

Careers at The Gillford Centre



Careers Strategy: 2021 – 2024

Our Vision

Inspiring children, changing lives for a brighter future...

The Gillford Centre seeks to maximise the life chances of all of our young people through developing knowledge, skills and attributes students need for a brighter future

Careers at The Gillford Centre

Our Strategic Objectives

Strategic Objective 1:

Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme

Benchmarks 1, 2, 4, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2021-2022)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the new RSE JIGSAW and employability programme to enable all learners to develop their own personal career pathway. Student survey shows that learners are excited about different jobs and can all name a range of careers and career pathways. Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning. The careers programme is accessible, known and understood by students, parents, teachers, governors and employers 	<ul style="list-style-type: none"> Implement the Careers Programme into the whole-school PSHCE curriculum including the employability programme in KS4. Monitor and Evaluate the programme by staff and learners each term. Career Pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays. Implementation of the Skills Builder programme of key employability skills across the curriculum. Update the CIAG area of school website with latest statutory recommendations with clear links for students, parents and employers
Year Two (2022-2023)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the careers development programme All key stages have at least one Careers Ambassador who will make relevant links with appropriate local employers. Learners are able to explain what the key employability skills are, and they can demonstrate how they can use these skills in their future pathways. During focus weeks across the curriculum, key future pathways are linked with the work in that particular lesson so learners can see link between learning and their future plan. 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff. Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information. To continue implementing the JIGSAW intervention programme throughout all areas of the school Invite a wider audience of local employers for visits and events
Year Three (2023-2024)	<ul style="list-style-type: none"> Learners demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects. All learners can make KS4 and post-16 choices within time frame and can justify their choice. Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. Careers and LMI presented to parents on review days, inductions and careers fairs. Targeted workshops to focus on key employability skills, including involving parents. Review practice with other school(s) to identify next steps.

Strategic Objective 2:

To raise and track learner's engagement within the careers programme during their journey through school and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2019-2020)	<ul style="list-style-type: none"> All learners have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 11 having at least 1 appropriate and meaningful interaction with an employer at least once during the year. All learners experiences and activities are tracked on compass + All learners in Year 11 have a clear plan for post-16 and that all learners are in some form of education or employment. There is a reduction in the number of NEET students 	<ul style="list-style-type: none"> Update compass+ to record all individual/group careers engagements with staff CPD to show how to record and access the information. LMI is used to update the Careers Programme and that Year 9 and 11 students and parents have access to the latest information to make decisions at key transition points. LMI section of website updated for parents to access. Every Year 10 and 11 learner and have a 1:1 guidance interview with Careers Advisor All 1:1 session to be recorded on compass+ Initial learner views on future careers to be collected at induction to the school and recorded in pupil files. All learners have support plans with future career aspirations and goals recorded Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed on review days.
Year Two (2020-2021)	<ul style="list-style-type: none"> All learners in Years 7 to 11 have created a profile on UNIFROG to record their career pathway experiences. All careers' activities will be recorded on UNIFROG for each learner, with staff being able to access these records across the school. All learners in Years 7 to 11 to have created a profile on UNIFROG to record their own careers pathways experiences and to be regularly updating these throughout the year. All learners have access to career and labour market information through PSHE lessons, employability lessons, school display, website and tutor time. 	<ul style="list-style-type: none"> Learners in Years 7 to 11 are using UNIFROG to create their own profile. Former learners/parents to be invited to return to careers related events. Staff training/CPD on Labour Market Information for all staff to support staff to bring LMI into their subject areas and key stages. Embed the use of UNIFROG software to learners and staff
Year Three (2021-2022)	<ul style="list-style-type: none"> All learners are updating their careers profile on a termly basis and UNIFROG shows these updates across all accounts. To continue working with a range of local employers to ensure that all learners in Years 7 to 11 have at least one workplace visit per year and have at least one encounter with an employer each year. 	<ul style="list-style-type: none"> Ensure that time is built into the Careers programme in PSHE/Employability lessons so that learners can update their profiles and that appropriate staff have relevant CPD training in order to access these profiles to check progress. Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded on compass+.

Strategic Objective 3:

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2021-2022)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business/employer and to have developed their own collaborative work to engage learners. Each key stage to have invited relevant partners into school and into lessons to engage with learners. Year 7-11 learners to have visited at least one further education provider by the end of the academic year. Learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> All Year 10 learners embark on a work placement during the year and record the experience on UNIFROG Annual School Careers Fair where local business, training providers and further and higher education providers will engage with Year 9, 10, 11 learners. The types of employers who attend will reflect LMI. Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer. In collaboration with our Enterprise Advisor, every subject area to be linked with a local business and to begin collaborative work.
Year Two (2022-2023)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners. All students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. All Year 10 & 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. All Year 10 & 11 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways. 	<ul style="list-style-type: none"> All KS4 students to complete a work placement in by summer 2023 and to record this encounter on UNIFROG Run a business breakfast (or similar) to encourage greater local partnerships with employers/businesses KS4 students given the opportunity to work with a local university in order to plan opportunities for Year 10 learners to engage with a local university. Visits and virtual events with further education, apprenticeship and training providers.
Year Three (2023-2024)	<ul style="list-style-type: none"> Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time in order to engage with these businesses and to have time to plan collaborative links. Survey each curriculum area in order to establish what links have been created already and how successful these links have been.

Current Position Summary – updated March 2022

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool

Benchmark	% of the assessment areas in Benchmark achieved (March 2022)	% of schools nationally meeting this Benchmark (2020)
1: A stable careers programme	47%	27%
2: Learning from career & labour market information	40%	50%
3: Addressing the needs of each student	81%	25%
4: Linking curriculum learning to careers	75%	45%
5: Encounters with employers and employees	75%	58%
6: Experiences of workplace	50%	52%
7: Encounters with further & higher education	60%	30%
8: Personal Guidance	100%	61%

Post 16 Destination	College	Employment	Apprenticeship	Alternative Education	NEET
2016 -17	9	2	3		2
2017-18	7	1	2	1	4
2018-19	11	3	1	1	5
2019-20	11	2	1	5	2
2020-21	July 19 Sept 18 Mar 15	July 1 Sept 1 Mar 3	July 1 Sept 0 Mar 0	July 4 Sept 3 Mar 6	July 4 Sept 7 Mar 4