

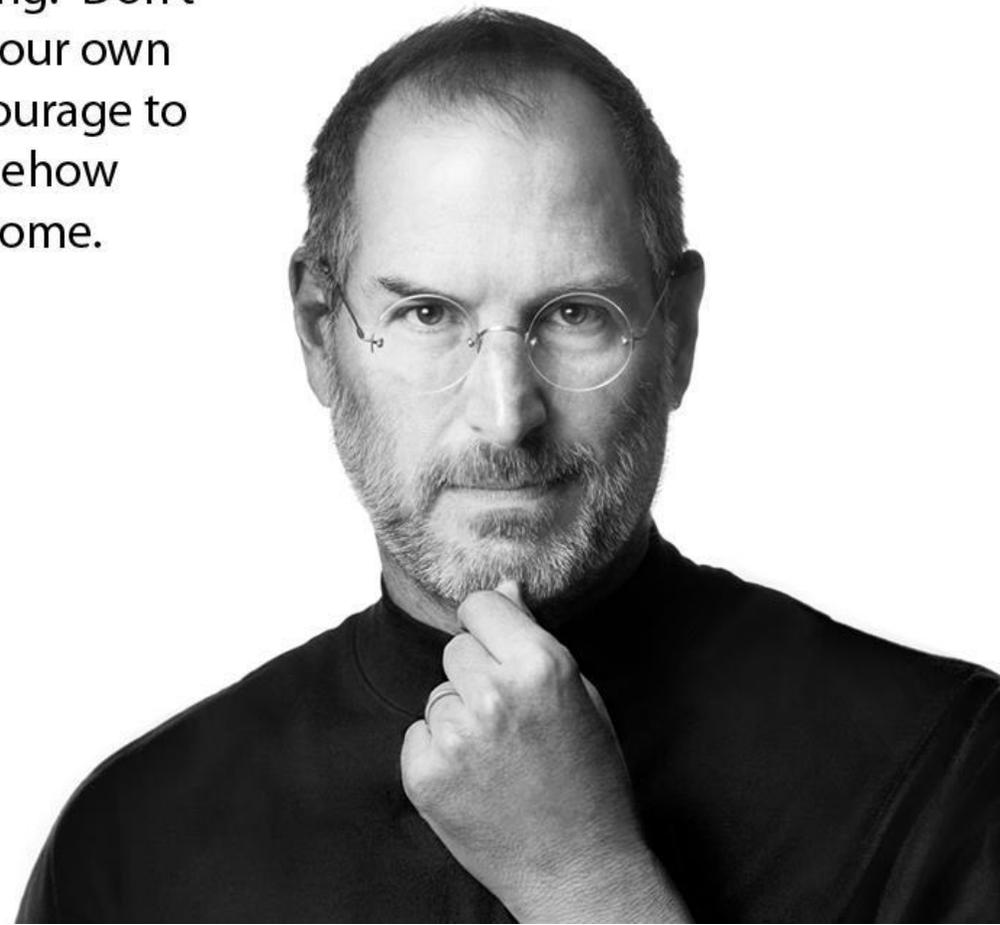
Fantastic Futures



Brannel School's Careers Education Strategy 2020-23

“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



Contents

Page 4	Vision
Page 5	Purpose and Aim
Page 6	The Case for a New Approach to Careers Education
Page 10	Policy Context
Page 11	Baseline Assessment
Page 12	Fantastic Futures: Development Plan 2019-20
Page 18	Student Careers Guidance Entitlement Statements
Page 20	Fantastic Futures: Programme Delivery Structure
Page 22	Programme Delivery: Roles and Responsibilities
Page 25	Evaluation Framework
Page 29	Impact



Vision

Our vision is for every student to benefit from powerful networks and connections, to have relatable role models, trusted mentors and meaningful social capital.

Our vision is for this to become part and parcel of the fabric of school life. We will then be moving towards a point where every young person has both the means and the ability to tap into and benefit from the social capital they need in order to ensure that their future is not limited by their background.

One of the vital differences for young people who come from disadvantaged backgrounds and 'succeed', versus those who don't, is access to relatable role models and meaningful social capital.

What we want to develop at Brannel is a framework which offers every student access to networks they can turn to when they need advice or guidance, or to have their aspirations raised and their horizons broadened, to tap into some help in opening doors, and to meet relatable and positive role models who can show them that they too can succeed.

The true value of these networks will only really be realised when we as a school are able to embed them into day-to-day life e.g. engaging our alumni in teaching and learning, mentoring, pastoral support, work experience opportunities, presenting in assemblies, becoming governors and fundraising.

This is the kind of activity that independent schools have engaged in for centuries, and state schools are now starting to catch-up.

Networks of this kind allow young people the opportunity to identify their own prospects, to be empowered, enabled to make their own choices in life, able to fail and to learn safely, and find their own route towards their own definition of success. And of course, when implemented well, these networks continue to thrive for young people beyond their schooling years.

***Social Capital:* The networks between people and the relationships of trust and reciprocity they develop.**

***Social Mobility:* The ability of individuals or groups to move upward (or downward) in status based on wealth, occupation, education or other social variable.**



Purpose and Aim

Our aim is to ensure that our students are fully prepared for their next steps and aspire to achieve their full potential.

We want to ensure that our students are informed about their career choices and have both the aptitude and interpersonal skills to add value within the workplace.

High quality careers guidance is a crucial part of improving social mobility. 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 here in Cornwall.

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'.

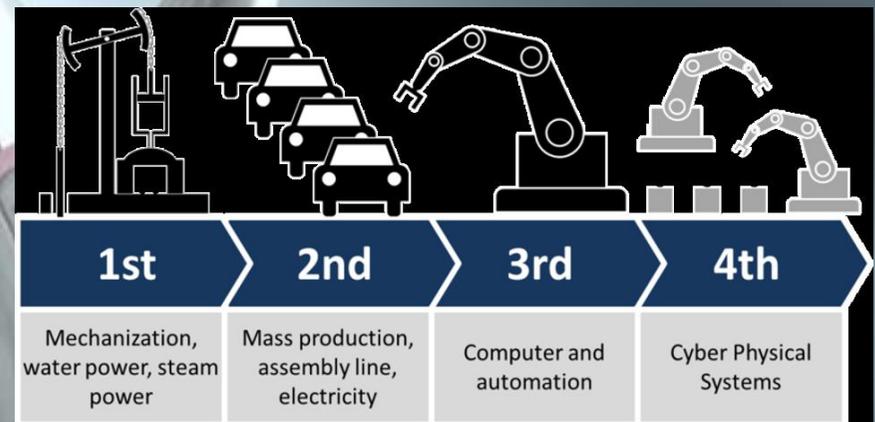
Our Careers and Enterprise Strategy sets out how we will ensure that Brannel School meets the eight Gatsby Benchmarks set out within the Department for Education's Careers Strategy.

In order to deliver our careers programme we are committed to working collaboratively with a range of external agencies. We are already an active member of the Cornwall and Isles of Scilly Careers Hub and support the development of Cornwall's future workforce through Cornwall's Enterprise Adviser Network.

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

The Case for a New Approach to Careers Education

The Fourth Industrial Revolution isn't just near
- it's here



Business as usual is dead

Science fiction is becoming science fact

The Fourth Industrial Revolution (4IR) can be described as a range of new technologies that are fusing the physical, digital and biological worlds, and impacting all disciplines, economies and industries. Central to this revolution are emerging technology breakthroughs in fields such as cyber-physical systems, artificial intelligence, robotics, the Internet of Things, autonomous vehicles, 3D printing and nanotechnology.

The world is changing faster than at any time in human history. According to a study by researchers at Oxford University and Deloitte, 65% of children starting their first year of school this year will eventually do jobs that do not yet exist. 35% of current jobs in the UK are at high risk of computerisation over the following 20 years. Anything that can be digitised or automated, will be - and anything that cannot be digitised or automated will become extremely valuable.

Preparing tomorrow's workforce for the Fourth Industrial Revolution is a recent report from Deloitte Global and the Global Business Coalition for Education outlining a framework for action in supporting the future of youth skills development and employment. The report argues that failing to adequately train the next generation of workers for the digitally-driven economy will lead to greater income inequality, increased unemployment, increased government expenditures, and more mass migrations.



“For now, humans are still best at creativity but there’s a caveat there. I can’t guarantee you that in 20 years a computer won’t be the most creative entity on the planet. There are already computers that can paint original works of art. So, in 20 years who knows how far it’s going to go?”

- Martin Ford, futurist and author of *Rise of the Robots: Technology and the Threat of a Jobless Future*

What Skills are Needed for 4IR?

As the workplace changes there will need to be a shift in how young people are equipped with the necessary skills and know-how. The new generation will become increasingly diverse and analytical in their way of thinking. They will continuously adopt new skills and be more adaptable to frequent changes in the workplace and in their roles, as new job roles start to open up and certain skills become obsolete.

According to a World Economic Forum report, *The Future of Jobs*, the 10 skills employees will need for the Fourth Industrial Revolution are:

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgement and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



Social Capital = Social Mobility

You can't be what you can't see

One of the vital differences for young people who come from disadvantaged backgrounds and 'succeed', versus those who do not, is having access to relatable role models and meaningful social capital. Positive social capital plays a crucial role in influencing educational participation, over and above the effects of parental education and occupation, geographic location, cultural background and academic achievement.

- **Bonding social capital** - characterised by strong bonds ('social glue') e.g. among family members or among members of an ethnic group. These are often the types of networks that are needed to provide personal support and characterise close friendships.
- **Bridging social capital** - characterised by weaker, less dense but more cross-cutting ties ('social oil') e.g. with business associates, acquaintances, friends from different ethnic groups, friends of friends.
- **Linking social capital** - characterised by connections between those with differing levels of power or social status e.g. links between the political elite and the general public or between individuals from different social classes or groups.

Young people need to be exposed to a variety of options, potential pathways, and trusted adults in order to be empowered with choice, self-determinism, the motivation to succeed and the confidence to achieve.



BONDS

*family, close friends,
people who share our
culture or ethnicity*



BRIDGES

*distant friends,
colleagues,
associates*

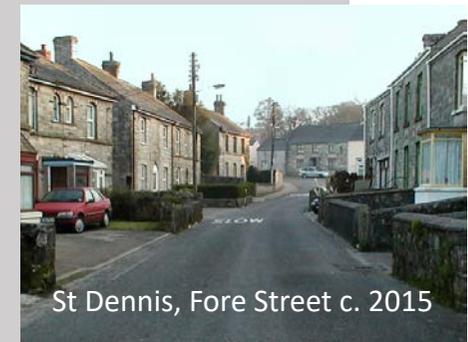


LINKAGES

*people or groups
further up or lower
down the social ladder*



St Dennis, Fore Street c. 1905



St Dennis, Fore Street c. 2015

Certain community characteristics - close knit social networks, a sense of isolation from broader opportunities and a history of economic decline - are associated with low aspirations. High levels of bonding social capital ("social glue") and low levels of bridging social capital ("social oil") restrict young people's horizons and access to opportunities.



Gatsby Benchmarks

1. **Stable careers programme**
2. **Learning from career and labour market information**
3. **Addressing the needs of each pupil**
4. **Linking curriculum learning to careers**
5. **Encounters with employers and employees**
6. **Experience of workplaces**
7. **Encounters with further higher education**
8. **Personal guidance**

Policy Context

National Careers Strategy

In December 2017 the government's Department for Education launched the latest version of their Careers Strategy. This new strategy places the Careers and Enterprise Company at the heart of driving forward careers provision for young people. Their enhanced role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the entire country.

This new strategy adopted the Gatsby Benchmarks, which were originally developed by the Gatsby Foundation in 2014 by the Gatsby Charitable Foundation. These benchmarks were based on international research and helped identify best practice and guidance for education establishments in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process.

Cornwall's Careers Hub

Careers Hubs are a central part of the government's Careers Strategy and Statutory Guidance for School Leaders. The role of the Cornwall and Isles of Scilly Careers Hub is to link the region's 40 secondary schools and colleges to local employers and help them deliver high quality careers support for students by:

- **Building Networks:** linking schools and colleges to a high calibre business volunteers (known as Enterprise Advisers) and other career providers through the Careers Hub.
- **Supporting Careers Leaders:** providing training and support for Careers Leaders in schools and colleges.
- **Backing the Gatsby Benchmarks:** supporting implementation of a best practice standard for careers support, the 8 Gatsby Benchmarks, by the end of 2020.



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.

Careers Benchmarking

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 used by The Careers & Enterprise Company to gain an overview of careers provision in schools across the country.

At Brannel School we use the Compass tool to identify key development priorities. 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.

Fantastic Futures @ Brannel: Summary of Annual Plan

Objective	Project Lead	Year Group	Milestones and Evaluation		
			By December	By March	By July
<p>Gatsby benchmark 1 Stable careers programme</p> <p>To ensure that the school's programme of career education and guidance is known and understood by students, parents, teachers, governors and employers.</p>	<p>EFL / JWO</p> <p>EFL / JWO</p> <p>JWO</p>	<p>n/a</p>	<p>Review website content. Ensure information is specifically aimed at:</p> <ul style="list-style-type: none"> • Students • Teachers • Employers • Parents <p>LGB engaged. Parent Governor Champion works with Careers Lead. Action plan for parental engagement agreed.</p> <p>Plan is in place for Brannel Challenge folders to be used to keep systematic records of engagement and achievement for each student.</p>	<p>Careers Lead monitors how effectively records are kept of bespoke advice given to each student and subsequent actions and decisions.</p>	<p>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>Gatsby Benchmark 2 Learning from career and labour market information (LMI)</p> <p>To ensure that every student, and their parents, has access to good quality information about future study options and labour market opportunities.</p>	<p>JWO/ Sector Leads</p>	<p>All</p>	<p>LMI data tool for students and parents which was on the old website is published on the new 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>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>LMI adviser supports Sector Leads and parent governor in encouraging parents to access and use information about labour markets and future study</p>	<p>Use of LMI is evaluated and used to inform planning.</p> <p>Measured by:</p> <ul style="list-style-type: none"> • By the age of 14, all pupils have accessed and used information about career paths and the labour market to inform their own decisions on study options. • LMI is well understood by staff and embedded in delivery.

			LMI Adviser: An informed adviser (either internal or external) is identified to help students and parents make best use of available LMI information.	options to inform their support to their children. Brannel Challenge projects delivered by Sector Leads continue to be regularly monitored by the Careers Lead for quality and consistency in use of LMI.	<ul style="list-style-type: none"> • 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. • 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>To embeds equality and diversity Considerations within the school's Careers Strategy. 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>	EFL/ JWO JWO/VRO	All	<p>Existing systems are adapted to track careers and enterprise activity. E.g:</p> <ul style="list-style-type: none"> • Explore with CloS Careers Hub the best way to track destinations data for 3 years after students leave school. <p>SENDCo is actively involved in planning to continue deliver of Game Changer programme 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. Use of Brannel Challenge folders is monitored by the Careers Lead.</p> <p>Delivery of Game Changer Project. Monitored by Careers Lead and feedback provided to project leads.</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>To ensure that all teachers link curriculum learning with careers.</p>	JWO/Core HoDs/ Sector Leads	All	<p>Scheme of work is produced by core departments which embeds careers content in the curriculum. Specific focus on STEM subjects. This approach has the explicit backing of SLT.</p> <p>Careers Lead co-ordinates planning of STEM programme, to be delivered by</p>	<p>Deployment of schemes of work. STEM 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>Summative evaluation undertaken:</p> <ul style="list-style-type: none"> • 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. • Career dialogue is embedded in all subject areas with identified

			<p>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 previous success, plans are in place for continuation of the GreenPower car project.</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.</p>	<p>links between other areas such as work-related learning and wider activities (Brannel Challenge).</p> <ul style="list-style-type: none"> • 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>To ensure that every pupil has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace e.g. through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	EFL/JWO/LPE	All	<p>The school continues to be an active part of Cornwall's Enterprise Adviser Programme.</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>Mock interviews for year 10 students are delivered by the Rotary Club.</p>	<p>Contact with industry experts e.g. Sector Leads work with at least three new employers.</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 (2nd-7th March 2020). Deliver a programme of themed events. 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>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 are, what they can achieve and how other people see them. • 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

			<p>Attendance at Annual Skills Show for years 10 and 11. Evaluation of feedback from staff and students following attendance.</p> <p>Careers Lead co-ordinates a termly/annual plan for assemblies to be delivered by external partners from various sector backgrounds.</p>	<p>Assemblies plan is delivered and co-ordinated and monitored by the Careers Lead.</p>	<p>increased their knowledge of the world of work.</p> <ul style="list-style-type: none"> • 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.
<p>Gatsby Benchmark 6 Experiences of workplaces</p> <p>To ensure that every pupil has 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>	JWO	Yr 10	<p>Work experience programme taken on by Careers Lead for Sept 19. Programme reviewed. Plan to deliver as part of Brannel Challenge Year 10 programme.</p>	<p>Careers Lead co-ordinates each year 10 students' work experience placement. Tutors and Sector Leads assist with locating aspirational opportunities suitable to individual 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"> • 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. • 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>To ensure that all pupils understand the full range of learning opportunities available to them, including both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>JWO</p>	<p>All</p>	<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.</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.</p> <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 (as part of Brannel Challenge) regarding apprenticeships.</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"> • 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. • Evidence collected from students that experience of a variety of FE, HE and apprentice providers has helped them to make informed choices.
---	------------	------------	---	---	--

<p>Gatsby Benchmark 8 Personal guidance</p> <p>To ensure that every pupil has opportunities for guidance interviews with a qualified career adviser.</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"> • Every pupil should have at least one such interview by the age of 16. • 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.
---	------------	------------	---	--	--

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 encouraged to think about what they might like to achieve after school.
- Visit to a university and employer presentations to inform students about future pathways and encourage ambition.
- Engagement and progress is recorded in personal folder.

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 resources and informed where they can find out about specific courses/careers.
- Engagement and progress is recorded in personal folder.

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.
- Engagement and progress is recorded in personal folder.

Year 10 Entitlement

- Students begin to explore post 16 options and interview techniques. Attend university and college experience days.
- Students begin CV and cover letter writing.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students are encouraged to use careers resources to find out more about specific courses/careers.
- 1:1 with independent careers adviser. Students agree personal action plans for future and identify what specific action is required to achieve goals.
- Students complete work experience week and record progress.
- Engagement and progress is recorded in personal folder.

Year 11 Entitlement

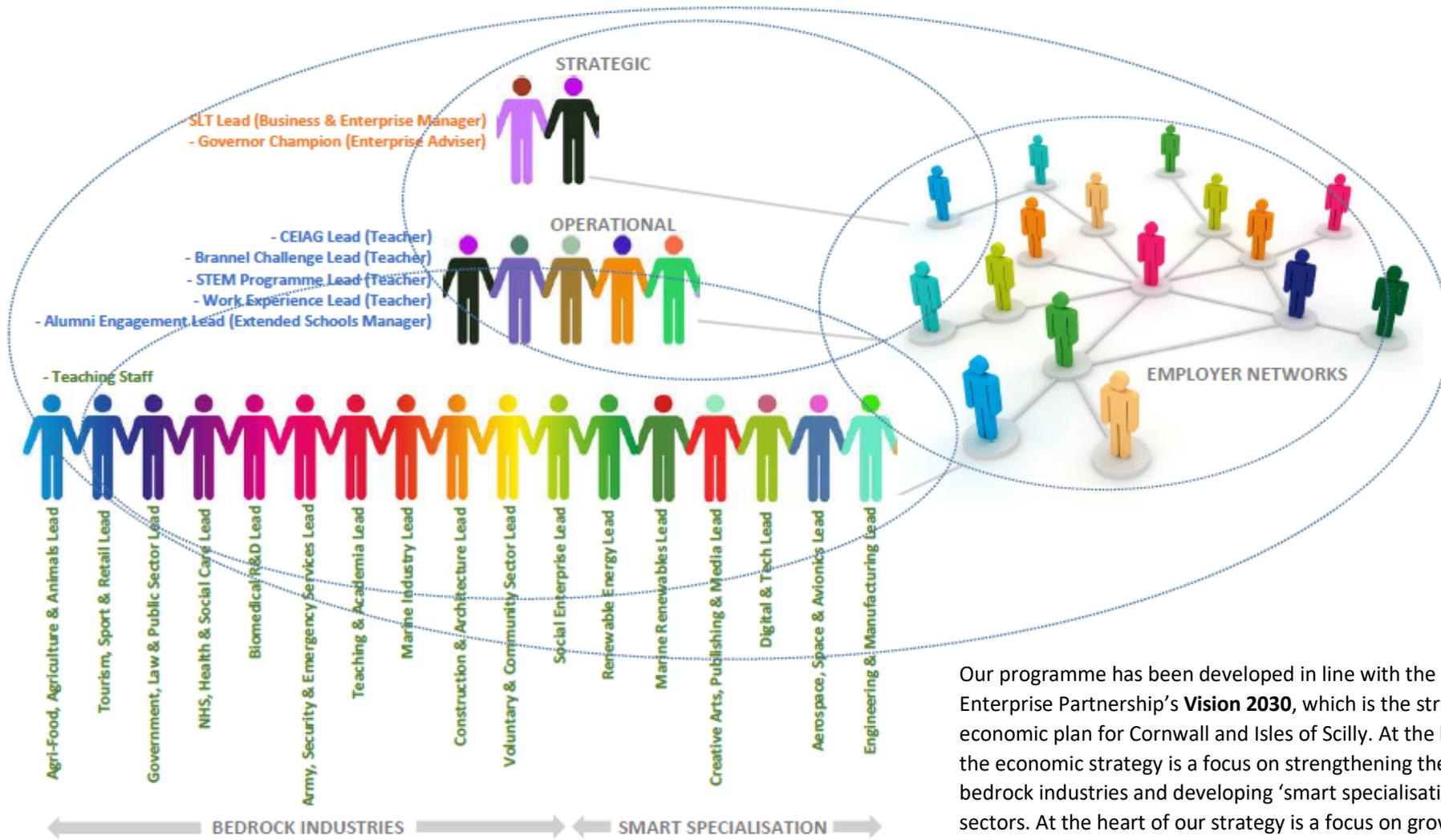
- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships.
- Interview techniques are further developed through mock interviews.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.

- 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 are encouraged to use career resources available and informed where to find out about more specific courses/ careers.
- Engagement and progress is recorded in personal folder.

**IF YOU WANT TO BE SUCCESSFUL,
IT'S JUST THIS SIMPLE. KNOW
WHAT YOU ARE DOING. LOVE WHAT
YOU ARE DOING. AND BELIEVE IN
WHAT YOU ARE DOING.**



Fantastic Futures: Programme Delivery Structure



Our programme has been developed in line with the Local Enterprise Partnership's **Vision 2030**, which is the strategic economic plan for Cornwall and Isles of Scilly. At the heart of the economic strategy is a focus on strengthening the region's bedrock industries and developing 'smart specialisation' sectors. At the heart of our strategy is a focus on growing the future workforce for these industries and sectors.



Cornwall's Bedrock Industries



Agri-Food, Agriculture & Animals



Tourism, Sport & Retail



Government, Law & Public Sector



NHS, Health & Social Care



Army, Security & Emergency Services



Teaching & Academia



Biomedical Research & Development



Voluntary Sector, Social Enterprise



Marine Industry



Construction & Architecture

Cornwall's Smart Specialisation Sectors



Renewable Energy, Marine Renewables



Creative Arts, Media & Publishing



Digital & Technology



Engineering & Manufacturing



Aerospace, Space & Avionics

Programme Delivery: 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 that the agreed objectives are understood and implemented across the school.
- Ensure the school meets and exceeds the statutory careers requirements.
- Recruit, retain and support the Careers Leader.
- Provide support to the Careers Leader and ensure that the agreed resources are made available.

Senior Leader with overall responsibility for careers provision

- Work with the Careers Leader to develop the Careers and Enterprise Strategy and Annual Plan.
- Ensure the annual Careers and Enterprise Plan is completed and signed off by half term of Autumn Term.
- 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

National Evaluation Framework

- 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.

School Level Impact Evaluation

- 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.
- For 2019-20, evaluation of our Careers and Enterprise Plan will be undertaken in two stages: the first a formative 'Lessons Learned' report and the second stage an 'Impact Evaluation' building on the lessons learned report. This will ensure examination of the school context and its culture, and the mechanisms through which the careers programme has been implemented.

- Termly 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 number of case studies will be produced with a focus on exemplifying good practice. Case studies will be based on in-depth interviews with individual students, teaching staff leads and business partners, where appropriate.

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

Summary of Monitoring & Evaluation Activity

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.

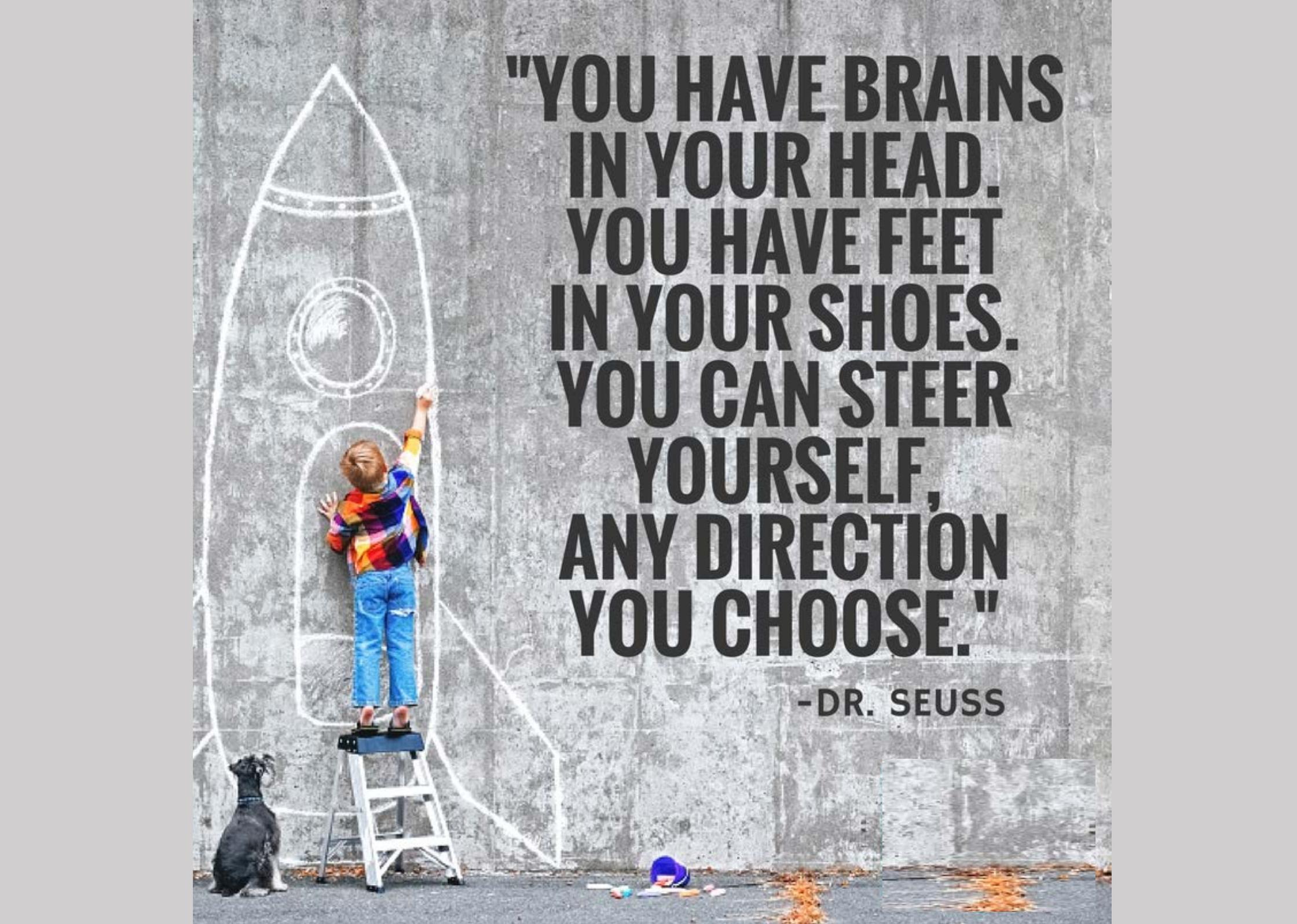
There is good evidence which suggests that careers and enterprise programmes can make a difference to economic, social and educational outcomes. Providing young people with opportunities to learn about the world of work and reflect on their place within it can make a real difference. Key findings about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

A young child with red hair, wearing a colorful striped shirt and blue jeans, is climbing a large white chalk drawing of a rocket ship on a grey stone wall. The child is standing on a small blue step ladder. A black dog is sitting on the ground to the left of the ladder. A blue hat and some other items are on the ground in front of the wall. The background is a grey stone wall.

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

-DR. SEUSS