

Careers Intent, Implementation and Impact



High Close School

CAREERS

Promoting a progressive career provision that is linked to High Close's core values is essential.

Our effective career programme, together with a rich curriculum, places our young people's best interests at the centre of everything we do. We aim to support the aspirations of all our learners and ensure they gain the skills, competencies and experiences they require to progress in their learning and the world of work.

By aligning our careers provision to the Gatsby and Baker clause requirements, we can give our young people the knowledge and the cultural capital they need to flourish and succeed as individuals, so they can reach their full potential.

Our ambitious, progressing programme, contains age appropriate content and delivers a breadth of opportunities and experiences. It encourages our young people to understand the wide range of future pathways available including vocational and academic routes.

We measure and assess the Intent, Implementation and Impact of our careers programme. This allows us to continually evolve and improve our career provision to meet the needs of our young people, the world of work, and the rapidly changing landscape.

By making careers everyone's business, our aim is for our students to become more independent, confident and resilient learners, who can look beyond the obvious career options, challenge stereotypes, and understand the link between learning and the world of work, with an appreciation for the value of lifelong learning, so they can make a positive contribution to society.

Our careers provision adheres to the eight Gatsby Benchmarks.

The Gatsby Benchmarks are a framework of eight guidelines that define the best careers provision in secondary schools. Our planned programme support students and ensure they receive the relevant careers information, advice and guidance that is suitable for their age and ability by implementation of the 8 Gatsby Career Benchmarks.

Subject: Careers
Subject Leader: N/A (Mr Ralph oversees the careers programme)

Intent statement

Discuss the critical content of your curriculum and what you intend the students to learn through your curriculum (what they should know by certain points in their life). Discuss the sequential order of learning.

The aims of teaching ACE to KS3 students at High Close School are for the young people to:

- YP to have access to an impartial ambitious, careers programme from Year 5 to Year 11, with content delivered in logical sequence. There is a real emphasis on preparation for adult life.
- Unbiased careers advice and support from a range of different career activities such as individualised 1:1 career meetings, ACE, PAL, PSHE, employer encounters through trips, career fairs, career conversations, college visits, virtual and work experience/work shadowing activities, Careers week, careers within the curriculum etc.
- Our sequenced careers intent can be seen through the careers learning journey.
- Challenging perceptions and raising aspirations, so that subject and career choices challenge stereotypes, and young people know how to look beyond their immediate environment to new and exciting possibilities after leaving High Close.
- Supporting all young people as they learn about the world of work, their adaptability, resilience, transferrable skills, qualifications and their own life goals such as happiness and wellbeing in preparation for adult life.
- Providing advice, information, guidance and support which will encourage further engagement with all stakeholders such as parents/carers, families, staff and employers.
- To futureproof young people so they can understand the options available to them now and in the future.

Implement statement

Discuss how you and your teachers will deliver your curriculum, how you will ensure students remember the most important things (opportunities for deep learning. Why are you or your staff teaching the way they are

The delivery of the careers curriculum at High Close School follows a variety of programmes that are listed above.

- Delivering a clear, progressive and impartial programme to Year 5 – Year 11, which is backed by SLT and all stakeholders, with explicit content taught in a sequenced progression evaluated to ensure it is fit for purpose.
- Individualised programmes, age and ability appropriate, with clear and accurate career information, advice, and guidance, which meets the needs and supports pupils with the development of their own personalised careers journey and results in sustainable transitions and destinations.
- A range of up to date resources which supports the ever changing and evolving world of work landscape and includes link working, PSHE, PAL, ACE, careers week, subject specific content and WRL opportunities including bespoke support to identified cohorts ensuring they understand their options and are able to reach their full potential.
- Planned, facilitated access from external providers who can fully inform students about LMI and the range of Post 16 options, alternative qualifications and pathways*.
- Teachers refer to careers opportunities within their own subjects (SOW/trips), and are able to link their own expert subject knowledge to the world of work and can explain the range of pathways available, giving unbiased options.
- Individualised support with career aspirations, as young people develop personal strengths such as adaptability, resilience and engagement. Helping them to recognise the link between school and work, and the value of life-long learning and preparation for adult life.
- Close working relationships with all stakeholders including community and local businesses, ex-pupils and local colleges.

*Baker clause compliant

Impact statement

Discuss how you will be able to judge the success of your curriculum and how well the students have performed.

The impact of the careers curriculum is measured through the following methods:

- Young people are well prepared and supported to make reasonable decisions about their future, and NEET figures which reflect the success of school programme and interventions.
- Young people are able to make clear informed decisions about their future career choices due to a wide range of experiences and opportunities.
- Data such as destination, shows a range of positive outcomes, as young people move successfully, Post 16 onto sustainable pathways.
- Teacher CPD. Subject teachers are expert in their delivery and confident in how their subject links to the world of work, and the variety of pathways and options.
- Young people are more engaged in the curriculum, and connected with their teachers as they are able to see the relevance of subjects and how they relates to the wider range of career options and pathways.
- Young people feel confident that they are fully prepared for life after leaving High Close.
- Increased and positive engagement in learning.

Summary: Moving forward

More regular monitoring, evaluating, reviewing and reflecting will allow us to proactively plan future programmes. We achieve this by collecting quantitative and qualitative data and information from a range of sources including:-

- Young people/parent surveys and questionnaires
- Teacher and Staff evaluation forms
- Employer/Employee questionnaires
- Transitional destination data
- Sustainable, progressive and ambitious pathways
- Gatsby Benchmark
- NEET (Not in Education, Employment or Training) figures