

Buttershaw Business and Enterprise College:

Careers Plan

Introduction

As a school Buttershaw Business and Enterprise College recognise the importance of good Careers Education, Guidance and Enterprise will help to raise the value of ambition with all young people, increasing motivation by linking activities in school with preparation for life post 16. As such we are committed to work towards to Quality in Careers standard incorporating the Gatsby Benchmarks with the aim of helping students to focus on their longer term career ambitions and ensuring equality of opportunity for all.

As part of the BDAT Student Experience working party, CEIAG has been a priority for the last 3 years and this has developed and improved off the back of our strong heritage as a Business and Enterprise College

Careers is also included in the school improvement plan; a key part of the overall ambition of raising the ambitions of students. There is also an additional focus on ensuring our disadvantaged and alternative provision students receive access to the full core offer of CEIAG with a bespoke program developed for those students who are on alternative provision, or educated away from the college, by those providers.

Every student at BBEC receives a core offer which includes the following expectations:

- to encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment,
- to develop the skills that will help them to make informed and realistic choices for their future,
- to enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations,
- to develop the skills, including communication and confidence that will be needed in new roles and situations,
- to encourage understanding and experience of the world of work through work related learning (WRL) and enterprise activities,
- to promote equality of opportunity in respect of race, religion, gender and special needs or disabilities,

- to develop students' capabilities and their understanding of their own needs and abilities,
- to encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities,
- to encourage students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively,
- to provide access to a range of activities that inspire young people including: employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well-planned programme of careers education.

Entitlement

All students at BBEC should expect the following:

- to be told about key people who can help with education, career and any other personal, health or financial problems;
- to get information on the guarantee of an offer of further learning at key points;
- to know how to access information;
- to be told about financial help they can get to stay in education (eg bursaries/student loans/grants);
- to know where to get help after 19 years of age (24 years if they have a disability);
- to be given opportunities to get involved in planning and improving information and advice services.

Help should:

- be quickly and easily available,
- respect individual needs,
- be confidential,

- instil confidence in order to plan the next step;
- be impartial and all relevant options should be considered, signpost the National Careers Service and local websites where appropriate,
- be located in a central part of school (Careers Library) and accessible to all students/CEIAG team & relevant staff., including on the website/

Tracking and Monitoring of the Program

The program and core offering is monitored and evaluated in a variety of ways with input from all our stakeholders, including students, staff, the senior leadership team, governors and our external partners. We will also look at the effectiveness of each part of the program through our destination data and also NEET rates. Activities will be evaluated to see their impact and will be looked at regarding the next years plan. It is also mapped against the Gatsby Benchmarks and the Careers Development Institutes Key stage 3 and 4 learning outcomes, as a base of whether we are meeting our student’s needs. We also monitor our progress towards all the Gatsby Benchmarks through the Compass tool provided by the Careers and Enterprise Company., on a termly basis

The benchmarks are as follows:

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	6 EXPERIENCES OF WORKPLACES	7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	8 PERSONAL GUIDANCE

Program Overview

A summary of our work on each benchmark is stated below:

Gatsby Benchmark 1

A planned careers program is put forward each year to the senior leadership team and governors for approval with responsibility for it lying with Lee Grant our head of careers with input from the SLT member responsible for CEIAG Joseph Ryan. This is published on the careers section of the Buttershaw Business and Enterprise College website which can be accessed by students, parents, teachers and employers to review. This is shared with our link at the Careers and Enterprise Company for validation. At the end of the each event an evaluation is made of its success as well as analysis of destinations of young people when they leave the school which is published within the plan.

Gatsby benchmark 2

There are numerous opportunities to access labour market information through a variety of means including, set lessons with PSCHE to all students, as well as a number of careers panels in both year 8 and 9, which give students the opportunity to speak to national and regional employers, discussing the local job market and growth sectors. All LMI is shared with parents through the careers section of the BBEC website with up to date information from sector skills councils, the Careers and Enterprise Company and the local authority to hopefully help guide students in the right direction. SIMS, and other social media outlets are used to engage with parents. All students are given access to this resource in all aspects of the curriculum. Apprenticeships and Technical levels are explained in detail at KS4 with apprenticeship vacancies published to students through a variety of mediums. We link to a number of different organisations including LMI for all and other websites promoting with parents when required. Working within the BDAT group LMI is shared and evaluated to provide a “critical friend” as well as to help review good practice.

Gatsby Benchmark 3

Buttershaw’s careers program has a strong focus on challenging stereotypical thinking, with a focus on women in science and engineering (WISE) been a key part of science week. Through our PSCHE program lessons are delivered throughout KS3 and 4 to allow students to hopefully break down these barriers. We also engage with local universities to promote higher education to our students using also local funding from organisations including Uni Connect to get additional guidance for our students.

Buttershaw has invested in the GROFAR software to record careers activities for each student, so students can map their careers education journey throughout their time at the school, with lessons delivered through PSCE on a weekly basis. This gives the students ownership of their own journeys, so able to manage the next stage of transition. The BBEC planners also contain a Gatsby tool to record details of their encounters so an easy log of activities. Accurate data is collected on intended destinations, September Guarantee, and also actual destinations of previous students which helps guide the program for the next year. This is also shared with students in the school. We also work with the local authority to collate this data. The college has an ambitious target of getting 0% of students not in education employment or training (NEET) in the school, and is aiming towards this through extra interventions for different groups including those with special educational needs and disabilities. Those students who are at risk of being NEET receive further guidance from Lee the careers adviser at school, and also work is done with external agencies to help support these students moving into a positive destination. An annual review of the program is done with students to try and make sure that individual needs are being met. There is an attempt to encourage previous students to engage with the school and an alumni network is being discussed.

Gatsby Benchmark 4

Science, technology, engineering and maths (STEM) careers are talked about through subject teaching as well as throughout science week, delivering projects with the local authority, universities and local employers. There is a comprehensive PSCEE program which looks at a variety of careers related learning mapped to the Career Development Institutes learning outcomes, and all the Gatsby Benchmarks. The school has 5 internal academies which students can apply to join from year 8 onwards: Art, Performing Arts, STEM, Sports and Enterprise. Each academy offers opportunities for students to engage with a number of projects which will help develop employability skills for the future, including Micro Tyco and the Lego Challenge. At all transition stages specifically at KS4 option choices careers in the curriculum is incorporated into the program surrounding it.

Gatsby Benchmark 5

Buttershaw attempts to give our students as many opportunities as we can for students to engage with employers. We work with the Leeds Enterprise Partnership, and the local authority as well as external organisations to create opportunities for all year groups to have at least one meaningful engagement with an employer. Year 11 engage with employers through our annual aspirations evening which allows local organisations to promote their opportunities to our students. Year 11 are also able to have a face to face interview with a local employer through our interview practice session run in December. (organised by an external provider Ahead Partnership) This helps and support them with their

interview for college or apprenticeship places. Year 10 will also have the opportunity to experience our aspiration evening, as well as have contact with employers through the work experience program. A mock recruitment day in the summer term run by a local employer in the Leeds City Region is also run to support young people's progression. KS3 also has a number of different opportunities for engagement as well through science week, our enterprise day and also services bought in through Ahead Partnership. Also employers are involved in the PSCE when felt relevant, surrounding the learning outcomes of the CDI framework. These include Careers Panels and an enterprise activity with our alternative provision students. All of these events are evaluated and briefing sheets are used to make sure the employer engagements are fit for purpose.

Gatsby Benchmark 6

Year 10 all are given the opportunity of going out on work experience during the summer term. The students are placed centre stage in the process and an attempt is made to try and give every student a meaningful experience moving forward. This is planned into the timetable but due to restriction surrounding COVID we are attempting to look at different ways of modelling this including virtual work experience or developing a program of careers of the week based around student's interests.

Gatsby Benchmark 7

Through our annual aspirations evening local colleges and training providers have access to year 10 and 11 students in one place. Information on open days and other virtual events is shared with students and their families to allow them the opportunities to have an experience of FE provision. Through PSCEE in Year 10 and 11 students are given assemblies around local options and we invite local providers of apprenticeships to present to students. Specialist provisions around students on alternative timetables including visits to local providers (if able to do so under COVID restrictions) as well as guest speakers from these different providers to support progression. In regards Higher Education there is a big push to look at this during KS3. Chances to meet Higher Education providers is incorporated into science week with strong links made with the University of Bradford.. There will also be time spent in PSHE in year 9 discussing option choices.

Gatsby 8

All students in Year 11 are offered the opportunity to attend a careers guidance appointment with Mr Grant, the careers lead, who is qualified to Level 6 through the Diploma in Careers Guidance and the Qualification in Careers Guidance. All students will be given this opportunity, as well as pupil premium and those in vulnerable groups given more than one interview. Mr Grant also attends reviews and liaises with local providers to help with transition. All students in the school can be seen if requested through their heads of years, and at all the significant times when

subject or careers choices are made. Parents can book appointments by contacting the school. All staff can make referrals for students who they feel would need support. Mr Grant's details are on the website as well and he can be contacted directly by staff, students and parents through email.

Our provision map shows what is covered in each year group and how we meet the Gatsby benchmarks. Please see Appendix 1

Roles and Responsibilities

To maintain and run the careers program a team of people work within the college to support students.

The careers team, and its responsibilities consists of:

Mr J Ryan – Assistant Head

- Strategic Leadership of CEIAG across the school
- Advise SLT and Governors on policy strategy and resources for CEIAG.
- Report to SLT and Governors on CEIAG

Mr L Grant – Head of Careers / Careers Adviser

Is employed as both the careers lead and careers adviser in the school trained to level 6 in advice and guidance and having over 10 years experience of working in Bradford Schools.

Head of Careers:

- Provision of a planned CEIAG program/ development of an annual careers plan
- Attend local authority supported network events through the Careers and Enterprise Company or through the local authorities own networks
- Running and Designing the program for the Enterprise Academy, a unique program of extra-curricular activities surrounding Enterprise Education for students in all year groups .
- Analysis and tracking of destination data
- Plan and deliver Buttershaw's Careers program within PSHCE and the wider curriculum.

- Co-ordinate and implement work experience for students in the year 10 cohort through the work experience team (look at virtual options, or other ideas if not able to implement)

Careers Adviser:

- Establish maintain and develop links with employers, Further education, training and apprenticeship providers
- Facilitate encounters with employers, FE training and apprenticeship providers
- Provide Individual Advice and Guidance to students across all year groups when required
- Attend any reviews as required including LAC and SEN.

Ruby Bhatti: CEIAG Governor

- Monitor the provision of CEIAG

Teaching Staff and Support Staff

- Support in linking Curriculum Areas to Careers
- Supporting the development of employability skills
- Feedback specific student needs (or opportunities) to the CEIAG team

Resources

Students, parents and carers can access careers resources through a variety of sources. The Careers section of the Buttershaw website has links to website that can support you with careers decisions, as well as other materials that can support students moving forward. Students can also access their profiles on the GROFAR system, <https://grofar.com> . The Library also has resources available and relevant notice boards.

Staff CPD is also something that the school take seriously and the team and external providers, support with this, knowing that they are a key points of reference for information and advice. There are also links for parents to support their children with the decision making process.

Destination Data

BBEC has the ambition to ensure that no student leaves us not in education employment or training (NEET). To date our NEET figures have been below the national average (3.7%) and the regional average of (2.7%) with our 2019 been 0.8% our ambition is to reduce this to 0% for the academic year 2020-21

2019 Breakdown

	Other Sixth Form	College	Apprenticeships	Employment	NEET	Training
Number of students	9	183	25	2	2	16
Percentage	3.7%	75.9%	10.4%	0.8%	0.8%	6.6%
Total	244					

BBEC also had a thriving sixth form for a number of years which unfortunately saw its last year as a sixth from cohort. At post 16 it was the case that every year there was an ambition to achieve 0% NEET as well. In 2019 it achieved a 0% NEET rate and is on target to get this again in 2020.

2019 Breakdown

	Sixth Form	University	Apprenticeships	Employment	NEET
Number of Studnts	2	37	4	8	0
Percentage	3.9%	72.5%	7.8%	15.7%	0%
Total	51				

We will publish our 2020 NEET figures for both year groups as soon as they become available.

Further Policy and Legislation

This published policy is constantly being updated to meet the requirements from legislation changes at a national level, as well as current thinking surrounding CEIAG, and revised changes made surrounding the quality in careers standard. Our policy is reviewed by all stake holders and will be reviewed on an annual basis.

Any post 16 education or training provider, or employer wishing to engage with school should contact:

Mr Lee Grant, Careers Lead & Careers Adviser. Telephone: 01274 676285 (ext 2357) Email: img@buttershaw.net or Joe Ryan Assistant Head (SLT responsible for Careers) Telephone: 01274676285 Email: jryan@buttershaw.net

Opportunities for access

Regular 'drop in' times which provide opportunities to provide information to year 7 to 11. Online material of local providers is made available through our school website. We are happy to record and upload material and add it to our website if you think it will be benefit. Consultation Evenings are held throughout the year and providers are able to attend where are appropriate and feasible. We have a range of enrichment events integrated into the school careers programme to support self, careers and opportunity awareness, please contact to register interest to support/ attend. Options and post 16 planning events, these provide opportunities to engage with pupils and parents. We have a number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and their parents/careers. We also provide a week's work experience in the summer term for year 10 pupils. (Planning for virtual experiences through the pandemic) Any providers/ employers who may be able to offer a placements please use the contact above.



Updated 12/11/2020

Mr Lee Grant (Careers Lead)

Next Review Date: October 2021



Appendix 1 Gatsby Benchmark Mapping Document/ Year Group Plan

		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 6. Experiences of Workplaces 7. Encounters with Further and Higher Education 8. Personal Guidance							
		2	3	4	5	6	7	8	
Year 7	When	Activity							
	Aut Careers Week		1	1				1	
	Aut Careers Week		1						
	Spr Careers Week						1		
	Spr Careers Week				1				
	Spr Science Week			1			1		
	Spr Science Week		1						
	Spr Science Week			1					
	Sum Careers Week	1	1						
	Sum Careers Week		1		1				
	HE Visit/ Experience		1				1		
	Spr Enterprise Challenge		1		1				
		Totals Activities	1	7	3	3	0	3	1
Year 8	When	Activity							
	Aut Careers Week		1						
	Aut Careers Week		1	1	1				
	Spr Careers Week		1						
	Spr Careers Week		1						
	Spr Careers Week		1						
	Spr Science Week			1					
	Spr Science Week								
	Sum Careers Week						1		
	Sum Careers Week	1							
	Guidance Interviews							1	
	Spr Enterprise Challenge		1		1				
		Totals Activities	1	6	2	2	0	1	1
Year 9	When	Activity							
	Aut Careers Week	1	1		1				
	Aut Careers Week		1		1				
	Spr Careers Week		1						
	Spr Careers Week		1	1					
	Spr Careers Week		1	1	1				
	Spr Science Week		1	1					
	Spr Science Week		1	1					
	Spr Science Week			1			1		
	Sum Careers Week		1		1				
	Guidance Interviews							1	
	Sum Careers Week		1						
	Enterprise Challenge	1	1		1				
		Totals Activities	2	10	5	5	0	1	1
Year 10	When	Activity							
	Aut Careers Week	1	1						
	Aut Careers Week		1						
	Spr Careers Week		1						
	Spr Aspirations Evening	1	1	1	1		1		
	Spr Careers Week		1				1		
	Science Week								
	Sum Careers Week		1		1			1	
	Sum Careers Week		1	1			1		
	Recruitment Day		1		1			1	
	Sum Event						1		
	Sum - Careers Guidance Interview							1	
	Sum - Work Experience					1			
		Totals Activities	2	8	2	3	1	4	3
Year 11	When	Activity							
	Aut Careers Week		1				1		
	Aut/ Spr Careers Guidance Interview							1	
	Aut Careers Week		1				1		
	Spr Aspirations Evening	1	1		1		1		
	Science Week			1					
	Autumn Event	1	1		1			1	
	Spr Careers Week		1		1				
	Spr Careers Week		1		1				
	Spr Appliaction Days						1	1	
	Spr Careers Week		1				1	1	
		Totals Activities	2	7	1	4	0	5	4
OVERALL Totals		8	38	13	17	1	14	10	
		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 6. Experiences of Workplaces 7. Encounters with Further and Higher Education 8. Personal Guidance							