



# Carshalton Boys Sports College

Careers and Employability Strategy  
2017-2023

TeachFirst

LifeSkills

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Carshalton Boys Sports College is committed to ensuring that every student is equipped with the necessary skills and knowledge to make informed choices and ensure successful choices and transition to viable and sustained education and employment routes.

However, the changing landscape of employment and careers, where adults now transition through many career pathways, means that students now need to be prepared for a personalised journey through learning and work. We will work to ensure that our young men and women have the necessary skills, attributes and attitudes to succeed as they move through these education and career phases.

For students to be prepared for the different stages of their education and careers, the following key areas will be the foundation of our Careers and Employability strategy:

**Key Stage 3** - Developing reflective and curious learners, who have the confidence to explore and understand options and choices. Learners will be developing the transferable skills required to "open doors".

**Key Stage 4** - Supporting aspirations and encouraging students to understand the exciting opportunities presented to them with 16+ pathways choices. Learners will own and develop transferable skills that will be invaluable in managing education and career transitions.

**Key Stage 5** - Widening horizons and challenging set thinking. Transferable skills are well developed and learners are reflective and proactive in their development. Cultural and social capital activities enhance the life chances of students. All students are encouraged to keep "open doors" to education and employment options.



In all stages employer engagement and awareness of options / choices will be fully embedded. The Careers and Employability Strategy will be fully embedded and integrated into school, being mapped and delivered within the curriculum, the pastoral programme and fully embraced by all stakeholders.

**When using the Gatsby benchmarks, the main priorities identified will include the following:**

- Sustained and consistent monitoring.
- Embracing employers in shared communications e.g school website.
- Delivery of Labour market Information to ensuring awareness of local and national demand. Providing parents with a toolkit to further enhance this awareness at home.
- Developing aspirations free from bias e.g stereotypical gender bias
- Systematic recording of student experiences, students actively contribute to the log and update a reflect upon experiences
- Expanding current good practice in destinations tracking to 3 Year tracking
- A Careers and Employability Learning programme aligned with and delivered within the curriculum
- Building Employer engagement into Year 7 for all students
- Development of work shadowing programme / vocational encounter programme in Year 10.
- Building on established programme for apprenticeships to include Higher Apprenticeships and Assessment Centres



CBSC's careers strategy is the foundation for, and the directive to enable the school to reach its vision. All the work surrounding careers and employability learning is guided and informed by this vision.

The experience of our students will be consistent and sustained, adding value to awareness and skills, irrespective of starting point. Students will be confident in their understanding of the world of work and the importance of developing a portfolio of qualifications, experiences and skills which will "open doors" and expand future choices.

Through a structured and cohesive programme, delivered through curriculum, pastoral programme and enrichment opportunities, students will become empowered, actively taking responsibility for their journey, mapping experiences and becoming immersed in skills acquisition.

***"Positive future choices and pathways for all, developed in a supportive environment where aspiration thrives and confidence and skills grow..."***

# Government Careers Guidance - Gatsby Benchmarks

The eight benchmarks for good careers guidance.

**1** A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

**2** Learning from career and labour market information

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.

**3** Addressing the needs of each pupil

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.

**4** Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

**5** Encounters with employers and employees

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.

**6** Experiences of workplaces

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 opportunities, and expand their networks.

**7** Encounters with further and higher education

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.

**8** Personal guidance

Every pupil should have opportunities for guidance interviews with a career 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 should be expected for all pupils but should be timed to meet their individual needs.

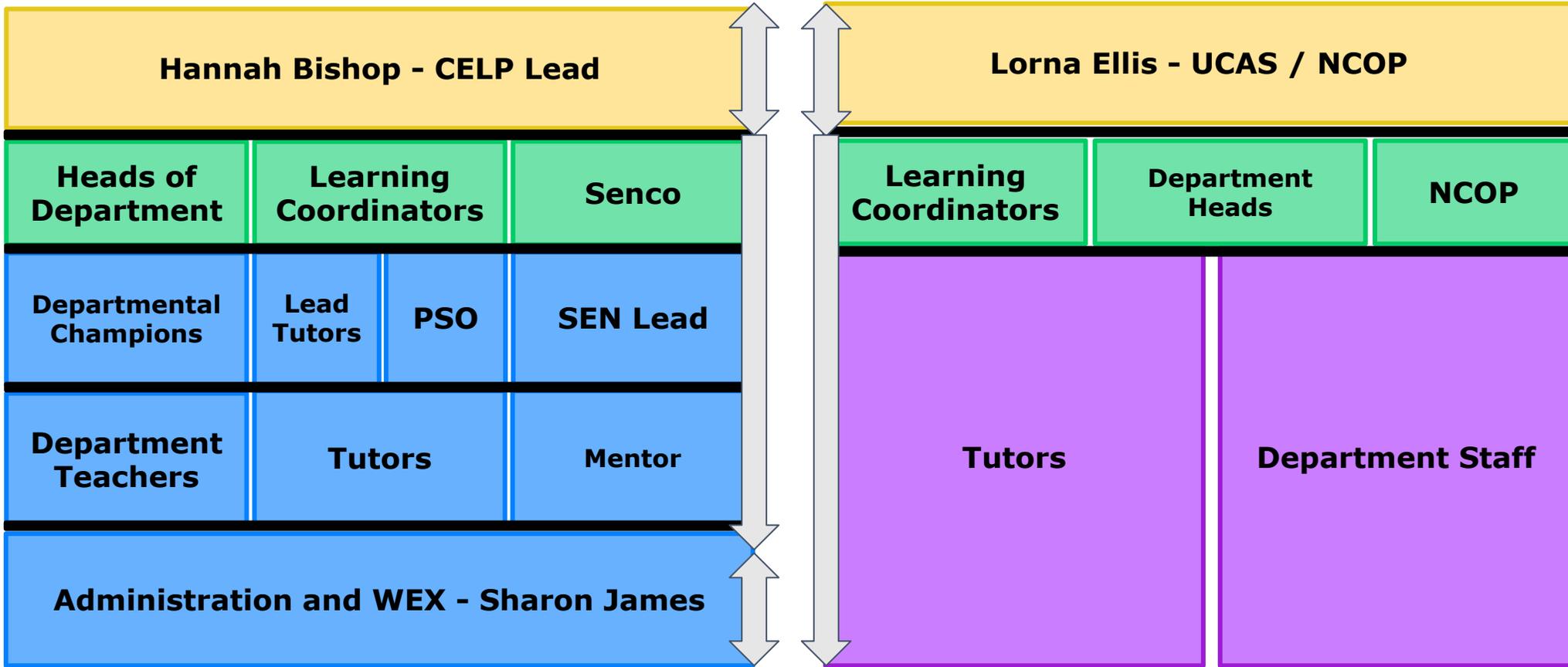
# Current Provision Mapped Against the Gatsby Benchmarks

## Compass Toolkit Analysis

Current state mapped against the Gatsby Benchmarks using the Compass Analysis Toolkit. This highlights the percentage of the assessment criteria currently identified as fully achieved. All other assessment criteria are in place and under development as part of the Careers Development Plan.

| Benchmark | Descriptor   | Compass Toolkit Measurement           |
|-----------|--|---------------------------------------|
| 1         | A Stable Careers Programme                         | 80% of Assessment Areas are achieved  |
| 2         | Learning from career and labour market information | 50% of Assessment Areas are achieved  |
| 3         | Addressing the needs of each pupil                 | 70% of Assessment Areas are achieved  |
| 4         | Linking curriculum learning to careers             | 50% of Assessment Areas are achieved  |
| 5         | Encounters with employers and employees            | 70% of Assessment Areas are achieved  |
| 6         | Experiences of workplaces                          | 60% of Assessment Areas are achieved  |
| 7         | Encounters with further and higher education       | 70% of Assessment Areas are Achieved  |
| 8         | Personal guidance                                  | 100% of Assessment Areas are Achieved |

# Organisational Structure



# Monitoring & Evaluation

Implementing the Careers Strategy will enable CBSC to achieve outstanding provision. The implementation will take place over an extended time period so it is vital that there are mechanisms to monitor, evaluate and adjust the work of the team, to ensure best outcome for students.

Evaluation and monitoring will need to be multi layered, including the following:

- Monitor and evaluate each students experience and entitlement
- Monitor and evaluate each discrete activity / event
- Monitor and evaluate the impact of the programme (Curriculum and other)
- Monitor and evaluate the effectiveness of the core and wider team delivering the programme.

All evaluations will be summarised and reported annually to Governors.

***"Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it."***

**Benchmark 1** <http://www.goodcareerguidance.org.uk>



# Equality, Diversity and Inclusion

Good careers education, information, advice and guidance is crucial to ensure that young people pursue pathways that are right for them and achieve their potential. It is our aim, through our provision to open up opportunities for young people and to challenge low expectations and aspirations based on stereotypes. It is increasingly recognised that high-quality CEIAG, supported by a range of measures including tasters and mentoring, can play a key role in facilitating social mobility.



***"A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations."***

Benchmark 3 <http://www.goodcareerguidance.org.uk>

# Whole School Approach



A whole school approach to career education recognises that all aspects of the school community can impact upon a young person's ability to make well informed career decisions and learn to manage their own career development.

At CBSC support from the school's senior leadership and the school community is thriving, and the careers strategy fully aligned with the school's mission and ethos; strategic long-term partnerships are built with employers and other key stakeholders; and resources, from all areas of the school are strategically invested in the careers strategy.

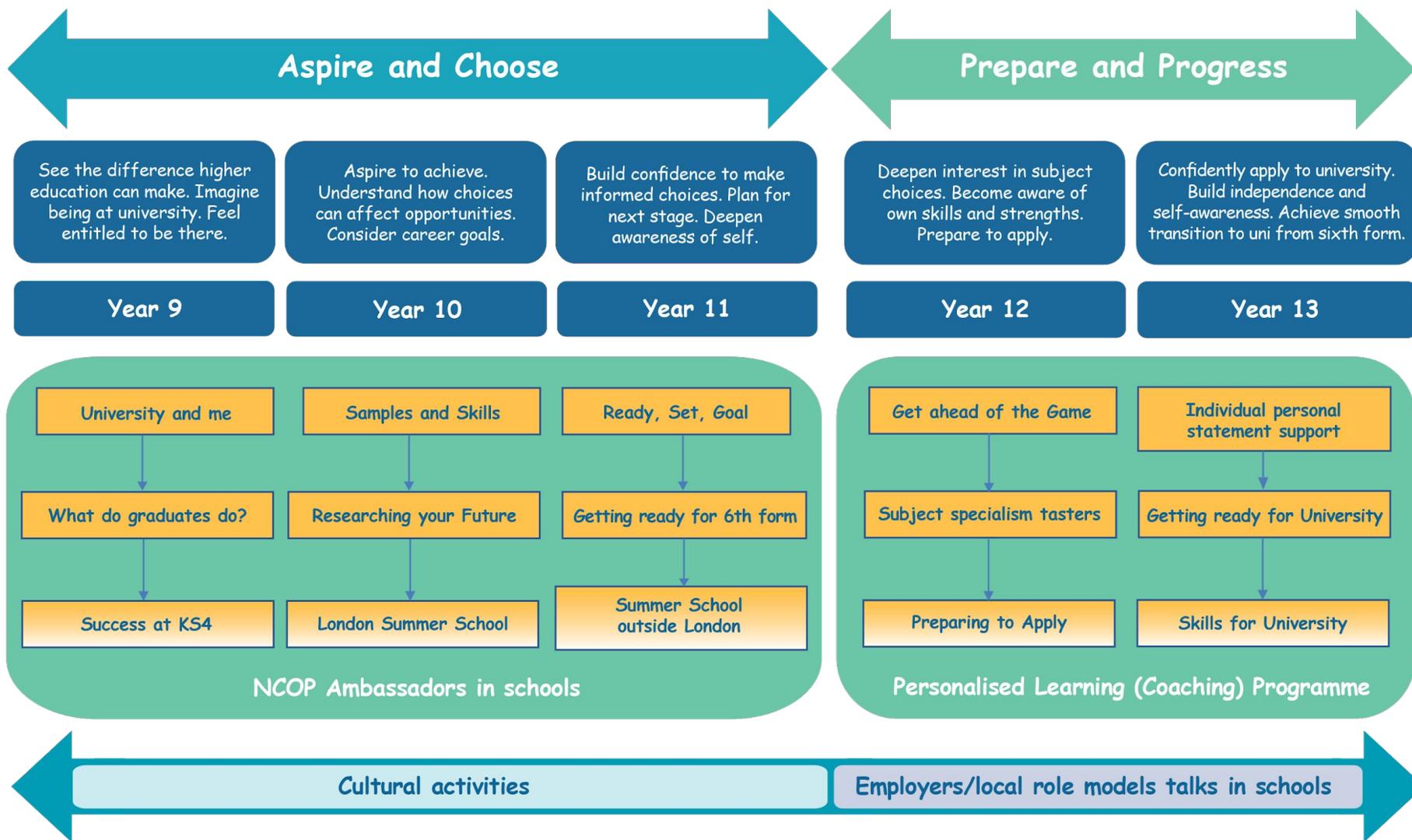
# Stakeholder & Employer Engagement

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Aimhigher London is a **partnership** of state-funded schools, colleges, Local Authorities and Higher Education providers. We are committed to working together to **create opportunities** for young people from **all backgrounds** to have **equal access** to Higher Education and higher level skills. Aimhigher has developed a progressive programme of outreach activities working with NCOP learners in years 9, 10, 11, 12 and 13 across the target areas. Programme activity is developed and reviewed within regional hubs to ensure the programme is fully collaborative and meets the needs of learners.

<https://aimhigheronline.org.uk/national-collaborative-outreach/>