

# Cestrian Futures, Careers & Personal Development

## About Us

At Cestrian it's important that all students are fully supported and guided through the process of planning for their futures. With a full a full-time career professional and a programme of education, information, advice and guidance for all students from Years 7-11 we believe our students are well prepared for their futures. All staff at North Cestrian school play an active role in preparing students. We have a full programme of Careers education which is delivered through Personal Development time, morning briefings & assemblies, STEM visits, Colleges visits.

The Cestrian Futures programme is designed to further enhance the guidance and support that our students receive at North Cestrian. The programme provides a stable platform which extends the work completed within the VESPA and LFW programmes which will build upon students' motivation and aspirations assisting them to apply to positive Post-16 destinations.

## Our ambitious and inspiring curriculum for all

Ongoing staff training and support is provided by the Careers Leader and Careers advisor working collaboratively with the Local Authority to ensure that staff have access to relevant information and are able to access careers related training. To prepare learners for their future study, training or work opportunities, we offer a varied curriculum scheme of work to allow learners to develop the skills and knowledge needed to have a successful future career.

The Careers Plan details the activities that will take place throughout the academic year. This document provides an outline overview of the core activities that are scheduled. Additional activities will be made available to learners throughout the year. Key benefits of the programme include: Students will develop a deeper understanding of themselves, their abilities and affinities, Students will gain a greater knowledge of the range of opportunities open to them. The programme offers a flexible provision within the changing timetable requirements schools face. Students will grasp an understanding of the labour market and the requirements and expectations of employers. Learn to make decisions wisely about their future. Be fully prepared to manage change and be fully supported through key transitions periods. Learn how to improve their own employability: how to find work, how to get work and how to progress their careers.

The Careers Advisor is available for personnel guidance through careers leader and personal need and request.

## Outstanding student progress

### CDI Career Development Framework and the Gatsby Benchmarks (Figure 3)

How does the Benchmark support pupils to...

	Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<b>1. A stable careers programme</b>	The careers programme should include learning outcomes to identify and communicate the connection between what activities take place and the overall vision, purpose and aims of the programme. These outcomes can also be used to aid in the evaluation of the programme.					
<b>2. Learning from career and labour market information</b>	Provide examples of the value of learning and qualifications and their connection to career.	Encourage exploration and analysis of information about the labour market.	Illustrate common career challenges and examine how they can be overcome.	Encourage exploration of entrepreneurship, and self-employment as a career route.	Raise awareness of rights and responsibilities and provide examples of different work-life balance.	Provide labour market data, policies and issues for analysis and discussion.
<b>3. Addressing the needs of each student</b>	Shows how recording achievements can support lifelong learning and reflection.	Use destinations data to provide institutionally specific labour market information, career stories and alumni contacts that can be fed back into the career programme.	Identifies how to differentiate delivery to meet the needs of particular students including pupil premium and SEND learners.		Challenge stereotypes and their relationship to life roles, work-life balance and career destinations.	
<b>4. Linking curriculum learning to careers</b>	Use the Framework to audit other subjects' curricula, highlighting existing career learning content and identifying opportunities to address career. In many cases it will be possible to identify existing learning outcomes in other subjects which align closely with the six areas in the Framework.					
<b>5. Encounters with employers and employees</b>	Encourage visiting speakers to talk about their experience in education, their qualifications and their professional development.	Encourage visiting speakers to talk about the roles that are available in their workplace and sector.	Encourage visiting speakers to discuss the way in which they have managed their career.	Invite entrepreneurs and other speakers who have changed the opportunities that were open to them through their actions.	Encourage visiting speakers to talk about what they do when they are not at work and how they balance the demands on their time.	Invite politicians, campaigners, trade unionists and other experts to talk about the politics of career.
<b>6. Experiences of workplaces</b>	Prepare pupils for experiences of work by helping them to develop questions to find out about the roles available in the workplaces that they are visiting, what qualifications people need to get those roles and how you progress within the organisation.			Offer enterprise competitions and other experiences of entrepreneurship.	Encourage pupils to use their experiences of work to find out about how others balance work with life.	Support pupils to think about how the organisations that they are visiting operate, what they contribute to society and the economy and what they might be lauded or criticised for.
<b>7. Encounters with further and higher education</b>	Use these encounters to support pupils to think about the relationship between learning, work and career.	Create opportunities for pupils to find out about the full range of educational and training pathways.	Discuss the way in which a commitment to lifelong learning (including returning to learning) can open up new opportunities and support progression.		Recognise learning as a part of life which people need to make time for.	Discuss the politics and economics of the education system, including who pays and why.
<b>8. Personal guidance</b>	Use personal guidance interviews as an opportunity to reflect on what activities pupils have participated in, what career learning they have done, how this contributes to their longer term life goals and what further support they need to put their plans into action.					

## Cestrian Futures Aims

### Careers & Personal Development aims are:

1. To embed careers across the curriculum in original ways.
2. To provide clear impartial information, advice, and guidance, which supports pupils with developing their own personalised careers journey.
3. To make sure our careers curriculum encourages all students and supports them in expanding their potential.
4. To provide tailored careers support to identified cohorts ensuring they reach their full potential.
5. To develop confidence in parents and staff in their roles as careers advocates.
6. To ensure that students with special educational needs and disabilities, or those from disadvantaged groups, can aim to and achieve a career equal with their peers.
7. To challenge perceptions and stereotypes and raise aspirations so that subject and career choices are free from gender bias and students know how to look beyond their immediate environment to new and exciting opportunities.
8. Know how to find and interpret labour market information at local, regional and national scale.
9. An audit is in place with the plan to make an application to gain Career Mark which is a quality mark for careers.

Career development skills can be improved by attending a course, trying new things, learning through doing, reading and engaging with the media, building networks and by reflecting on what they do well (and not so well).

## Our curriculum intent

Access to a variety of career development resources is key to a student's progression when it comes to developing their own career pathway. This takes skills, knowledge, relevant advice, guidance and the right attitude. We need to work on these career development skills throughout our lives. As staff, we must ensure that learners understand that whether they are in education, in work, unemployed or involved in caring or voluntary activity there will always be opportunities to work on their career development skills.

At North Cestrian School we aim to empower all students to make realistic and informed choices about their future. Regardless of background, our approach focuses on providing opportunities to all our students. Enabling them to grow as individuals, become employable and achieve personal and economic wellbeing in modern Britain as a modern citizen to lead rich and fulfilling lives.

# Cestrian Futures, Careers & Personal Development

## Our lessons

In addition to the eight Gatsby Benchmarks, our 2022-2023 careers programme is linked to the new CDI (Careers & Development Institute) Framework. The CDI's Career Development Framework describes the six career development skills that people need to have positive careers. Our 2022-2023 careers programme is also delivered through individual lessons within the new PD programme. This is allowing students to access career lessons across both KS3&4.

## Prep (Homework)

At KS3 homework is set based on the needs of the class. This can take the form of weekly monthly tasks that are set via Arbor. Students are offered the opportunity to email the Careers leader to receive Cultural Capital and Character awards. The Prep tasks aim to develop in class learning and deepen student's personal and social understanding.

In KS4 students are set homework as and when required, primarily aimed at revising prior learning in preparation for GCSE exams and preparing for Post-16 study.

## Intervention

The department offers several intervention opportunities through its career's delivery. Unifrog is utilised to link subject based content to the LMI.

## Closing the gap following COVID restrictions

The curriculum has been adapted to ensure that the coverage of the content is appropriate. In addition, the teaching SOW was reorganised to ensure topics taught remotely could be covered in face-to-face lessons. As well as altering the teaching order for topics, the original lessons were adapted to have a greater emphasis on recall and revision to ensure topics are constantly reviewed through the year. Students had access remotely to the our online Unifrog software that allow students to log their competencies, skills and future plans.

## Quality assurance

- **Link Governor** responsible for ensuring careers guidance is given in an unbiased manner, showing no preference towards a specific institution, education, or work option.
- **Senior Leadership Team** responsible for the review of the career and education guidance strategy, yearly destination measures, and the yearly career plan.
- **Link SLT Careers Line Manager** responsible and accountable for the delivery of the school's programme of career advice and guidance.
- **Careers Leader** responsible for organising career talks, assemblies, organising college applications and references and ensuring tracking of career activities undertaken by students. Responsible for providing independent information, advice, and guidance to pupils one-to-one and in groups.
- **Careers Adviser** works full time for the Hamblin Education Trust. Spends two days in NCS who works with the Careers Leader to drive improvements in the school's careers provision and experience of the workplace. Andrew Gallamore is our HET advisor and records all interactions via Unifrog.
- **Heads of Departments / Subject leaders** are responsible for incorporating career learning within their curriculum linked to real-world career paths. An audit has been sent to Curriculum leaders to ascertain what careers work is intrinsic in their curriculum areas. This will allow me to complete a career map for all curriculum areas at Somercotes Academy.
- **Subject Teachers** are responsible for linking curriculum learning with careers. A CPD session delivered to staff by Matthew Jones from Unifrog to best fit Career education into subject frameworks.

## Marking and Feedback

North Cestrian will measure and evaluate the impact of its careers programme through student surveys, destination data, Unifrog and seek to COMPASS+ tool each term to reflect on progress being made towards each Gatsby benchmark.

We provide parents the opportunity to feedback on the programme and obtain employer feedback after all employer engagement activities. We work closely with our Alumni to seek out opportunities to extend our programme into the local community.

The impact of the successful implementation of the careers programme will be:

- Learners become more aware of the choices available to them, and are prepared for the working world.
- Careers learning will become increasingly embedded within the curriculum
- Continued improvement/maintenance in the destinations of leavers, demonstrated through the collection of intended and actual destinations of learners when they complete their courses and progress to positive destinations
- Ongoing evaluation of the impact of the careers programme will be undertaken, considering feedback from all stakeholders.

This information will be continuously reviewed and any changes, updates or adjustments that are deemed necessary will be made to ensure the successful implementation of the progressive programme.

## Curriculum enrichment

The curriculum extends beyond the academic, technical or vocational. We aim to provide our pupils with a broad range of opportunities to enable them to develop their individual talents and broader character. We aim to develop students as active global pupils with the skills, abilities and attributes to contribute positively to their communities, removing barriers to participation to ensure an equity of offer for all pupils.

- Programme of events and visits planned throughout the year throughout all curriculum areas
- Experience of the workplace
- Whole school assemblies
- Charitable contributions via our ACEF
- Fundraising and charity events