



Wyvern St Edmund's  
Learning Campus

# WYVERN ST EDMUND'S CAREERS STRATEGY

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# Contents

Our vision

A whole school approach

Current state

Key objectives and Action Plan

Stakeholder and employee engagement

Monitoring and evaluation

Equality, diversity and inclusion

Governance and review date

Appendices

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## Our vision

At Wyvern St Edmund's, our aim is that every student becomes the best version of themselves that they can be. Every policy and procedure has our students' best interests at heart and is mindful of staff workload and wellbeing. Our vision is enacted by way of every member of staff, whatever their role, working to safeguard the wellbeing of our students and to maximise their progress. Of equal importance for us is their personal growth, self-discipline and the self-discovery of their passions and God-given talents. Every member of our school is treated with dignity and respect and is shown care and consideration. The Christian values of love and compassion inspire our commitment to the promotion of 'life in all its fullness' and are at the heart of all decisions that we make.

At Wyvern St Edmund's careers education is viewed as critical to young people's success in raising their aspirations and ensuring they are able to become the very best version of themselves they can be.

The purpose of this strategy is to map our current careers programme and to show what we plan as our next steps towards providing the highest quality career provision for our students over the next 3 years. For success, we` are relying on our key stakeholders - teachers, parents, governors, partner providers and the wider community to get involved. This strategy plays into the larger framework of the school, with our overall role being to ensure all students can maximise their opportunities and outcomes and to allow them to access their future pathways.

We want to celebrate local talents and businesses, working in collaboration with others, whilst also instilling in our children that their opportunities are endless: wherever they wish to go.

It is well documented and evidenced that a young person's aspirations and attainment go hand in hand. The more a student aspires to achieve a long-term career goal, the more they will achieve academically in the medium-term. That is why careers plays such an integral role in the life of our school.

This document sets out our main objectives in achieving a careers programme which leads all students towards a well-planned, well-informed career pathway and supports them in their transition to their next stage of education, training or employment. In the short term, by the end of 2020 we hope to achieve the following three objectives:

1	Re-introduce a work experience placement for Year 10 students <i>to support Career Quality mark</i>
2	Further develop links with external providers to provide personalised guidance and targeted experiences to address students' needs
3	To communicate effectively with parents so they understand the importance of the careers and employability guidance their children receive and share their excitement for the future

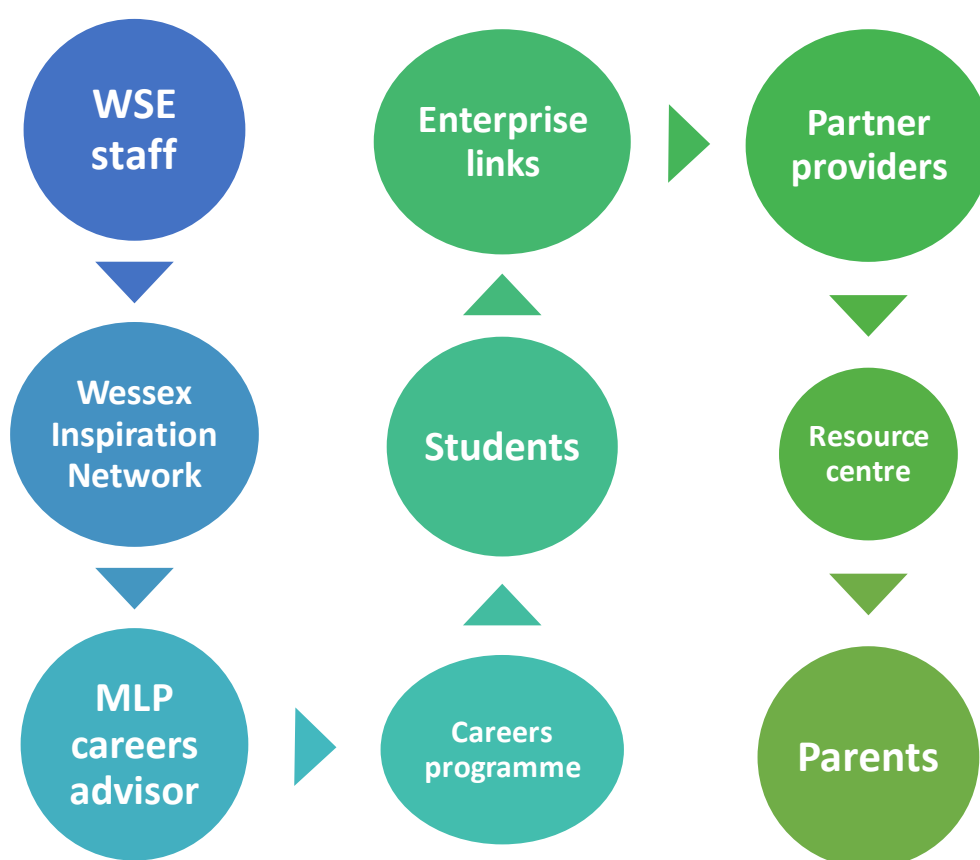
Now, more the ever, as the government launches its statutory guidance for careers, schools have a clearer understanding of what they should be delivering to their students. In the statutory guidance from the Government it makes reference to schools meeting the 8 Gatsby Benchmarks. These are:

1. A 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
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6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

## A whole school approach

We value the importance of excellent impartial careers advice and work with a variety of external agencies and local post-16 providers to share advice and guidance to support the future of each student.



A whole school approach is important so that everyone has the same vision for the young people they support. Making subjects relatable and relevant to everyday working life allows students to engage with their curriculum in a more fulfilling way. Encouraging key skills needed for the workplace shouldn't be left to one particular stakeholder, but adopted by all to have the most impact. Our current stakeholders and their roles are:

- **All teaching/support staff** – Specific sequences of lessons on careers are delivered through the PSHE curriculum from Years 7-11 and followed with tutor time activities and discussion. Staff link careers to curriculum areas through units of work, department displays, trips, Personal Development Day careers events. National Careers week is a key focus area and in 2020 the National Apprenticeship week will also support this.

- **MLP Careers group** – Currently consists of a Careers Leads from 3 MLP schools, the MLP Careers advisor and MLP Careers Events coordinator. Collectively there is expertise including, but not limited to, PSHE, SEN and 6<sup>th</sup> Form. They discuss the current state of careers provision, and how to meet the needs of the students they support. This group shares best practice and plans coordinated events whilst developing links with employers, business and further and higher education providers.
- **STEM Lead** – Focused on providing a whole school approach to STEM subjects and careers, the STEM Lead has been able to bring careers to life through a Year 8 forensics day and trips and guest speakers to bring STEM to life for students.
- **External stakeholders** – For more information on this group, see Stakeholder and Employee Engagement section of this document.
- **SLT** – Our careers programme has the full and continued support of our leaders, with a strong emphasis on making sure all our students receive equal and excellent opportunities, as it aligns with overall school priorities.
- **MLP** – Our Academy Trust run centrally funded careers events, providing opportunities such as 6<sup>th</sup> form taster days, careers fairs and workshops open to all schools in the Trust.
- **Parents/Carers** – Currently parents and carers are beginning to become aware of the opportunities provided to their children through website updates, published details of events and trips and use of social media and the family bulletin. As we develop, we would like to see greater awareness, engagement and feedback from families.

#### **What students experience:**

**Key Stage 3** students are aware of careers stereotypes and of their own personal attributes. They have special assemblies, enterprise days, invited speakers from enterprise and Higher Education, team-building activities and support and guidance when selecting GCSE options.

**Key Stage 4** students have a clearer idea of possible pathways post-16 and develop their career management skills. They have opportunities to visit careers fairs, Higher Education establishments and encounters with a range of employers, as well as support with applications, interviews and planning. They visit careers fairs and HE awareness events, apprenticeship workshops. We also have visits from alumni, post-16 providers and employers. Year 10 students will have the opportunity to spend up to one week on a work experience placement. All students leave with the ability to make decisions about destinations and future pathways.

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## Current overview of Careers provision at WSE:

Below we have outlined the careers provision as it currently stands, mapped against each of the 8 Gatsby Benchmarks. This will show how far WSE are along to reaching the benchmarks as of 26<sup>th</sup> November 2019, and how will we aim to improve our results over the course of the next few years.

Benchmark	WSE %	National school %	What is expected?	Current status	Action
<b>1. A stable careers programme*</b>	<b>70%</b>	<b>6%</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	<p>The current careers programme was conceived in 2019-20 and a member of staff has responsibility for careers.</p> <p>The PSHE curriculum delivers specific careers lessons and Personal Development Days, enrichment and trips underpin and develop this work.</p> <p>Careers events are planned and attended throughout the academic year across both key stages.</p>	<p>Publish careers programme and strategy to all stakeholders, November 2020. Seek governor approval asap.</p> <p>Continue to develop working relationship with outside agencies: monitor and evaluate events to inform planning for the coming academic year.</p> <p>Complete Compass audit to evidence full completion of benchmark 1</p>
<b>2. Learning from career and labour market information</b>	<b>80%</b>	<b>32%</b>	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<p>In Years 9-11 targeted students receive personal advice and guidance from the school WIN advisor.</p> <p>In Year 11 1:1 guidance if provided to all students by the MLP careers advisor.</p> <p>The school website has LMI information and links to useful sites for all stakeholders.</p>	<p>From January 2020, in years 10 and 11 students will attend up to 19 job sector assemblies delivered by guest speakers. The job sectors are identified by category on Careers Pilot.</p> <p>A Personal Development school Twitter page will be used to promote careers LMI and events.</p>

				Post-16 provides and apprenticeship companies are invited to the Y11 subject consultation evening.	
<b>3. Addressing the needs of each pupil*</b>	<b>90%</b>	<b>13%</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<p>Students experience a range of trips, visits and events with the option to tailor their personal development programme to their own interests in Years 8 -11.</p> <p>Equality, diversity and inclusion are promoted throughout curriculum areas in all subjects.</p> <p>Students with EHCPs are identified and additional support and guidance given throughout their school career.</p>	Work in partnership with school SENCO to review existing programme and coordinate need for SEND students with LA and outside agencies.
<b>4. Linking curriculum learning to careers</b>	<b>81%</b>	<b>26%</b>	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<p>National Careers week sees all departments teaching specific routes to careers linked to their subject area.</p> <p>Departmental careers displays make links to careers, well-known graduates from the subject and post-16 courses and providers.</p> <p>Personal Development Days offer a range of opportunities, trips and visits to link careers to curriculum areas. Key highlights include:</p> <ul style="list-style-type: none"> <li>Y8 STEM forensics day linked to careers in crime scene investigation</li> </ul>	<p>'Futures fortnight' considered for introduction to the school calendar to raise the profile of the world of work and progression planning.</p> <p>This will link to the National Apprenticeship week and National careers week which will be referenced throughout the learning campus.</p>

				<ul style="list-style-type: none"> <li>• PSHE trip to Parliament</li> <li>• University trips to Bath Spa University</li> </ul>	
<b>5. Encounters with employers and employees</b>	<b>100%</b>	<b>38%</b>	<p>Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>The established 'Careers and Aspirations day' in term 3 allows all students in Years 7-10 to encounter multiple employers and employees from a range of sectors. Students partake in a range of workshops throughout the day.</p> <p>Employers support the enrichment offer, bespoke workshops for targeted students and mentor individual students throughout the year.</p> <p>Guest speakers attend KS4 Prizegiving events.</p> <p>Representatives from business support the Year 11 mock interview day.</p>	<p>Membership to the Chamber of commerce will now develop further links and opportunities to encounter professionals in and out of school.</p> <p>Job sector assemblies to be introduced in KS4, delivered by representatives from the 19 job sector areas referenced above.</p>
<b>6. Experiences of workplaces</b>	<b>25%</b>	<b>37%</b>	<p>Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career</p>	<p>In Year 9 all students participate in a 'take your child to work' day.</p> <p>In Years 7-11 students have a variety of opportunities to visit workplaces through trips and activities as part of the PDD offer and trips or curriculum</p>	<p>Work experience to be reintroduced in Year 10 to allow students a meaningful experience with the world of work.</p>



			opportunities, and expand their networks.		
<b>7. Encounters with further and higher education</b>	<b>70%</b>	<b>13%</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>Partner providers offer taster days for KS4 students.</p> <p>Options and careers are discussed in Year 9 with students and parents through curriculum choices evenings and assemblies as well as at subject consultation evenings.</p> <p>Apprenticeship awareness is raised through assemblies and PDD activities as well as through curriculum areas. ASK apprenticeship representatives deliver workshops to targeted students</p>	<p>University awareness assemblies to be held from Year 9.</p> <p>WIN advisor to coordinate workshops, trips and events linked to Higher Education, for Years 9-11 in liaison with WSE Careers Lead.</p>
<b>8. Personal guidance</b>	<b>100%</b>	<b>49%</b>	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They	MLP Careers advisor delivers 1:1 careers interviews to all Year 11 students. This extends to Y10 students in term 3 after Year 11 have completed GCSE exams. The advisor is in school for 2 days per week and targeted students are seen as a priority. Students and staff can refer individuals for advice at any time.	<p>WIN advisor to deliver 1:1 guidance to NCOP students in Years 9-11 from January 2020.</p> <p>Staff CPD to ensure all WSE staff are aware of changes to careers routes and courses in further and higher education.</p>

			should be expected for all pupils but should be timed to meet their individual needs.		
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*\*The Careers Compass audit tool is used to evaluate progress towards benchmarks and national figures. 76% is required to achieve Gatsby benchmarks 2, 4, 5, 6, 7 & 8. 100% is required for benchmarks 1 & 3.*

The planned programme complies with recent legislation (The Baker Clause, January 2018), where all local authority-maintained schools and academies must give education and training providers the opportunity to talk to students in years 8 to 13 about approved technical qualifications and apprenticeships. As part of this, we want our careers programme to remain impartial and inform our students of all routes they can take into further and higher education and the world of work. *See Appendix 1 for our Careers Provision Policy and Appendix 2 for the WSE careers programme.*

## Key objectives and action plan

We have identified the following 3 objectives which will need to be fulfilled in order to ensure that the remaining 3 Gatsby benchmarks are met, and to further strengthen provision and delivery of our current careers programme.

	Objective	Action	When?
1	Re-introduce a work experience placement for Year 10 students <i>to help achieve a Career Quality Mark</i>	Explore working partnership with CSW to deliver work experience. Liaise with Careers Enterprise contact and Salisbury BID and Chamber of Commerce.	If possible from summer 2020 and then annually as part of the stable careers programme
2	Further develop links with external providers to provide personalised guidance and targeted experiences to address students' needs	Regular planning and review meetings with WIN, Careers and Enterprise Network, ASK Apprenticeships and the Chamber of Commerce to plan events and review impact	Academic year 2019-20 and ongoing
3	To communicate really effectively with parents so they understand the importance of the careers and employability guidance their children receive and share their excitement for the future	Create Careers Twitter feed to promote careers awareness. Use of 'Job of the week' featuring links from websites such as <i>iCould</i> and <i>Careers Pilot</i> .	December 2019

## Stakeholder and employee engagement

External stakeholders are individuals or organisations who would not normally be involved in the life of the school (such as parents or governors). A key to Wyvern St Edmund's being able to provide a broad ranging careers programme is due to the relationships we have built within the MLP and our partner providers, local employers and organisations with regional and national remits. Working with a range of external stakeholders has enabled us to offer our young people a range of experiences which has helped us move closer to our vision of students finding their passions and talents and becoming the best version of themselves they can be. It also means that the Careers Lead is able to build on these relationships for the future events.

To date we have worked collaboratively with the following organisations. Some of these have been in an advisory capacity and others have funded projects delivered in school

Organisation name	Advisory/programme provider	Benefits of involvement
MLP Careers Advisor	Provides 1:1 careers advice to all students	All pupils have access to individual advice and guidance
Careers and Enterprise Network	Named enterprise partner	Sharing of best practice, support and guidance. Resource packs provided. Meetings to support delivery of the careers programme towards the Gatsby Benchmarks and links into Enterprise.

Wessex Inspiration Network (WIN)	Based in school for 2 days a week from January 2020. Works with targeted students in Y9-11 to provide 1:1 advice and guidance. Liaise with WIN team at Bath University and Bath Spa University to deliver bespoke workshops and experiences in school and FE visits.	Personal guidance and support for targeted students and a range of workshops and trips for larger groups of students.
ASK apprenticeships	Offers a programme of funded workshops and awareness events.	Workshops for targeted students. Assemblies to raise awareness about apprenticeship pathways, including those leading to higher level degrees. Attendance at subject consultation evenings to raise awareness among parents and carers.
Chamber of Commerce	The Salisbury & District Chamber of Commerce and Industry is an association of Member businesses and organisations, governed by an elected Board comprising local business people.	Links to enterprise for work experience. Participation in the Schools Challenge project
National Citizenship Service	National Citizen Service Trust is a not-for-profit organisation incorporated by Royal Charter and established to shape, support, champion and lead a thriving National Citizen Service. NCS is for 16 and 17 year olds. Take part in social action projects and build skills for work and life	Events in school to develop student skills and raise aspirations.  Mostly funded summer residential programmes for all Year 11 leavers after GCSE exams to develop skills for life.
Wessex Partnership	Group made up of careers leads within the Wessex Partnership.	Calendared meetings during the academic year to share best practice and develop collaboration.
MLP partner providers	Salisbury sixth form and Sarum Academy sixth form	Taster events and workshops/careers fairs for KS4 students.
Magna Learning Partnership Careers Forum	Group made up of careers leads within the MLP and careers advisor.	Share best practice and ideas. Plan coordinated careers events and opportunities.
IGD	Deliver a 'feeding Britain's Future' workshop to Y9 students.	Free workshop from representatives of the food and grocery industry to targeted Year 9 students.
Volunteers from local work and enterprise, including parents and governors	Various contacts from the world of education and work.	Mock interview days, job sector assemblies, Careers and Aspirations day.

## Monitoring and evaluation

Gatsby benchmark	Monitoring	Evaluation
1. A stable careers programme	<p>Review the careers programme to determine what activities are happening and when.</p> <p>Monitor the CPL activities which staff undertake.</p>	<p>Student evaluation sheets after events.</p> <p>Review destination data of Year 11 leavers.</p> <p>Ofsted reports.</p> <p>Quality Award assessment (to be applied for this academic year).</p>
2. Learning from career and labour market information	<p>Survey staff to see who is incorporating information about careers in subject display materials.</p> <p>Count the number of young people who are using a school Twitter feed about careers.</p>	<p>Explore which websites learners are using to inform their career decision making.</p> <p>Review formats young people prefer to receive their information.</p> <p>Explore the specialist information needs of certain groups to determine whether or not gaps in provision exist.</p> <p>Understand the way young people use information from information events to explore their decision making</p>
3. Addressing the needs of each pupil	<p>Note how many learners have an EHCP plan.</p> <p>Note how many young people have received different types of career intervention.</p> <p>Identify how many STE careers activities have taken place in school.</p> <p>Record student participation in careers events.</p>	<p>Review data on pupil premium, FSM, or SEND pupils to target career guidance.</p> <p>Survey groups of learners to determine how targeted support has impacted on career decisions.</p> <p>Use destinations data to determine how many girls have taken up STEM A levels after a careers event aimed at this.</p>

4. Linking curriculum learning to careers	<p>Survey departments to see how careers information is planned in the curriculum.</p> <p>Survey teachers to see how many are incorporating information on careers into subject lessons.</p>	<p>Survey learners to see if they like a lesson which has a careers slant.</p> <p>Test students' knowledge of the type of careers specific subjects could lead to.</p> <p>Review the extent to which incorporating information and links into curriculum affects the uptake of subjects at GCSE and post-16.</p> <p>Review school subject choices against local strategic plans and LMI information.</p>
5. Encounters with employers and employees	<p>Keep an overview record of careers events and student participation.</p> <p>Plan events in collaboration with the identified careers enterprise link person.</p>	<p>Used evaluation sheets to explore learners' reactions to activities.</p> <p>Assess the employability skills of those learners who have attended employer events.</p> <p>Explore the positive effects of work-related activities on participating employers.</p> <p>Review the destinations data of learners who have participated in work-related activities in line with local strategic plans.</p>
6. Experiences of workplaces	<p>Review how many learners have undertaken work experience.</p> <p>Count how many experiences of work places each learner has received.</p>	<p>Test student learning against pre-determined learning outcomes.</p> <p>Review employer feedback about student participation in work experience.</p>

		Review the organisations network of employers to identify any gaps in provision.
7. Encounters with further and higher education	Count the number of visits which each learner has taken to FE and HE providers.	<p>Determine how learners feel about their visits to see if they received the information they needed.</p> <p>Compare the destinations of learners with the visits to organisations.</p> <p>Survey learners to find out how the visits to providers have influenced their decisions.</p> <p>Compare student progression data to school strategic plans</p>
8. Personal guidance	<p>Check to ensure external provider has maintained their position on the register of practitioners with a level 6 qualification.</p> <p>Count how many learners have had interviews with a career guidance practitioner</p>	<p>Survey students to determine how they rate the careers interview which they have had.</p> <p>Survey the career guidance staff to determine how prepared young people are to receive career guidance.</p> <p>Survey all school staff to determine their career guidance training needs.</p> <p>Review the impact of CPD activities</p>

### Dissemination Plan

WSE will:

- Communicate progress to the Careers & Enterprise Company
- Provide updates via website and social media for students, parents/carers, staff and stakeholders of activities carried out
- Inform SLT of new developments and areas of priority.

## Equality, diversity and inclusion

At Wyvern St Edmund's, we want to celebrate diversity, promote equality and challenge stereotypes in relation to careers. This strategy is available to all students regardless of ability, background, gender or ethnic group. Extra provision is made throughout the programme of activities when necessary and certain groups are targeted at different times as outlined in the careers programme.

Careers education particularly needs to address the needs of those students who are SEND and those who are from lower income households. Feeding into a larger issue our students may face, we need to look at how to raise aspiration, and a careers focus has been shown to lead to more engagement in learning, and therefore increased attainment. This is a particular focus for the school, as we want to provide equality to all our students, regardless of background. See Appendix 3.

## Governance and review date

The current careers policy was approved by Governors in the academic year 2018- 2019

Policy review date: July 2020

## Appendices

Appendix 1: Careers policy and *Access policy*

Appendix 2: WSE careers programme

Appendix 3: Related research:

[Motivated to achieve: How encounters with the world of work can change attitudes and improve academic achievement](#)

This report from Education and Employers provides evidence of the links between young people's engagement with the world of work through career talks and their GCSE attainment. The report shows participation in career talks with volunteers from the world of work can change the attitudes of Key Stage 4 (14-16 years old) pupils to their education. This can influence their future plans and subject choices, motivate them to study harder and supports an improvement in academic attainment – even when taking place only a few months before their exams start. It showed, for the first time, that lower achievers and less engaged learners responded best to the intervention. This is particularly pertinent for schools facing funding challenges and considering where best to allocate their finite time and resources.

[Moments of Choice - How education outcomes data can support better informed career decisions](#)

The moments of choice research report from the Careers and Enterprise describes the experiences of young people facing career decisions and draws lessons from it to inform policies on use of data and careers informatio

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