

President Kennedy School

Careers Strategic Plan 2019-2020

'A Careers First Approach'



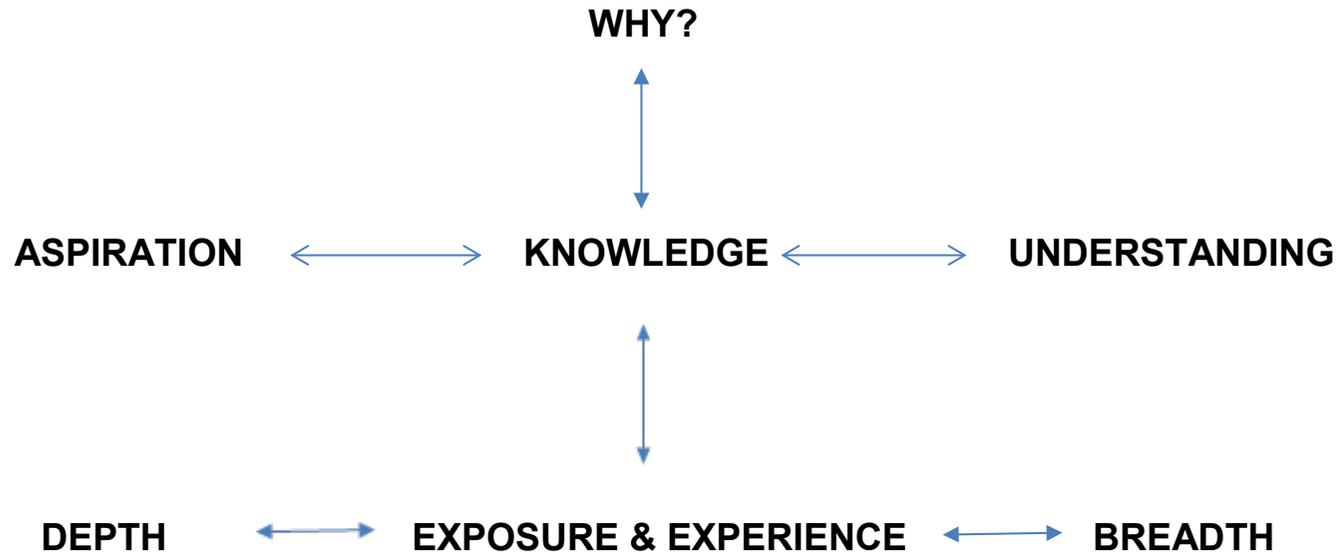
A Careers First Approach: Why?

President Kennedy School Values:

Students First

It's About Learning

No Barriers



Aims

In line with the Eight Gatsby Benchmarks for Careers Excellence, President Kennedy School will aim to:

1. Deliver a stable careers programme
2. Ensure every learner and their parents have access to good quality careers information
3. Address the needs of each student
4. Link curriculum learning to careers
5. Provide opportunities for encounters with employers and employees
6. Ensure every learner has an experience of a workplace and time to explore career opportunities
7. Provide opportunities for encounters with further and higher education establishments
8. Offer personal guidance through interviews with a career advisor

Outcomes

1. From the age of 11, every student - every year, should participate in one meaningful encounter with an employer.
2. By the age of 14 all students should have access and used information about careers paths and labour market to inform own decision on study options.
3. By the age of 14 every students should have had the opportunity to learn how the different STEM subjects help access to different careers.
4. By the age of 16, every student should have had a meaningful encounter with providers of the full range of learning opportunities (including 6th Form; Colleges; universities and apprenticeships).
5. By the age of 16, every student should have had 1-1 access to a careers advisor.
6. By the age of 16, every student should have had at least one experience of a workplace.
7. By the age of 18, every student should have had one further such experience.
8. By the age of 18, every student should have had 1-1 access to a careers advisor.
9. By the age of 18, every students who is considering applying to university should have had at least 2 visits to a university, to meet staff and students.

Career Strand	Outcomes	Actions
<p>Gatsby Benchmark 1</p> <p>A Stable Careers Programme</p>	<p>The Careers Programme is embedded into the structures of the school and its position is recognised and secure.</p> <p>The programme is set out clearly on the school's website and is actively promoted.</p> <p>Students, parents, teachers and employers provide regular and systematic evaluative feedback on their participation in activities</p> <p>The Careers Programme is evaluated annually.</p>	<ol style="list-style-type: none"> 1. The school will have a clear and progressive Careers Strategic Plan which address key transition points. 2. Our careers plan is published on our website. 3. All stakeholders are aware of it through active promotion via newsletters, college notice boards, website and parental forums. 4. Our Careers Plan is reviewed annually, with involvement of key stakeholders and governor. 5. Appoint a lead or co-ordinator with sufficient status and expertise to maintain and develop a stable careers programme. 6. Undertake regular evaluation of the programme which will include a report to leadership and governors. 7. PKS Student End Points will have a clear, concise, coherent and progressive plan which will outline what students should 'Know & Demonstrate' at end of each year. 8. Each college will have a specific College Careers Delivery Plan, which will be reviewed at monthly College Directors' meetings. This will: <ol style="list-style-type: none"> i. Map provision for the college ii. Highlight their employer contact iii. Core and enhanced offer iv. Aspirational enrichment opportunities 9. Colleges will review their college plans on a termly basis with students and Critical Friends. 10. Each College will use their College PASSPORT Tracker to monitor the engagement of students in their careers programme.
<p>Gatsby Benchmark 2</p> <p>Learning from Career and Labour</p>	<p>Students are taught and understand how to find and process careers information from year 7 onwards.</p> <p>There is a school Careers Information area with</p>	<ol style="list-style-type: none"> 1. Ensure whole school events and parents' evenings explain and promote the full range of opportunities in an impartial way, including emerging technical levels. This should also include information about local University Technical Colleges and studio schools to support decisions at the 14+ level. 2. College curriculum, including assemblies highlights local and national markets – specific to each year group eg universities; careers options in year 9. 3. Careers 'expert' to deliver age appropriate assemblies in each college. 4. Careers 'expert' to deliver key labour markets message at each College 'Welcome

<p>Market Information</p>	<p>carefully selected resources that meets the needs of a broad range of students.</p> <p>The school has appropriately trained staff who are able to offer personal careers advice and guidance to both students and their parents.</p> <p>The school uses Local Enterprise Partnerships to provide local labour market information to help students, parents and staff understand the changing labour market in their area.</p>	<p>Evening'-age appropriate.</p> <ol style="list-style-type: none"> 5. Careers advisor to access key labour market information from Enterprise partnerships for each college to display. 6. All students to have access to accurate and up to date information within their own College Careers Libraries. This will make use of a wide range of media to encourage students in their career exploration : <ol style="list-style-type: none"> i. social media ii. posters iii. websites iv. physical resources.
<p>Gatsby Benchmark 3</p> <p>Addressing the Needs of Each Pupil</p>	<p>The school has a clear strategic overview of each student's career needs.</p> <p>The school takes regional and national labour market information and destinations patterns into account.</p> <p>Well-kept records enable staff and partners to track the consistency and impact</p>	<ol style="list-style-type: none"> 1. Explore destinations figures for key stage 4 and post16 students and identify any deficits in take up of pathways, subjects or courses that could be addressed by better tailoring of the careers programme. 2. The school will collect 'Intentions Data' from Year 10-Post 16 3. College Directors consult & collect SV about what they see as the most important barriers in making good post-school progression. 4. Each student to have a career profile which follows them from Year 7 through to Post 16. This will be tailored to support effective career transitions. 5. College Directors will collate SV & PV in order to evaluate success and impact of programmes/events every term.

	<p>of the careers and enterprise programme.</p> <p>The school encourages students to access and take ownership of their own career development records.</p> <p>The school collects and maintains accurate data for each student around their education, training and employment destinations for at least three years after they leave.</p>	<ol style="list-style-type: none"> 6. Each College to have 'belonging' events for important transition career points. 7. School will collect and maintain accurate data for each student on their education, training and employment destinations after they leave school. 8. PKS Alumni Programme is rebranded to ensure that 'service' to school is marketed and opportunities highlighted: this will support our careers and enterprise programme. 9. The school maintains a record of employer contacts, parents and alumni who have helped to run activities for students. 10. Every students by the age of 16 & 18 to have 1-1 interview practice with an employer. 11. Results day for Year 11 and Post 16 – every student to have a 1-1 interview on intended destinations.
<p>Gatsby Benchmark 4</p> <p>Linking Curriculum Learning to Careers</p>	<p>The school adopts a strategic approach to linking curriculum learning to careers and develops a coherent rationale for embedding careers in subject learning.</p> <p>Each department highlights careers opportunities & exposure to careers within SoW/Lesson plans.</p> <p>Each department identifies a member of staff to lead</p>	<ol style="list-style-type: none"> 1. Encourage teachers who have moved into teaching from other jobs to make their previous experience and expertise available to students, try to build a positive culture of applied learning. 2. Options booklets for years 8, 9 and 11 explain the skills developed by the subject and how those skills can be applied in a range of contexts, including further study, paid work and volunteering. 3. Option evening events to have careers talk as introduction by careers 'expert' which links subject /options to careers. 4. Each students to have a 'taster event' during Careers Week for Year 9 into year 10. 5. School utilises 'Careers Week' as part of one of their whole school campaigns. Each subject uses one lesson per year group to explicitly link subject to careers. 6. HealthTec takes lead during careers week to lead on a careers fair.

	on career-relevant teaching.	
<p>Gatsby Benchmark 5</p> <p>Encounters with Employers and Employees</p>	<p>Employers and the school work together in creative ways to ensure students build a rich picture of the world of work and are well prepared to take up workplace opportunities.</p> <p>The school provides first-hand encounters with employers as part of careers and enterprise programmes for years 7 to 13 and celebrate these links in their prospectuses and on their websites.</p> <p>The school offers four or more progressive careers encounters per year.</p> <p>The school has a strong and lasting link with local businesses, supported by the Enterprise Adviser.</p>	<ol style="list-style-type: none"> 1. Each college to have career link/foci for year group, which considers the learning needs of students, is age appropriate and addresses the individual needs of disadvantaged students. 2. Each student to have 3-4 opportunities to visit 'intended' places of study. 3. Colleges collect and collate SV of impact of employer contact and to respond to their range of interests. 4. Develop CPDL of school staff through: <ol style="list-style-type: none"> i. Career Leadership Certificate ii. Visits to The Skills Show, The Big Bang or the Careers Guidance Show. iii. Guidance on apprenticeships iv. Appropriate guidance for academic pathways & qualifications needed. v. Labour Markets: local & national context. vi. Challenging stereotypes vii. Provide relevant resources. 5. Students reflect on impact of contact with employer through their Student Career profile, including opportunities to reflect on 'soft skills'. 6. Advertise employer contact and engage with parents through Critical Friends and Welcome & Information evenings on impact on student's awareness. 7. Celebrate success by bringing in alumni and promoting details of events and activities to the wider school community, supported by organisations like Future First. 8. Ensure there is proper preparation and debriefing from employer encounters.

<p>Gatsby Benchmark 6</p> <p>Experiences of workplaces</p>	<p>Students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests.</p> <p>Students are well-supported before, during and after the workplace experience.</p>	<ol style="list-style-type: none"> 1. Staff support for students during placement is positive and proactive. Students have a 1-1 with a trusted and familiar adult who they can talk to about their experience. 2. Structured opportunities to reflect on their activities is the difference between ‘having an experience’ and ‘learning experientially’, through their Career profile. 3. Access to work experience placement supports disadvantaged students and addresses stereotyping.
<p>Gatsby Benchmark 7</p> <p>Encounters with Further and Higher Education</p>	<p>The school engages with a range of professionals to support the organisation of careers events.</p> <p>The school has a detailed and cohesive programme which ensures students are well-supported to choose pathways they value post-18.</p>	<ol style="list-style-type: none"> 1. The school tracks destinations of leavers over 3 to 5 years using a combination of quantitative data (to pick up on trends) and qualitative data (to pick up on stories). 2. See how the National Collaborative Outreach Programme (NCOP) supports target wards in each catchment area to promote higher education to students from disadvantaged backgrounds. 3. The school has a well-planned HE+ programme which is evaluated carefully to ensure all students have access and are positively engaged. 4. The school is proactive in engaging with a range of FE/HE providers and the programme ensures visits out and guest speakers to the school – access to Year 10&11 too.
<p>Gatsby Benchmark 8</p>	<p>Career conversations are an ongoing part of our student’s school</p>	<ol style="list-style-type: none"> 1. Check that your plans meet the DfE statutory requirement students from years 8 to 13 have access to independent and impartial careers guidance. 2. The school offers access to 1-1 S&G for every year group.

Personal Guidance	<p>experience.</p> <p>The school offers impartial personalised support tailored to students' needs and abilities.</p> <p>The personal guidance on careers is closely integrated with the wider pastoral and student support system in the school. All staff consider students' career development as an integral part of their overall personal, social and educational development.</p>	<p>3.</p> <p>4. The school has a clear budget plan based upon Careers Strategic Plan, costed with staff accountability and termly review.</p>
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