



Careers Plan

Archers Brook School

This report was approved by the SLT and Governors on [01/07/24] and is due for review on [01/09/25]

Introduction

At Archers Brook we offer all students a range of careers education, information, advice and guidance (CEIAG) opportunities to learn about the world of work and to help to prepare for their future steps at post 16. Pupils will engage in a range of career based activities including:

Careers lessons

Careers talks

Visits to places of employment

Workshops

School enterprise

LMI assemblies

Mock interviews

Careers fairs

Apprenticeship fairs

Further Education encounters

CV building

Application processes

Experiences of the workplace

NCS programme

Explore programmes

Our programme aspires to:

Raise aspirations as pupils seek and research a broad range of lifelong opportunities available to them.

Provide opportunities to reflect upon and develop skills essential for the workplace.

Deepen knowledge of post 16 and career options as pupils are supported onto a career pathway developed and designed by them.

Provide an array of interactions with FE establishments and employers.

We will work closely with the Careers and Enterprise company along with the Young chamber as we seek the best possible opportunities to prepare our students for life after school. We provide support with their decisions at transition points, informing them of all their options and introducing them to the world of work.

Careers is embedded within our curriculum and pupils have the opportunity to develop their skills and understanding across all subjects. Subject teachers ensure they directly relate their subjects to the world of work and we work closely as a staffing team to engage pupils with employers and workplaces related to subjects across our curriculum.

This plan is based around the DfE Guidance 'Careers guidance and access for education and training



providers' January 2023, itself being informed by The UK Government's careers strategy, published on 4th December 2017.

We at Archers Brook have adopted the Gatsby Benchmark Toolkit and work with the Careers and Enterprise Company. This has assisted the preparation and delivery of this plan therefore ensuring best practice for our pupils in the provision

of careers information, advice and guidance. We have a range of education and training providers accessing all pupils. We are always seeking opportunities to further this in order to develop pupils understanding of the routes and opportunities available to them post 16 supporting their transition in adulthood.

Support

A careers adviser conducts face to face interviews with KS4 pupils to provide guidance and raise aspirations as they prepare for adulthood. These meetings are strategically placed across KS4. Each pupils should meet with the careers adviser 3 times with the last meeting strategically placed in Spring 2 of year 11 as most pupils are finalising their post 16 decisions. We communicate with parents and carers of our young people to ensure they, as well as our pupils, are aware of the opportunities available within the local area. We use children's and young peoples service in order to ensure the best possible transition into post 16 transition. Students can access their tutor and learning support at any time in the year.

We collaborate with Bren Bikes and the Bren Project in order to allow us to deliver a 6 week work experience placement to our KS4 pupils. This placement is delivered by a small, independent charity offering people with learning disabilities and autism the opportunity to experience supported, bespoke work placements in Chester and the surrounding area.

Support is also sought through local businesses as pupils complete volunteering work in order to complete Duke Of Edinburgh Bronze and Silver awards. This has seen us work with local businesses including; Molly's Urban Farm, Burton Manor Gardens, Hospice Of The Good Shepherd and Westlake Farm.



Resources

Up to date LMI is sought from The Careers Enterprise and shared with pupils and parents. LMI is also utilised through a number online platforms. In addition, there is a large online resource in the 'Morrisby Careers' platform that allows pupils to further research their careers of interest providing a full understanding of the career and the routes/ pathways that will lead them to where they want to be.

We have a selection of resources from a variety of local post 16 providers. These are available to all students at the careers room and are often used as points of reference and guidance.

Online resources including gov.uk, ASK apprenticeships and local college websites are used on a regular basis to develop pupils understanding of the options available to them and the processes in applying for and pursuing the options they believe to be suitable to them.

Outside agencies including the DWP and Youth Fed support the delivery of our programme as they aid us to deliver workshops including mock interviews, CV writing and application processes.

Lesson resources include the STEPs programme throughout KS3, panjango, my world of work and what's your strength.

Student Summary of Entitlement

Summary of Core Programme

	Autumn	Spring	Summer
Year 7	<p>School enterprise 1, 4, 5, 6</p> <p>What is a job? What is a career? 1, 2, 3</p> <p>Careers for me 1, 2, 3</p> <p>Skills and qualities for different careers 1, 2</p> <p>LMI for my careers of interest 1, 2</p> <p>Aspirations</p>	<p>Self awareness 1, 3</p> <p>My skills and qualities 1</p> <p>Skills and qualities important for the workplace 1, 2</p> <p>My skills and qualities, what careers do they match?</p> <p>National apprenticeship week (NAW) 2024 1, 2, 3, 7</p> <p>National Careers Week</p> <p>Careers in construction - What could I do? 1, 2, 3, 4, 5</p> <p>Employer encounter - Careers in the fire and rescue service 1, 2, 5, 6</p>	<p>Priorities questionnaire 1, 2, 3</p> <p>Job vs Career, what's the difference? 1</p> <p>Careers are different for everyone, what careers suit my priorities? 1, 2, 3</p> <p>What can I do when I leave school? 1</p> <p>Recapping on the year</p> <p>What is LMI? 1, 2</p>
Year 8	<p>Careers research 1, 2, 3, 8</p> <p>Revisiting my Aspirations 1, 2, 3</p> <p>School enterprise 1, 4, 5, 6</p> <p>LMI and my careers 1, 2, 3, 8</p> <p>Working with LMI figures - Panjango City 1, 2</p>	<p>Essential skills - The Skills Builder Partnership 1, 2</p> <p>Skills for the workplace 1, 2, 3</p> <p>National apprenticeship week (NAW) 2024 1, 2, 3, 7</p> <p>National Careers Week</p> <p>Careers in construction - What could I do? 1, 2, 3, 4, 5</p> <p>Employer encounter - Careers in the police 1, 2, 5</p>	<p>Challenging workplace stereotypes 1, 3</p> <p>Revisiting priorities 1, 2, 3</p> <p>My options after school, what do they look like? 1, 2, 3, 4, 7</p> <p>Using career families to broaden horizons and raise aspirations 1, 2, 3</p> <p>Recapping on the year</p> <p>Comparing LMI for jobs of interest 1, 2, 3</p> <p>Career and priorities 1, 2, 3</p> <p>Forms of employment 1, 2, 3</p>

	Autumn	Spring	Summer
Year 9	<p>School enterprise 1, 4, 5, 6</p> <p>My career pathway 1, 2, 3</p> <p>How can LMI affect my career options/ choices 1, 2, 3</p> <p>GCSE options 1, 2, 3, 4, 8</p> <p>Aspirations, qualifications and my options 1, 2, 3, 8</p>	<p>Essential skills 1, 2</p> <p>Understanding and developing skills – creating an action plan 1, 3</p> <p>Personal skills, qualifications and career choices 1, 2, 3</p> <p>National apprenticeship week (NAW) 2024 1, 2, 3, 7</p> <p>National Careers Week</p> <p>Careers in construction – Why and how? 1, 2, 3, 4, 5</p> <p>Employer encounter – Careers in the NHS 1, 2, 5</p> <p>Employer encounter – Reflecting upon careers in the NHS 1, 2, 5</p>	<p>Challenging workplace stereotypes 1, 3</p> <p>Revisiting priorities 1, 2, 3</p> <p>Creating an action plan guided by a career of interest</p> <p>Personalised evaluation and guidance of current career ideas and interests 1, 2, 3, 4, 8</p> <p>Qualifications and post 16 routes 1, 2, 3, 7</p> <p>LMI – Looking at sectors 1, 2, 3</p> <p>Live job opportunities – how do we apply? 1, 2, 3</p> <p>Recapping on the year</p> <p>Various forms of employment 1, 2, 3</p>
Year 10	<p>Cheshire and Warrington Pledge careers fair 2, 3, 5, 7, 8</p> <p>Aspirations, priorities and post 16 options 1, 2, 3, 7</p> <p>Careers guidance with careers adviser</p> <p>Further education visit to Cheshire College South and West 1, 3, 7</p>	<p>Apprenticeships 1, 2, 3, 5</p> <p>National Careers Week</p> <p>Apprenticeship fair 1, 2, 3, 5, 7</p> <p>ASK programme 1, 2, 3, 7</p> <p>Careers in construction – Why and how? 1, 2, 3, 4, 5</p>	<p>CVs 1, 3</p> <p>Options at 16 1, 2, 3</p> <p>Work experience project 5, 6</p> <p>Careers talk – skills and qualities needed for the workplace 1, 2, 3, 5</p> <p>Secondary college</p> <p>Mock interview 1, 2, 5</p> <p>Further education visit to Wirral Met 1, 3, 7</p>
Year 11	<p>Cheshire and Warrington Pledge careers fair 2, 3, 5, 7, 8</p> <p>Aspirations, priorities and post 16 options 1, 2, 3, 7</p> <p>Careers guidance with careers adviser</p> <p>Further education visit to Coleg Cambria 1, 3, 7</p>	<p>Apprenticeships 1, 2, 3, 5</p> <p>Supported internships and T levels</p> <p>National Careers Week</p> <p>Apprenticeship fair 1, 2, 3, 5, 7</p> <p>Final meeting with careers adviser for guidance</p> <p>ASK programme 1, 2, 3, 7</p> <p>Careers in construction – Why and how? 1, 2, 3, 4, 5</p>	<p>Preparing for post 16 life</p>
	<p>Options at 18 1, 2, 3</p>	<p>Choosing a degree subject 1, 2, 3, 7</p> <p>Researching degree courses 1, 2, 3, 7</p>	<p>Creating a UCAS personal statement 1, 3, 7</p> <p>Understanding the school leaver and graduate jobs market 1, 2, 3</p> <p>Job search technique 1, 3, 5</p>

	Autumn	Spring	Summer
	Completing apprenticeship and job application forms 1, 3, 5 Career resilience 1, 3	Successful interviews 1, 3, 5	

Gatsby Benchmarks

Our CEIAG programme of activities is matched closely to the Gatsby Benchmarks, the criteria by which all CEIAG provision is measured within schools, colleges and universities. The Careers Strategy requires that all schools base their CEIAG programme around the benchmarks from 2020.









To assist us in measuring our progress against these benchmarks we complete an annual 'Compass' survey using a tool provided by the Careers and Enterprise Company.

When constructing this plan and the activities within it we are aware of CDI's Career Development

Framework which describes the six learning outcomes that career development programmes should focus on to ensure pupils develop the career development skills that they need to have positive careers.

When developing programmes, careers teams should ask; how does it help pupils grow throughout life, explore possibilities, manage their career, create opportunities, balance life and work and see the big picture. Each activity may develop a different skill, but programmes should ensure engagement with all of these learning areas.

The Eight Gatsby Benchmarks of Good Careers Guidance are:

 <p>1 A stable careers programme</p>	 <p>3 Addressing the needs of each pupil</p>	 <p>5 Encounters with employers and employees</p>	 <p>7 Encounters with Further and Higher Education</p>
 <p>2 Learning from career and labour market information</p>	 <p>4 Linking curriculum learning to careers</p>	 <p>6 Experiences of workplaces</p>	 <p>8 Personal guidance</p>