showing 6 key skills in that subject area and possible career pathways – also showing links to other subjects. • All colleagues regularly involved in CPD to highlight the importance of Careers throughout the curriculum. 	<ul style="list-style-type: none"> • Curriculum Areas to support with Workplace visits • All subject areas to be linked to a local business in the second half of the 2018- 2022 academic year and to develop projects into next year. • Ensure that all colleagues are clear on their role with the careers strategy and that all colleagues are responsible for careers education.
<p>5. Encounters with employers and employees</p> <p>0%</p>	<ul style="list-style-type: none"> • Visits to employers are starting to be integrated in the curriculum. 	<ul style="list-style-type: none"> • More engagement with Local Enterprise Advisor with all year groups – mock interview event for year 11 for next year. • Careers Fair next year to involve whole school
<p>6. Experiences of workplaces</p> <p>0%</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Need to develop work placement programme for Year 10 • Develop the Cornelius Alumni association
<p>7. Encounters with Further & Higher Education</p> <p>85%</p>	<ul style="list-style-type: none"> • All Year 9/10 students have opportunity to visit universities. • Further Education & Higher Education providers attend Open Evenings. • Targeted information for Year 11 on Sixth Form. • Sixth Form taster day for Year 10 students in July each year. • 50% of Year 7 students will have visited a local university by the end of the academic year. 	<ul style="list-style-type: none"> • 100% of Year 7 students to visit a university each year. • 100% of Year 10 students to visit a university each year – • Further Education presentations needed for students in Years 7 and 10.

<p>8. Personal Guidance</p> <p>100%</p>	<ul style="list-style-type: none"> • Careers Advisor based across the 2 schools in the Trust. Careers Advisor interviews at Cornelius for 2 days each week. • All Year 11 students have a 1:1 Careers Guidance interview by end of the year. • Year 11 students are targeted for 1:1 Careers Guidance interviews where necessary. • Individual Careers Action plan is created and shared with the student and with form tutors. 	<ul style="list-style-type: none"> • All Year 11 students to have had a 1:1 Careers Guidance interview by the end of year in future years. • Appoint our own Careers advisor • Parents to be informed about when students have an interview, to encourage discussion at home. • Investigate use of group interviews in order to increase volume of Careers Guidance interviews to ensure that students are seen twice by the end of Year 11. • Offer regular drop-in sessions for students in other year groups, and informing parents of how this system works.
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