

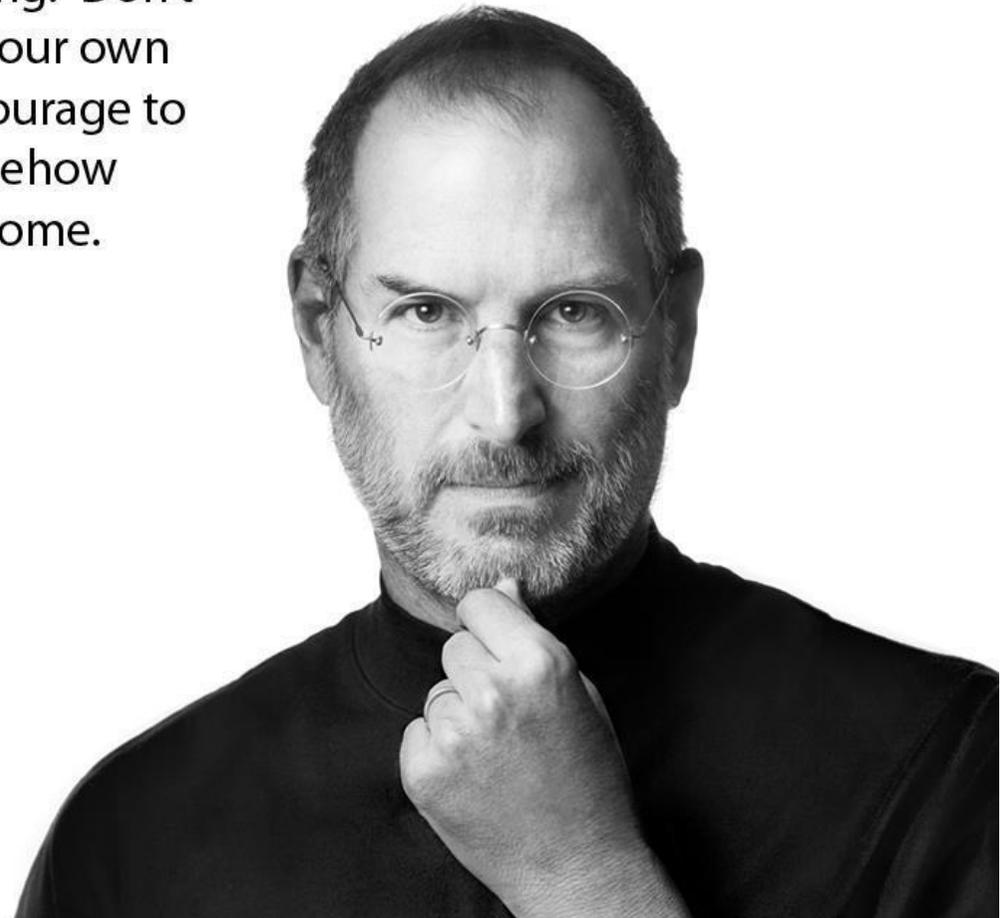
Fantastic Futures



Brannel School's Careers and Enterprise Plan 2018-19

“Your time is limited, so don’t waste it living someone else’s life. Don’t be trapped by dogma — which is living with the results of other people’s thinking. Don’t let the noise of other’s opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.”

— Steve Jobs



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Introduction

Brannel School's Fantastic Futures Programme is about preparing our young people today for the jobs of tomorrow.

Fantastic Futures proposes a student guidance model founded on strong interpersonal relationships between students and school staff and the development of a bespoke career pathway plan tailored to each individual student throughout their time with us at Brannel School.

We recognise that the jobs market is increasingly dynamic and there are no jobs for life. We want to encourage our students to develop a growth mindset and to create and take opportunities that continuously challenge or reframe their career direction.

We recognise that employers value more than qualifications. We want to inspire real-world learning beyond the classroom to unlock each student's potential and enable them to develop valuable employability skills.

We believe that inspirational and entrepreneurial people with fulfilling careers are the ones who can really show young people what it is like to succeed in the world of work. Fantastic Futures provides a model for bridging the gap between education and the business sector. This involves getting employers in to school. And getting teachers and students out.

In order to be motivated to excel in their education, young people need to see the 'relevance' of their studies. We provide opportunities for students to work on REAL projects. Our sector-relevant project-based approach involves identifying 'real world' challenges, linking curriculum coverage, working in a meaningful way with partners from the business / VCSE sectors, and engaging in 'creative disruption' in order to deliver real world outcomes which make a difference.

In short, our Careers and Enterprise Plan sets out how we intend to deliver a fit for purpose programme which will provide each of our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed on their chosen career pathways.

Cornwall is Fantastic! There is so much happening here that is truly inspirational. Building on the region's traditional strengths in bedrock industries, Cornwall now provides a diverse, strong and sustainable economic platform across the major economic growth sectors. We want our young people to be aware of all the opportunities on their doorstep; and we want this awareness to 'inspire young people to aspire'.

It all boils down to broadening life choices – which is critical if we are to successfully regenerate a region where young people are battling from the start to overcome significant disadvantage.

Student Careers Guidance Entitlement Statements

Year 7 Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial advisers via drop-in sessions.

Year 8 Entitlement

- Students build on personal strengths and begin to link skills to specific careers, enabling realistic and informed decisions at transition stages.
- Students are introduced to the world of work and how it is constantly changing.
- Students are introduced to careers software and websites.
- Students are encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out about specific courses/careers.
- Academic and careers progress is recorded.

Year 9 Entitlement

- Students are encouraged to reassess personal strengths with a focus on transferable skills.
- What is important to a career? Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work-life balance and develop economic awareness.
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles.
- Student begin to think about GCSE options in terms of career pathways and plan future within school.
- What is a CV, what is a cover letter and why do people applying for jobs need them?
- Students have optional access to independent and impartial advisers via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out about specific courses/careers.
- Academic and careers progress is recorded.

Year 10 Entitlement

- Students begin to explore 6th form options and interview techniques.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students begin CV and cover letter writing.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded.
- Students complete work experience week and record progress.

Year 11 Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships.
- Interview techniques are further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Specific mock interviews for those with a particular career path in mind also available.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers fairs, talks, college open days and taster days with employers.
- Students are kept up to date with post 16 deadlines.
- Students are further assisted with CV writing and encouraged to have a completed CV and cover letter.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use career resources available and informed where to find out about more specific courses/ careers.
- Academic and careers progress is recorded.

Baseline: Compass

The Careers and Enterprise Company has worked with the Gatsby Charitable Foundation to build the Compass tool which allows schools to self-assess their provision against the Gatsby Benchmarks.

Compass is a self-evaluation tool for schools in England to use to gain a greater understanding of their careers education and guidance provision and to compare their provision to the Gatsby Benchmarks and to the national average. Compass works by asking schools to answer a series of questions about what careers and enterprise provision they offer. On completing the questions, the school receives a report showing how they compare to the Gatsby Benchmarks for Good Career Guidance. Data gathered through the tool is also used by The Careers & Enterprise Company to gain an overview of careers provision in schools across the country.

Our progress in achieving these benchmarks can be seen below:

Benchmark	National Average	Brannel July 2018	Brannel Dec 2018	Brannel April 2018	Brannel July 2019
1. A stable careers programme	4%	58%			
2. Learning from labour market information	30%	50%			
3. Addressing the needs of each pupil	9%	85%			
4. Linking curriculum learning to careers	13%	100%			
5. Encounters with employers and employees	37%	100%			
6. Experiences of workplaces	39%	100%			
7. Encounters with further and higher education	8%	100%			
8. Personal guidance	46%	100%			

Development Objectives

We have used the Compass tool to identify key development priorities this year. These are the things that we have identified as being the most important to help prepare our students for the next steps after leaving school. We aim to achieve or better all of the points set out in the DfE statutory guidance. In order to ensure that our Careers and Enterprise Plan is owned at senior level and embedded within the school's development priorities, the following objectives are included in our School Improvement and Development Plan 2018-19:

Objective	Project Lead	Year Group	Milestones and Evaluation		
			December 2018	March 2019	July 2019
<p>Gatsby benchmark 1 Stable careers programme</p> <p>The school has an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	EFL/JWO	n/a	<p>Compliance with statutory requirements by Sept 18:</p> <ul style="list-style-type: none"> • Careers and Enterprise Plan 2018-19 published on the school website. This has the explicit backing of SLT. • Access Policy Statement prepared and published re. training providers to inform pupils about approved technical education qualifications or apprenticeships. (See Objective 8.) • Contact details and job role of Careers Lead published on the school website. • Careers webpages reviewed and updated. <p>CEC Compass tool used to identify baseline against the Gatsby Benchmarks.</p>	<p>Formative evaluation of Careers and Enterprise Plan. Careers Lead report presented to SLT. Plan and delivery amended as necessary.</p> <p>CEC <i>Compass</i> tool used to self-assess performance against the Gatsby Benchmarks.</p> <p>Careers webpages reviewed and updated.</p> <p>Careers Lead monitors how effectively records are kept of bespoke advice given to each pupil and subsequent actions and decisions.</p>	<p>Summative evaluation of Careers and Enterprise Plan. Feedback from pupils, parents, teachers and employers demonstrates that students are able to make challenging but realistic plans for their future learning and work, complete a range of self-assessment exercises and record the results in their portfolios.</p> <p>CEC <i>Compass</i> tool used to self-assess performance against the Gatsby Benchmarks.</p> <p>Annual Review of Careers and Enterprise Plan is produced by Careers Lead and published on the school website.</p> <p>Planning for Careers and Enterprise Plan 2019-20 is completed.</p>

			<p>Plan is in place for systematic records to be kept of bespoke advice given to each pupil and subsequent actions and decisions.</p> <p>2018 Leavers Evening: student voice gathered to use for evaluation. Alumni information gathered if required.</p> <p>Student and Parent voice survey completed as part of whole school survey. JWO to provide relevant survey questions.</p> <p>LGB engaged. Parent Governor Champion is identified and role clarified – scope of work agreed. Continue to work with LGB Enterprise Adviser – scope of work agreed.</p>		
<p>Gatsby Benchmark 2 Learning from career and labour market information (LMI)</p> <p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities.</p> <p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p>	JWO/ Sector Leads	All	<p>Latest LMI data is published on the school website.</p> <p>LMI data is used to target growth sectors and Sector Leads are assigned to run focused workshops for all yr7-10 students during Brannel Challenge.</p> <p>A suite of assemblies is coordinated by the Careers Lead and delivered by various institutions to highlight pathways post 16.</p> <p>An informed adviser (either internal or external) is identified to help</p>	<p>Career pilot is used during PSHE drop-down-day. LMI is embedded in delivery and used by students to research various opportunities and set career goals and aspirations.</p> <p>Sector Leads, LMI adviser and parent governor are involved in encouraging parents to access and use information about labour markets and future study options to inform their support to their children.</p> <p>Brannel Challenge projects delivered by Sector Leads continue to be</p>	<p>Use of LMI is evaluated and used to inform planning for 2019-20. Measured by:</p> <ul style="list-style-type: none"> • Programmes delivered by Sector Leads are evaluated. LMI is well understood by staff and embedded in delivery. • Student and parent surveys provide feedback on understanding and use of LMI, including apps and online tools. • Students demonstrate techniques for sifting and sorting accurate versus inaccurate or incomplete careers information.

			<p>students and parents make best use of available LMI information.</p> <p>Students are encouraged to use apps and online LMI tools.</p>	<p>regularly monitored by the Careers Lead for quality and consistency in use of LMI. Formative evaluation undertaken. Careers Lead report presented to SLT.</p>	<ul style="list-style-type: none"> Data gathered in Brannel Challenge folders provides feedback on how students have explored study options informed by LMI.
<p>Gatsby Benchmark 3 Addressing the needs of each pupil</p> <p>The school's Careers Strategy embeds equality and diversity considerations. Opportunities for advice and support are tailored to the needs of each student.</p> <p>A focus on SEND will actively seek to challenge stereotypical thinking and raise aspirations.</p>	JWO/VRO	All	<p>Existing systems are adapted to track careers and enterprise activity. E.g:</p> <ul style="list-style-type: none"> Data may be kept up to date by year 11 tutors and recorded on SIMS. Careers HUB may be used to track destinations data for 3 years after students leave school. Plan is put in place for students to use Brannel Challenge folders to collect evidence of individual experiences and data. Milestones are agreed for all year groups to achieve before the end of their current year. <p>SEND Enterprise Adviser (Matthew Beer, Reed Recruitment) and school SENDCo (VRO) are actively involved in planning a new project to provide specialist advice and careers support to students with SEND – identified by EHC Plans.</p> <p>SENDCo (VRO) is actively involved in planning to continue deliver of Game Changer programme (led by RIO) to Year 11 students at risk of NEET.</p>	<p>Careers Lead monitors how effectively systematic records are kept of bespoke advice given to each pupil and subsequent actions and decisions.</p> <p>Use of Brannel Challenge folders is monitored by the Careers Lead.</p> <p>Delivery of SEND Project. Monitored by Careers Lead and feedback provided to project leads.</p> <p>Delivery of Game Changer Project. Monitored by Careers Lead and feedback provided to project leads.</p>	<p>Careers Lead meets with SEND project leads to gather evidence that advice for pupils with SEND is having an impact.</p> <p>Summative evaluation undertaken:</p> <ul style="list-style-type: none"> By KS4, all students have an up-to-date CV and portfolio with testimonies of formal and informal achievements that demonstrate a range of employability skills. Students are able to investigate opportunities for learning and work on their own. Students recognise barriers to the achievement of their plans and understand how these can be overcome.

<p>Gatsby Benchmark 4 Linking curriculum learning to careers</p> <p>All teachers link curriculum learning with careers. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help gain entry to a wide range of careers.</p>	<p>JWO/Core HoDs/ Sector Leads</p>	<p>All</p>	<p>Scheme of work is produced by core departments which embeds careers content in the curriculum. This approach has the explicit backing of SLT.</p> <p>Careers Lead co-ordinates planning of STEM programme, to be delivered by Science, DT and Maths departments. Projects which engage girls with careers in STEM are a focus. Focus on financial literacy as part of Maths scheme of work.</p> <p>Careers Lead encourages Sector Leads to develop opportunities for students to work with partners in business and industry to set and solve problems together. E.g. building on 2017-18 success, plans are in place for continuation of the GreenPower car project.</p>	<p>Deployment of schemes of work. STEM subject teachers highlight the relevance of STEM subjects for a wide range of career paths. Delivery is monitored by Careers Lead.</p> <p>PSHE drop down day for careers is delivered.</p> <p>Students continue to work with partners in business and industry to set and solve problems together.</p> <p>GreenPower car project is delivered as part of Brannel Challenge.</p>	<p>Summative evaluation undertaken:</p> <ul style="list-style-type: none"> • Students and parents understand the National Curriculum Framework. • Career dialogue is embedded in all subject areas with identified links between other areas such as work-related learning and wider activities (Brannel Challenge). • Careers Lead uses feedback from Heads of Department, teachers and students to evaluate delivery of subject curriculum across core departments. Feasibility of extending the approach across all departments is explored. • Focus on financial literacy – students can recognise how work and economic independence affect personal and financial wellbeing. <p>School team takes part in the GreenPower race. Feedback from students is used to evaluate whether the project has influenced options and career choices.</p>
<p>Gatsby Benchmark 5 Encounters with employers and employees</p> <p>Every pupil should have multiple opportunities to learn from employers about work, employment</p>	<p>EFL/JWO/ LPE</p>	<p>All</p>	<p>The school continues to be an active part of Cornwall's Enterprise Adviser Programme. Plan to work with one new 'Cornerstone Employer'.</p>	<p>Contact with industry experts e.g. Sector Leads work with at least three new employers (including a Cornerstone Employer) engaged through the Enterprise Adviser Programme.</p>	<p>Summative evaluation undertaken:</p> <ul style="list-style-type: none"> • Students can identify personal motivation, strengths, weaknesses and learning/work interests and ideas. • Students can identify ways of staying positive about who they

<p>and the skills that are valued in the workplace from an early age, e.g. through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>		<p>Student Takeover Day: Sector Lead for education is tasked with planning the day.</p> <p>Careers Lead works with Brannel Challenge Lead. Plan to engage Year 7-10 students with at least three areas of the working world each year during Brannel Challenge. Plan to bring in external employees from industry to engage students with the world of work.</p> <p>Year 9 Careers Fair is planned and delivered for all students who are involved with the debate club.</p> <p>Mock interviews for year 10 students are delivered by the Rotary Club.</p> <p>Annual Careers Fair for years 10 and 11 is planned and delivered.</p> <p>New joint project is planned and delivered with Falmouth University's Launchpad programme. This will engage year 9 students with the digital creative industry over a number of days, working on REAL projects.</p> <p>Careers Lead co-ordinates a termly/annual plan for assemblies to be delivered by external partners from various sector backgrounds.</p>	<p>Contact with young ambassadors e.g. alumni from universities, colleges, apprentices, employees and entrepreneurs share their careers stories.</p> <p>Promotion of National Careers Week (March). Deliver a week of events as part of the Mid Cornwall Careers Network e.g. four evenings of lectures and workshops from four growth sectors within Cornwall.</p> <p>Specific interventions are delivered to tackle gender stereotypes. Students have opportunities to talk to men and women who work in non-stereotypical jobs. E.g. goldfish bowl exercise – role play and time out to reflect and ask questions.</p> <p>Assemblies plan is delivered and co-ordinated and monitored by the Careers Lead.</p>	<p>are, what they can achieve and how other people see them.</p> <ul style="list-style-type: none"> • Year 10 students understand how to write a CV and what to do in an interview. • All students have been offered encounters with employers across all growth sectors – with at least one meaningful experience per year with an employer. • Student feedback provides evidence that employers have increased their knowledge of the world of work. • Students are able to recognise and challenge stereotypical views of opportunities in learning and work. • Students recognise and know how to access learning options in and beyond school that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socio-economic background.
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<p>Gatsby Benchmark 6 Experiences of workplaces</p> <p>Every pupil should have first-hand experience of the workplace through a number of work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p> <p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	CDY	Yr 10		<p>Work Experience Lead begins co-ordinating each year 10 students' work experience placement. Tutors and Sector Leads assist with locating aspirational opportunities suitable to individual students.</p>	<p>Health and Safety day for all year 10 students.</p> <p>All year 10 students are off site for a full week of work experience.</p> <p>Summative evaluation undertaken:</p> <ul style="list-style-type: none"> Evidence collected from students that work experience has given them a more realistic idea of the expectations and realities of the workplace. Students have been positively challenged to consider opportunities they might not otherwise have considered.
<p>Gatsby Benchmark 7 Encounters with further and higher education</p> <p>All pupils should understand the full range of learning opportunities that are available to them, including both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p> <p>By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p>	JWO	All	<p>Year 7 visit to University of Plymouth. Meet with staff and students to discuss what opportunities are available at university.</p> <p>Year 10 MABLE Oxford Pathways university visit for the top ten achieving students. Two-day residential with visit to at least two Oxford Colleges, mini-lecture and opportunity to talk to students.</p> <p>Year 11 visit a variety of institutions to discuss potential pathways post 16. Feedback from these visits will inform their decisions for their next steps. This will be ongoing throughout year 11.</p>	<p>Year 10 students spend a whole day visiting two local colleges and one local university. All students engage with the staff and students at each institution to discuss opportunities once they have left school.</p> <p>Year 10 "Why Would You" play for addressing the benefits and disadvantages of different routes to study post 16, with accompanying workshops.</p> <p>Year 9 MADE workshop to discuss how to make decisions ahead of options evening. Sponsored by NSSW.</p>	<p>Information sharing –information is provided to Cornwall Council/ CSW about intended destinations in year 11.</p> <p>Summative evaluation undertaken:</p> <ul style="list-style-type: none"> Evidence collected from students that experience of a variety of FE, HE and apprentice providers has helped them to make informed choices.

		<p>Year 10 and 11 will be provided with a suite of assemblies, which include; general overview of college and sixth forms, A-levels, diplomas and apprenticeships.</p> <p>Plan to invite all local college and sixth forms along with other service providers to all formal parental engagement events, such as parents' evenings and open evenings.</p> <p>All year 10 students to engage with a 6-week program of study, regarding possibilities with apprenticeships.</p> <p>12 students from year 9 will engage with the 'Brilliant Club'. Students are to be linked with PHD students to study a bespoke programme, directly related to a subject they are interested in.</p> <p>Four students per year are to be given the opportunity attend 5 events at the Exeter School of Mathematics. They will stay with the programme from year 8 right up to year 11.</p>	<p>Formative evaluation of delivery. Careers Lead report presented to SLT. Plan and delivery amended as necessary.</p>	
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<p>Gatsby Benchmark 8 Personal guidance</p> <p>Every pupil should have opportunities for guidance interviews with a qualified career adviser. This should be available whenever significant study or career choices are being made.</p> <p>Every pupil should have at least one such interview by the age of 16.</p>	<p>JWO</p>	<p>All</p>	<p>Compliance with statutory guidance:</p> <ul style="list-style-type: none"> • Independent careers guidance is provided to pupils from year 8. This includes impartial information on the range of education or training options, including apprenticeships and technical education routes. 	<p>Visit from the Cornish Careers pop up bus. Students are invited to visit the careers bus throughout the day and discuss opportunities for future pathways.</p> <p>Options breakfast or evening events organised by Careers Lead. Options choices are explained with representatives from providers and careers specialists.</p> <p>Career related learning activities are provided for certain situations e.g. coping with setback exercises, visit to place of work with follow-up reflection.</p>	<p>All year 10 students receive a 1:1 careers guidance interview from a qualified career professional.</p> <p>Summative evaluation undertaken:</p> <ul style="list-style-type: none"> • Students know how to access personalised and face-to-face information, advice and guidance. • Students understand the importance of KS4 and post-16 subject choices on long term work and career options.
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Programme Delivery: Calendar of Activity

In order to ensure that delivery of the Careers and Enterprise Plan is monitored, the Senior Careers Lead and Careers Lead will meet on a monthly basis to monitor progress of activities and events.

September	Activity	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
DELIVER: Statutory Compliance	<ul style="list-style-type: none"> • Webpages reviewed and updated. • Careers and Enterprise Plan 2018-19 finalised and published. 	Gatsby 1: Stable careers programme.	EFL	The school has a programme of career education and guidance in place.	<ul style="list-style-type: none"> • Reviewed and approved by SLT and LGB. 	Hours: 50 Staff members: 1 Total staff hours: 50
DELIVER: Student Voice	2018 Leavers – evaluation feedback gathered at Awards Night.	Gatsby 1: Stable careers programme.	JWO/LPE	Feedback is collated and used to evaluate programme impact.	<ul style="list-style-type: none"> • Feedback report to SLT. 	Hours: 5 Staff members: 2 Total staff hours: 10
PLAN: Careers advice and guidance	<ul style="list-style-type: none"> • Plan is in place for systematic records to be kept of bespoke advice given to each pupil and subsequent actions and decisions. 	Gatsby 1: Stable careers programme	JWO	Careers progress tracked for every student.	<ul style="list-style-type: none"> • Plan presented to SLT. Progress reported on at least a termly basis. 	Hours: 5 Staff members: 1 Total staff hours: 5
	<ul style="list-style-type: none"> • An informed adviser is identified to help students and parents make best use of LMI information. Scope of work agreed. 	Gatsby 2: Learning from LMI.	JWO/TBC	LMI is used to inform students' study options.	<ul style="list-style-type: none"> • JWO to identify LMI adviser and agree scope of work. • Plan presented to SLT. Progress reported on at least a termly basis. 	Hours: 2 Staff members: 2 Total staff hours:4
	<ul style="list-style-type: none"> • Plan a visit in November from the Cornish Careers pop up bus. 	Gatsby 8: Personal guidance	JWO	Students have opportunity to access personal careers guidance.	<ul style="list-style-type: none"> • Plan presented to SLT. 	Hours: 1 Staff members: 1 Total staff hours:1

<p>PLAN: SEND Targeted Programme</p>	<ul style="list-style-type: none"> • SENDCo involved in planning Gamechanger Project for Year 11 students at risk of NEET. • SEND Enterprise Adviser and SENDCo involve in planning a new project to provide advice and careers support to students with SEND – identified by EHC Plans. 	<p>Gatsby 3: Addressing the needs of each student.</p>	<p>EFL/ JWO/ VRO</p>	<p>Opportunities are tailored to the needs of each student.</p>	<ul style="list-style-type: none"> • EFL/JWO meet with VRO and external partners to agree scope of projects. • Plan presented to SLT. 	<p>Hours: 5 Staff members: 3 Total staff hours:15</p> <p>Hours: 5 Staff members: 1 Total staff hours:5</p> <p>Working with External partners</p>
<p>PLAN: Embedding careers in the curriculum</p>	<ul style="list-style-type: none"> • Scheme of work is produced by core departments which embeds careers content in the curriculum. • Specific STEM programme planned with Heads of Science, DT and Maths. • Projects which engage girls with careers in STEM are a focus. • Focus on financial literacy as part of Maths scheme of work. 	<p>Gatsby 4: Linking curriculum learning to careers.</p>	<p>JWO/ HoDs</p>	<p>Teachers link curriculum learning with careers. Every pupil has the opportunity to learn how the different STEM subjects help gain entry to a wide range of careers.</p>	<ul style="list-style-type: none"> • JWO to meet with HoDs to agree scheme of work for careers content, STEM and financial literacy programmes. • Plans presented to SLT. • Delivery monitored by JWO and HoDs. • Progress report to SLT on at least a termly basis. 	<p>Hours: 4 Staff members: 4 Total staff hours:16</p>
<p>PLAN: Employer engagement</p>	<p>Plan to work with one new ‘Cornerstone Employer’ as part of the Enterprise Adviser Programme.</p>	<p>Gatsby 5: Encounters with employers.</p>	<p>EFL/JWO</p>	<p>Students have opportunity to learn from employers about work, employment and employability skills.</p>	<ul style="list-style-type: none"> • EFL/JWO meet with prospective partner to agree scope of project. • Progress reported to SLT on at least a termly basis. 	<p>Hours: 10 Staff members: 2 Total staff hours: 20</p> <p>Working with External partners</p>

PLAN: Careers Assemblies	<ul style="list-style-type: none"> Suite of careers assemblies co-ordinated for Autumn term. Includes external partners from various sector backgrounds. Year 10 and 11 will be provided with a specific suite of careers guidance assemblies which include; general overview of college and sixth forms, A-levels, diplomas and apprenticeships. 	Gatsby 5: Encounters with employers. Gatsby 7: Encounters with FE & HE.	JWO/ Sector Leads	Every student has opportunities to learn from employers about work, employment and employability skills. Students understand the full range of learning opportunities.	<ul style="list-style-type: none"> JWO meets with Sector Leads to plan employer engagement and assembly calendar. Progress report to SLT on at least a termly basis. 	Hours: 1 Staff members: 13 Total staff hours: 13 Working with External partners
PLAN: Programme of Careers Fairs/ FE and HE visits	<ul style="list-style-type: none"> Plan, promote and co-ordinate attendance at Careers Fairs, including Cornwall Careers Fair (October) and FE/HE establishments. 	Gatsby 5: Encounters with employers. Gatsby 7: Encounters with FE & HE.	JWO	Students have opportunity to learn from employers about work, employment and employability skills. Students understand the full range of learning opportunities, including both academic and vocational routes.	<ul style="list-style-type: none"> Plan reported to SLT. 	Hours: 4 Staff members: 1 Total staff hours: 4 Working with External partners
PLAN: Brannel Challenge	With Brannel Challenge Lead: <ul style="list-style-type: none"> Plan to engage Year 7-10 students with at least three areas of the working world each year during Brannel Challenge. Milestones are agreed for all year groups to achieve before the end of their current year. Plan is in place for students to use Brannel Challenge folders to collect evidence of individual experiences and data. 	Gatsby 5: Encounters with employers.	JWO/ Brannel Challenge Leads	Every student has opportunities to learn from employers about work, employment and employability skills. Careers progress of every student is recorded.	<ul style="list-style-type: none"> JWO meets with Brannel Challenge Lead to plan delivery framework, agree milestones and roll out of use of Brannel Challenge folders. Progress report to SLT on at least a termly basis. 	Hours: 2 Staff members: 2 Total staff hours: 4
Brannel Challenge - Sector Lead Projects	With Sector Leads: <ul style="list-style-type: none"> Plan to bring in external employees from industry to engage students with the world of work: Sector Leads plan REAL projects which involve students working with business and industry partners to set and solve problems together. 	Gatsby 5: Encounters with employers.	JWO/ Sector Leads	Every student has opportunities to learn from employers about work, employment and employability skills.	<ul style="list-style-type: none"> JWO meets with Sector Leads to plan employer engagement programme and focused workshops. 	Hours: 2 Staff members: 13 Total staff hours: 26

	<ul style="list-style-type: none"> LMI data used to target develop sector-led work. Sector Leads assigned to run focused workshops. 	Gatsby 2: Learning from LMI.		LMI is used to inform students' study options.	<ul style="list-style-type: none"> Progress report to SLT on at least a termly basis. 	Working with External partners
Brannel Challenge – Apprenticeship	<ul style="list-style-type: none"> All year 10 students to engage with a 6-week program of study regarding possibilities with apprenticeships. 	Gatsby 7: Encounters with FE & HE.	JWO/TBC	Students understand the full range of learning opportunities, including both academic and vocational routes.	<ul style="list-style-type: none"> JWO to identify project lead and agree scheme of work. Feedback report to SLT. 	Hours: 7 Staff members: 1 Total staff hours: 7
Brannel Challenge – MABLEs	<ul style="list-style-type: none"> 12 students from year 9 will engage with the 'Brilliant Club'. Students are to be linked with PHD students to study a bespoke programme, directly related to a subject they are interested in. The PHD student will have this as their specialism and will have a project directly linked to this area of study. 	Gatsby 7: Encounters with FE & HE.	JWO/TBC	Students have a meaningful encounter with university students.	<ul style="list-style-type: none"> JWO to identify project lead and plan project delivery. Plan presented to SLT. Progress reported on at least a termly basis. 	Hours: 2 Staff members: 2 Total staff hours: 4 Working with External partners
Brannel Challenge – National Citizen Service	<ul style="list-style-type: none"> Plan to promote National Citizen Service at various points throughout the year to year 11s. 	Gatsby 4: Linking curriculum learning to careers.	JWO	Students have opportunity to put employability skills into practice outside school.	<ul style="list-style-type: none"> Progress report on student engagement to SLT on at least a termly basis. 	Hours: 1 Staff members: 1 Total staff hours:1
PLAN & DELIVER: STEM Programme – Maths MABLEs	Four students per year to be given the opportunity attend 5 events at the Exeter School of Mathematics. They will stay with the programme from year 8 right up to year 11.	Gatsby 7: Encounters with FE & HE.	JWO/TBC	As part of the STEM programme, students have the opportunity to explore HE opportunities linked to maths.	<ul style="list-style-type: none"> JWO to identify project lead and plan project delivery. Plan presented to SLT. Progress reported on at least a termly basis. 	Hours: 5 Staff members: 2 Total staff hours:10 Working with External partners

PLAN & DELIVER: Parental Engagement	Plan to invite all local college and sixth forms along with other service providers to all formal parental engagement events, such as parents' evenings and open evenings.	Gatsby 7: Encounters with FE & HE.	JWO	Parents encouraged to understand a broad range of post 16 opportunities.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 5 Staff members: 1 Total staff hours: 5 Working with External partners
October	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
PLAN & DELIVER: Governor Engagement	LGB engaged. Parent Governor Champion is identified and role clarified – scope of work agreed.	Gatsby 1: Stable careers programme.	EFL/JWO	Governors are engaged with the programme and active in engaging parents.	<ul style="list-style-type: none"> Scope of work agreed. Progress report to SLT on at least a termly basis. 	Hours: 1 Staff members: 2 Total staff hours: 1 Working with Stakeholders
PLAN & DELIVER: Mock Interviews	Mock interviews for year 10 students are delivered by the Rotary Club. Feedback from students and the Rotary Club is collated and reported at SLT.	Gatsby 5: Encounters with employers.	JWO	Students have experience of workplace interviews and provided with personal feedback.	<ul style="list-style-type: none"> JWO to plan project delivery. Feedback report to SLT. 	Hours: 1 Staff members: 1 Total staff hours: 1 Working with External partners
DELIVER: Cornwall Careers Fair	Students attend Cornwall's annual Careers Fair.	Gatsby 5: Encounters with employers. Gatsby 7: Encounters with FE & HE.	JWO	Students have opportunity to learn from employers about work, employment and employability skills. Students understand the full range of learning opportunities, including both academic and vocational routes.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 1 Staff members: 1 Total staff hours: 1

PLAN: Employer Engagement	New joint project is planned and promoted with Falmouth University's Launchpad programme. This will engage up to 60 year 9 students with the digital creative industry, working on REAL projects over 2 days at the Penryn Campus in the Summer Term.	Gatsby 5: Encounters with employers.	EFL/JWO	Students learn from employers about work, employment and the skills that are valued in the workplace.	<ul style="list-style-type: none"> EFL/JWO agree scope of work with Launchpad project lead. Feedback report to SLT. 	Hours: 5 Staff members: 2 Total staff hours: 10 Working with External partners
PLAN: Student Takeover Day	Sector Lead for education is tasked with planning student takeover day.	Gatsby 6: Experiences of workplaces.	JWO/ Sector Lead	Work shadowing provides students with first-hand experience of the school as a workplace.	<ul style="list-style-type: none"> JWO to identify project lead and plan project delivery. Plan reported to SLT. 	Hours: 1 Staff members: 2 Total staff hours: 2
PLAN: Education Pathways - FE/HE Visits	<ul style="list-style-type: none"> Year 7 and Year 10 visits planned. Year 10 MABLE Oxford Pathways university visit for the top ten achieving students planned. 	Gatsby 7: Encounters with FE & HE. Gatsby 7: Encounters with FE & HE.	JWO EFL/LPE	Students understand the full range of learning FE/HE opportunities. Students have opportunity to experience a top ranking university.	<ul style="list-style-type: none"> JWO to plan project delivery. Plan reported to SLT. EFL/LPE to plan project delivery. Plan reported to SLT. 	Hours: 1 Staff members: 1 Total staff hours: 1 Hours: 1 Staff members: 2 Total staff hours: 2 Working with External partners
November	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
DELIVER: Student Takeover Day	Student Takeover Day delivered and evaluated. Feedback from students and staff is collated and reported at SLT.	Gatsby 6: Experiences of workplaces.	JWO/ Sector Lead	Work shadowing provides students with first-hand experience of the school as a workplace.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 1 Staff members: 1 Total staff hours: 1
DELIVER: Education Pathways	Year 10 "Why Would You" play for addressing the benefits and disadvantages of different routes to study post 16, with accompanying workshops.	Gatsby 7: Encounters with FE & HE.	JWO	Students understand the full range of learning FE/HE opportunities.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 1 Staff members: 1 Total staff hours: 1 Working with External partners

<p>DELIVER: Education Pathways - FE/HE Visits</p>	<ul style="list-style-type: none"> Year 7 visit to University of Plymouth. Meet with staff and students to discuss what opportunities are available at university. Year 10 students spend a whole day visiting two local colleges and one local university. All students engage with the staff and students at each institution to discuss opportunities once they have left school. Year 11 visit a variety of institutions to discuss potential pathways post 16. Feedback from these visits will inform their decisions for their next steps. This will be ongoing throughout year 11. Year 10 MABLE Oxford Pathways university visit for the top ten achieving students. Two-day residential with visit to at least two Oxford Colleges, mini-lecture and opportunity to talk to students. 	<p>Gatsby 7: Encounters with FE & HE.</p>	<p>JWO JWO JWO EFL/LPE</p>	<p>Students understand the full range of learning FE/HE opportunities.</p>	<ul style="list-style-type: none"> Feedback report to SLT. 	<p>Hours: 7 Staff members: 6 Total staff hours: 42</p> <p>Hours: 1 Staff members: 1 Total staff hours: 1</p> <p>Hours: 1 Staff members: 1 Total staff hours: 1</p> <p>Hours: 1 Staff members: 1 Total staff hours: 1</p> <p>Working with External partners</p>
<p>DELIVER: Careers advice and guidance</p>	<p>Visit from the Cornish Careers pop up bus. Students are invited to visit the careers bus throughout the day and discuss opportunities for future pathways.</p>	<p>Gatsby 8: Personal guidance</p>	<p>JWO</p>	<p>Students have opportunity to access personal careers guidance.</p>	<ul style="list-style-type: none"> Feedback report to SLT. 	<p>Hours: 1 Staff members: 1 Total staff hours: 1</p> <p>Working with External partners</p>

December	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
Autumn Term monitoring and evaluation	<p>Departmental schemes of work and STEM programme is monitored and evaluated for quality and consistency.</p> <p>Autumn term Brannel Challenge Sector Lead projects monitored and evaluated for quality, consistency and use of LMI. Evidence of impact collated.</p> <p>Use of Brannel Challenge folders and student progress against agreed milestones is monitored.</p> <p>Evidence of Autumn term impact gathered from SEND project leads.</p> <p>Completed Compass Tool review and assess against July 2018 baseline.</p>	Gatsby 1: Stable careers programme.	EFL/JWO	Strategic programme is monitored and evaluated for quality and consistency.	<ul style="list-style-type: none"> Feedback report at extended SLT as part of SIDP progress review. Feedback report on progress to LGB. 	<p>Hours: 5</p> <p>Staff members: 2</p> <p>Total staff hours: 10</p>
January	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
PLAN & DELIVER: Parental engagement – use of LMI	Sector Leads, LMI adviser and parent governor are involved in encouraging parents to access and use information about labour markets and future study options to inform their support to their children.	Gatsby 2: Learning from LMI.	JWO/Sector Leads	Parents encouraged to understand a broad range of post 16 opportunities.	<ul style="list-style-type: none"> Plan presented to SLT. Progress report to SLT on at least a termly basis. 	<p>Hours: 2</p> <p>Staff members: 13</p> <p>Total staff hours: 26</p> <p>Working with Stakeholders</p>
PLAN: Careers Assemblies	Suite of careers assemblies co-ordinated for Spring term. Includes external partners from various sector backgrounds.	<p>Gatsby 5: Encounters with employers.</p> <p>Gatsby 7:</p>	JWO/Sector Leads	Every student has opportunities to learn from employers about work, employment and employability skills.	<ul style="list-style-type: none"> JWO meets with Sector Leads to plan employer engagement and assembly calendar. Progress report to SLT on at least a termly basis. 	<p>Hours: 1</p> <p>Staff members: 13</p> <p>Total staff hours: 13</p>

February	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
DELIVER: Employer Engagement	Project is delivered with Falmouth University's Launchpad programme. This will engage up to 60 year 9 students with the digital creative industry, working on REAL projects over 2 days at the Penryn Campus.	Gatsby 5: Encounters with employers.	JWO	Students learn from employers about work, employment and the skills that are valued in the workplace.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 16 Staff members: 1 Total staff hours: 16 Working with External partners
PLAN: PSHE Day	PSHE drop down day for careers is planned. Specific interventions are planned to tackle gender stereotypes. Students have opportunities to talk to men and women who work in non-stereotypical jobs. E.g. goldfish bowl exercise – role play and time out to reflect and ask questions.	Gatsby 4: Linking curriculum learning to careers. Gatsby 5: Encounters with employers.	JWO	Students learn how different curriculum subjects help gain entry to a wide range of careers. Every student has opportunities to learn from employers about work, employment and employability skills.	<ul style="list-style-type: none"> Plan presented to SLT. 	Hours: 5 Staff members: 1 Total staff hours: 5 Working with External partners
PLAN: National Careers Week	Events and activities for promoting National Careers Week are planned, including a carousel of employer engagement planned with partner schools. Specific interventions are planned to tackle gender stereotypes. Students have opportunities to talk to men and women who work in non-stereotypical jobs. E.g. goldfish bowl exercise – role play and time out to reflect and ask questions.	Gatsby 4: Linking curriculum learning to careers. Gatsby 5: Encounters with employers.	EFL/JWO	Students learn how different curriculum subjects help gain entry to a wide range of careers. Every student has opportunities to learn from employers about work, employment and employability skills.	<ul style="list-style-type: none"> Plan presented to SLT. 	Hours: 1 Staff members: 2 Total staff hours: 2 Working with External partners

March	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
DELIVER: PSHE Day	PSHE drop down day for careers is delivered. Career pilot is used. Career related learning activities are provided for certain situations e.g. coping with setback exercises. Feedback is collated and reported at SLT.	Gatsby 4: Linking curriculum learning to careers. Gatsby 5: Encounters with employers.	JWO	Students learn how different curriculum subjects help gain entry to a wide range of careers. Every student has opportunities to learn from employers about work, employment and employability skills.	<ul style="list-style-type: none"> Plan presented to SLT. 	Hours: 5 Staff members: 20 Total staff hours: 100 Working with External partners
DELIVER: National Careers Week	Deliver a week of events as part of the Mid Cornwall Careers Network e.g. four evenings of lectures and workshops from four growth sectors within Cornwall. Feedback is collated and reported at SLT.	Gatsby 4: Linking curriculum learning to careers. Gatsby 5: Encounters with employers.	JWO	Students learn how different curriculum subjects help gain entry to a wide range of careers. Every student has opportunities to learn from employers about work, employment and employability skills.	<ul style="list-style-type: none"> Plan presented to SLT. 	Hours: 10 Staff members: 1 Total staff hours: 10 Working with External partners
PLAN: Work Experience	Work Experience Lead begins co-ordinating each year 10 students' work experience placement. Tutors and Sector Leads assist with locating aspirational opportunities suitable to individual students.	Gatsby 6: Experiences of workplaces	CDY/JWO	Students have a meaningful first-hand experience of a workplace.	<ul style="list-style-type: none"> Plan presented to SLT. 	Hours: 20 Staff members: 2 Total staff hours: 40 Working with External partners

PLAN & DELIVER: Support with Options	Options breakfast or evening events organised by Careers Lead. Options choices are explained with representatives from providers and careers specialists, including workshops on career management skills, routes to education and employment.	Gatsby 8: Personal guidance	JWO	Students have opportunity to access personal careers guidance.	<ul style="list-style-type: none"> Plan presented to SLT. Feedback report to SLT. 	Hours: 5 Staff members: 1 Total staff hours: 5 Working with External partners
April	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
PLAN: Careers Assemblies	Suite of careers assemblies co-ordinated for Summer term. Includes external partners from various sector backgrounds.	Gatsby 5: Encounters with employers. Gatsby 7: Encounters with FE & HE.	JWO/ Sector Leads	Every student has opportunities to learn from employers about work, employment and employability skills. Students understand the full range of learning opportunities.	<ul style="list-style-type: none"> JWO meets with Sector Leads to plan employer engagement and assembly calendar. Progress report to SLT on at least a termly basis. 	Hours: 1 Staff members: 13 Total staff hours: 13 Working with External partners
Spring Term monitoring and evaluation	<p>Departmental schemes of work and STEM programme is monitored and evaluated for quality and consistency.</p> <p>Spring term Brannel Challenge Sector Lead projects monitored and evaluated for quality, consistency and use of LMI. Evidence of impact collated.</p> <p>Use of Brannel Challenge folders and student progress against agreed milestones is monitored. Feedback is collated and reported at SLT. Evidence of Spring Term impact gathered from SEND project leads.</p> <p>Completed Compass Tool review and assess against July 2018 baseline.</p>	Gatsby 1: Stable careers programme.	EFL/JWO	Strategic programme is monitored and evaluated for quality and consistency.	<ul style="list-style-type: none"> Feedback report at extended SLT as part of SIDP progress review. Feedback report on progress to LGB. 	Hours: 1 Staff members: 2 Total staff hours: 2

May	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
DELIVER: Student Voice and parental engagement.	Student and Parent Voice surveys developed and posted online – to be used for evaluation.	Gatsby 1: Stable careers programme.	JWO	Feedback is collated and used to evaluate programme impact.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 1 Staff members: 1 Total staff hours:1
DELIVER: Personal Guidance	All year 10 students receive a 1:1 careers guidance interview from a qualified career professional.	Gatsby 8: Personal guidance	JWO	Students have opportunity to access personal careers guidance.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 1 Staff members: 1 Total staff hours: 1 Working with External partners
June	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
DELIVER: Health and Safety Day – Yr 10	Health and Safety day for all year 10 work experience students.	Gatsby 6: Experiences of workplaces	CDY/JWO	Students have a meaningful first-hand experience of a workplace.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 2 Staff members: 2 Total staff hours: 2
DELIVER: Personal Guidance	All year 10 students receive a 1:1 careers guidance interview from a qualified career professional.	Gatsby 8: Personal guidance	JWO	Students have opportunity to access personal careers guidance.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 1 Staff members: 1 Total staff hours:1

July	Project Description	Gatsby Benchmark	Project Lead	Outcome	Monitoring Delivery	Resources Required
DELIVER: Employer Engagement	Residential Project - Joint with Falmouth University's Launchpad programme is delivered. This will engage up to 60 year 9 students with the digital creative industry, working on REAL projects over 2 days at the Penryn Campus.	Gatsby 5: Encounters with employers.	EFL/JWO	Students learn from employers about work, employment and the skills that are valued in the workplace.	<ul style="list-style-type: none"> Feedback report to SLT. 	Hours: 5 Staff members: 2 Total staff hours: 10 Working with External partners
Summer Term monitoring and evaluation	<p>Departmental schemes of work and STEM programme is monitored and evaluated for quality and consistency.</p> <p>Summer term Brannel Challenge Sector Lead projects monitored and evaluated for quality, consistency and use of LMI. Evidence of impact collated. Feedback is collated and reported at SLT. Use of Brannel Challenge folders and student progress against agreed milestones is monitored.</p> <p>Evidence of Summer Term impact gathered from SEND project leads.</p> <p>Collate feedback report using information from Student and Parent Voice surveys.</p> <p>Compass Tool completed and evaluated against baseline 2018.</p> <p>Has use of LMI been embedded throughout the programme? Evaluation used to inform planning for 2019-20.</p> <p>Completed Compass Tool review and assess against July 2018 baseline.</p>	Gatsby 1: Stable careers programme.	EFL/JWO	Strategic programme is monitored and evaluated for quality and consistency.	<ul style="list-style-type: none"> Feedback report at extended SLT as part of SIDP progress review. Feedback report on progress to LGB. 	Hours: 2 Staff members: 2 Total staff hours: 4

DELIVER: Destinations Data Sharing	Information sharing –information is provided to Cornwall Council/ CSW about intended destinations in year 11.	Gatsby 1: Stable careers programme.	JWO	Feedback is collated and used to evaluated programme impact.	Feedback report to SLT.	Hours: 1 Staff members: 1 Total staff hours: 1 Working with External partners
PLAN: Programme Planning	Careers and Enterprise Plan 2018-19 evaluated and planning for 2019-20 is well underway.	Gatsby 1: Stable careers programme.	JWO	Feedback is collated and used to evaluated programme impact.	Feedback report to SLT.	Hours: 2 Staff members: 1 Total staff hours: 2
DELIVER: Work Experience	All year 10 students are off site for a full week of work experience. Feedback from students and employers is collated and reported at SLT.	Gatsby 6: Experiences of workplaces	CDY/JWO	Students have a meaningful first-hand experience of a workplace.	• Feedback report to SLT.	Hours: 2 Staff members: 2 Total staff hours: 4

Roles and Responsibilities

Local Governing Body and SLT

- Compliance with statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment.
- Identify a link governor to support and challenge the school's careers leads.
- Ensure the annual Careers and Enterprise Plan is completed and signed off by September.
- Ensure that the agreed objectives are understood and implemented across the school.
- Ensure the school meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.

Senior Leader with overall responsibility for careers provision

- Recruit, retain and support the Careers Leader.
- Ensure the careers programme is adequately resourced to deliver the annual Careers and Enterprise Plan.
- Act as 'Careers Champion' to ensure whole school acceptance of the careers plan is achieved.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Review progress and achievements against the careers plan and make adjustments as necessary.
- Ensure the Careers Leader is prepared for Ofsted inspections.

SENDCo

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of plans.
- Ensure the Careers Leader understands the school's statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health Care Plan.
- Engage with the Careers Leader on the planning and delivery of specific projects targeted at students with SEN.

Careers Leader

- Ensure that the school adheres to and exceeds national statutory guidelines for careers.
- Prepare and deliver the annual Careers and Enterprise Plan. Ensure that it is published on the school website.
- Recruit, retain and develop any support staff needed to deliver the careers plan.
- Report monthly progress to the senior leader with overall responsibility for careers provision.
- Work closely with the governor with primary responsibility for careers to ensure that they are able to support and guide as required.
- Ensure that the senior leader with overall responsibility for careers provision is aware of any problems relating to delivery of the careers plan.
- Put systems in place to deliver measurable year-on-year improvements to the careers programme.
- Ensure best value from the agreed budget, reviewing annual contracts and discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure SLT are kept informed of industry or legislative changes which may impact on their responsibilities.
- Engage with all stakeholders including local colleges, universities, school staff, parents, local businesses and the local authority/LEP.
- Keep teaching staff and tutors up to date with relevant labour market information.
- Ensure a broad suite of quality, unbiased resource is available on all pathways. Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research school case studies in order to identify and implement best practice.
- Liaise with external agencies who may be able to provide career support within school to staff or students.
- Organise and promote careers events within school as well as external opportunities.
- Liaise with school staff and students about upcoming careers events.
- Maintain an accurate record of careers opportunities and the students' involvement.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements.
- Continually develop and improve personal knowledge of careers education and guidance, opportunities, changing labour markets and upcoming legislation.

Fantastic Futures Sector Leads

- Ensure they are familiar with the annual Careers and Enterprise Plan and development priorities.
- Proactively work with the Careers Leader to develop a programme of activities and events for Brannel Challenge focusing on the employment sector for which they are the lead.
- Proactively work with the Careers Leader to engage relevant employers and FE/HE establishments.
- Provide up to date information about possible roles, labour market changes, salaries, etc.

Heads of Year

- Disseminate information from the Careers Lead to tutors.
- Include careers information within assemblies where applicable and relevant.
- Year 11 – identify students at risk of NEETs and liaise with Careers Lead and other professionals to address any concerns.
- Ensure students are aware of the careers events within their year group and the importance of being proactively involved in these events.
- When an opportunity arises, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.

Teachers, form tutors and other school staff

- Ensure they are familiar with the annual Careers and Enterprise Plan and development priorities.
- Identify opportunities to find suitable occasions where links to current jobs and career pathways can be made e.g. review schemes of work to link careers to curriculum learning.
- Provide up to date information to students about possible roles, labour market changes, salaries, etc.
- Feedback specific student needs (or opportunities) to the Careers Lead.
- When an opportunity arises, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.

Parents

- Support the school to ensure that their child is proactively involved in careers events.
- Support their child to explore possible career pathways and educational routes.
- Accompany their child to information events run by the school and other educational establishments to help them make informed decisions over their post 16 opportunities.

Students

- Use the careers information and resources provided by staff to independently research careers of interest.
- Participate proactively in the careers events available.
- Be self-motivated to research career pathways and educational opportunities locally, nationally and internationally.

Evaluation

Evaluation is the response to two requirements: the need for accountability and the need for improvement.

Evaluation differs from monitoring and review. Monitoring is the process of observing and checking the progress or quality of something over a period of time. Review is the process of assessing something formally with the intention of making change.

- **Formative evaluation** is undertaken to inform what is done while the activity is still in progress in order to identify how to do things better.
- **Summative evaluation** attempts to create a summary of what has been achieved and what the impacts have been in order to identify how well things worked.
- **Input evaluation** measures what goes into the provision for example policies, entitlement statements, programmes of careers education, staffing, curriculum time.
- **Output evaluation** has the emphasis on the outcomes and results of the learning for example students are better career planners.

Evaluation of our Careers and Enterprise Plan will be delivered in two stages, the first a formative 'Lessons Learned' report and the second stage an 'Impact Evaluation' building on the lessons learned report which examines the school context and its culture, to look at the mechanisms through which the CEIAG and business engagement intervention has been implemented.

The Careers and Enterprise Plan is reviewed annually with the Senior Leadership Team in order to evaluate impact, what worked and what could be done better.

The Careers and Enterprise Company's Compass Tool will be used termly to assess current practices and amend our direction of travel in terms of development priorities.

Monthly reviews will be undertaken by the Senior Leader with overall responsibility for careers provision and the Careers Leaders in order to monitor progress and inform ongoing planning.

The evaluation process will include the views of students, parents, school staff, employers, training providers and school governors. An online survey will be developed for current and former students via the alumni programme. A prize draw incentive will be included to boost response rates. The survey will include questions relating to student perceptions of CEIAG at the school, how this may have changed over time and the perceived impact CEIAG has had on school attainment, their skills/attributes and their future careers.

A number of case studies will also be produced with a focus on exemplifying good practice in relation to academies engagement with businesses. Case studies will be based on in-depth interviews with teaching staff leads and business partners.

Evaluation Framework

Gatsby Benchmark	Monitoring activities might include	Evaluation activities might include
1. A stable careers programme	<ul style="list-style-type: none"> • Reviewing the careers programme to determine what activities are happening and when they are happening. • Checking the web metrics to see how many times the policy has been downloaded. • Monitoring the CPD activities which staff undertake. 	<ul style="list-style-type: none"> • Feedback sheets after an event. • Exploring the extent to which career learning has taken place (test, work sampling etc.). • Collating feedback from student and parent voice surveys. • Using CEC Compass tool to self-assess performance against the Gatsby Benchmarks. • Examine data to check whether there has been a change in progression routes after an activity on apprenticeships. • Reviewing the progression data for students leaving school, or Ofsted reports or quality award assessment reports against the strategic plan / departmental development plan.
2. Learning from career and labour market information	<ul style="list-style-type: none"> • Checking that LMI is understood by staff and embedded in project delivery. • Monitoring the use of web pages using web metrics. • Counting the number of young people who are using a school Facebook page about careers. • Surveying staff to see who is incorporating information about careers in subject display materials. 	<ul style="list-style-type: none"> • Collating feedback from student and parent surveys to evidence understanding and use of LMI. • Data gathered in Brannel Challenge folders provides feedback on how students have explored study options informed by LMI. • Exploring which websites learners are using to inform their career decision making. • Reviewing formats young people prefer to receive their information. • Exploring the specialist information needs of certain groups to determine whether or not gaps in provision exist. • Understanding the way young people use information from information events to explore their decision making.
3. Addressing the needs of each pupil	<ul style="list-style-type: none"> • Noting how many learners have a EHC Plan. • Noting how many young people have received different types of career intervention. 	<ul style="list-style-type: none"> • Reviewing data on pupil premium, FSM, or SEND pupils to target career guidance. • Surveying groups of learners to determine how targeted support has impacted on career decisions.

	<ul style="list-style-type: none"> Identifying how many specific interventions (e.g. to tackle gender stereotypes) are incorporated within careers activities in school. 	<ul style="list-style-type: none"> Using progression data to determine how many girls have taken up STEM A levels after a careers event aimed at this. Reviewed the widening progression activities to determine the extent to which numbers into HE have increased. Undertake student voice exercise to identify whether students are able to recognise and challenge stereotypical views of opportunities in learning and work.
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> Surveying teachers to see how many are incorporating information on careers into subject lessons. 	<ul style="list-style-type: none"> Survey learners to see if they like a lesson which has a careers slant. Test students' knowledge of the type of careers specific subjects could lead to. Reviewing the extent to which incorporating information and links into curriculum affects the uptake of subjects at GCSE and post-16. Review school subject choices against local strategic plans.
5. Encounters with employers and employees	<ul style="list-style-type: none"> Count the number of students who have attended CV workshops Count the number of meaningful encounters students have with employers. 	<ul style="list-style-type: none"> Use feedback sheets to explore learners' reaction to activities. Assess the employability skills of those learners who have attended employer events. Explored the positive effects of work-related activities on participating employers. Reviewed the destinations of data of learners who have participated in work-related activities in line with local strategic plans.
6. Experiences of workplaces	<ul style="list-style-type: none"> Review how many learners have undertaken work experience. Count how many experiences of work places each learner has received. 	<ul style="list-style-type: none"> Explore the views of parents concerning their own involvement in securing work placements for their children. Testing student learning against pre-determined learning outcomes. Review the attainment levels of students who have received work experience against those who have not. Review the organisations network of employers to identify any gaps in provision.

7. Encounters with further and higher education	<ul style="list-style-type: none"> Count the number of visits which each learner has taken to FE and HE providers. 	<ul style="list-style-type: none"> Student voice to identify where individuals have been positively challenged to consider opportunities they might not otherwise have considered. Determine how learners feel about their visits to see if they received the information they needed. Compare the destinations of learners with the visits to organisations. Survey learners to find out how the visits to providers have influenced their decisions. Compare student progression data to school strategic plan.
8. Personal guidance	<ul style="list-style-type: none"> Check to ensure external provider has maintained their position on the register of practitioners. Count how many learners have had interviews with a career guidance practitioner 	<ul style="list-style-type: none"> Survey students to determine how they rate the careers interview which they have had. Survey the career guidance staff to determine how prepared young people are to receive career guidance. Do they know how to access personalised and face-to-face information, advice and guidance? Survey all school staff to determine their career guidance training needs. Review the impact of CPD activities.

Impact

The Careers & Enterprise Company is working to clarify and develop the evidence about what works and has already done a lot of work to draw together evidence and to use data to underpin the way that we think about careers and enterprise work with young people. Moving forward, the Careers and Enterprise Company is now seeking to deepen understanding of the evidence base and work to enhance it.

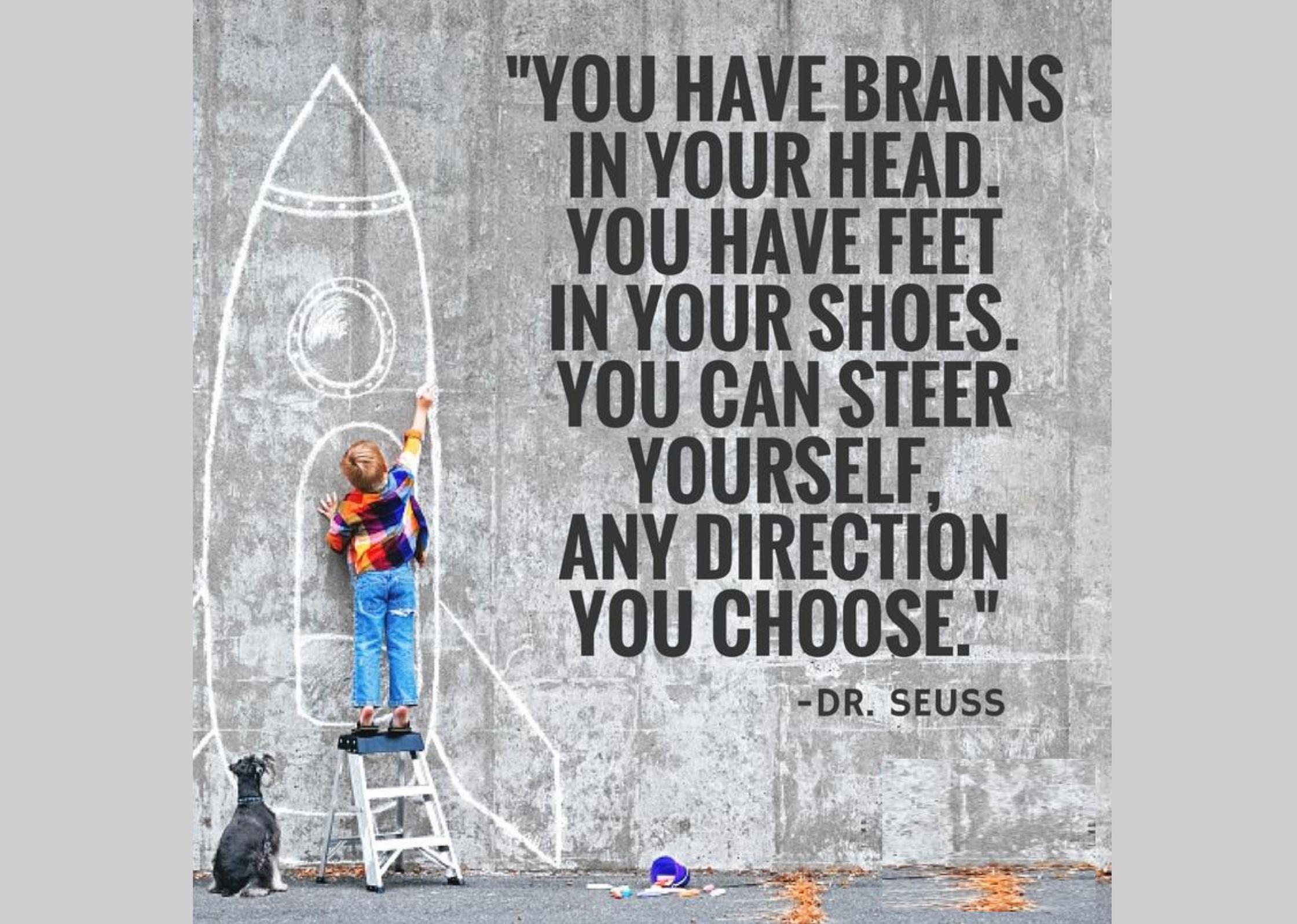
There is good evidence which suggests that careers and enterprise programmes can make a difference to economic, social and educational outcomes. Providing young people with opportunities to learn about the world of work and reflect on their place within it can make a real difference. Key findings about careers and enterprise programmes suggest that they can:

- **Improve young people's ability to make career decisions and their optimism about the future.**
- **Help young people to increase their attainment and be more likely to enrol in post-secondary education.**
- **Reduce young people's likelihood of becoming unemployed.**
- **Increase young people's earnings after they complete their schooling.**

The evidence also suggests, however, that:

- There are different effects for different kinds of activities.
- How these activities are sequenced together matters.
- How well they are implemented makes a difference.

We therefore need to proceed carefully and ensure that our careers and enterprise provision builds on the best evidence available.

A child in a colorful shirt and blue jeans stands on a white step ladder, reaching up to draw a large white outline of a rocket ship on a grey stone wall. A black dog sits on the ground to the left, watching the child. A blue hat and some orange leaves are on the ground in the foreground. The scene is set outdoors on a paved surface.

**"YOU HAVE BRAINS
IN YOUR HEAD.
YOU HAVE FEET
IN YOUR SHOES.
YOU CAN STEER
YOURSELF,
ANY DIRECTION
YOU CHOOSE."**

-DR. SEUSS