



Malbank School
& Sixth Form College

Malbank School and Sixth Form College



Careers Programme 2022-23

To be reviewed September 2023

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Section 1: Introduction



The Gatsby Benchmarks



<p>1 A STABLE CAREERS PROGRAMME</p>	<p>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>	<ul style="list-style-type: none"> – 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. – The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>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 the best use of available information.</p>	<ul style="list-style-type: none"> – By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. – Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3 ADDRESSING THE NEEDS OF EACH PUPIL</p>	<p>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>	<ul style="list-style-type: none"> – A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. – Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. – Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>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 career pathways.</p>	<ul style="list-style-type: none"> – By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	<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 opportunities including visiting speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> – Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p><small>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</small></p>
<p>6 EXPERIENCE OF WORKPLACES</p>	<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 opportunities, and expand their networks.</p>	<ul style="list-style-type: none"> – By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. – By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<p>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	<p>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>	<ul style="list-style-type: none"> – By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. – By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p><small>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</small></p>
<p>8 PERSONAL GUIDANCE</p>	<p>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 should be expected for all pupils but should be timed to meet their individual needs.</p>	<ul style="list-style-type: none"> – Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Introduction

1.1 Outline

GOOD CAREER GUIDANCE IS THE KEY TO SOCIAL MOBILITY: IT IS ABOUT SHOWING YOUNG PEOPLE – WHATEVER THEIR SOCIAL AND FAMILY BACKGROUND – THE OPTIONS OPEN TO THEM, AND HELPING THEM MAKE THE RIGHT CHOICES TO SET THEM ON THE PATH TO REWARDING FUTURE CAREERS.

Only through schools can we be sure that every young person gets the advice they need, and that this advice is in their best interest, and theirs alone. Ofsted recognise the importance of career guidance and reference its importance throughout their inspection framework. For some young people, university may offer the best route after school. For others, technical routes or apprenticeships may be better. Many schools and teachers find it easier to advise on the university route, because that is the route that many teachers took themselves. However, good career guidance means showing all students all the options open to them, whichever route they eventually take.

1.2 Our Careers Programme Outline

Malbank School's Career programme embarks each student on an individual journey, exploring all elements of careers education. The bespoke programme strives to meet all the Gatsby benchmarks to generate the best advice and guidance for our young people. We believe that career guidance is about raising aspirations, aiming high and avoiding making any assumptions about the limits on a young person's options. At Malbank we allow students to research all options so they can make a well informed decision about their future.

1.3 Impact from 2019

External consultants have confirmed that the school is already compliant with 91% of The Gatsby Benchmarks in advance of September 2020. The impact of our programme is that in the year 2018-19 only 1 of 187 Year 11 students were NEET. The latest published data (2017) for pupils staying in education or employment for at least 2 terms after key stage 4 was 97%, which is also well above national average.

We recognise that the jobs market is increasingly dynamic and there are no jobs for life. We want to encourage our students to develop a growth mind-set and to create and take opportunities that continuously challenge or reframe their career direction.

It's important that students understand that employer's value more than qualifications. We inspire our students through careers education to develop their own motivation in life. Our ethos is to develop the whole child, meaning students' personal development is at the heart of our curriculum.

Our extensive careers programme is set out clearly in section 2. Below is an outline of our programme and how Careers education is delivered at Malbank School.

- PSHE (Personal Development Learning) lessons. These last for 1 hour and are delivered throughout the academic year to year 7-11. Please visit the PSHE section of the website to find our PDL lesson programme.
- During our 'Opening Minds' programme. This is delivered within our curriculum to year 7 and 8. Students engage with enterprise projects.
- STEM projects and competitions delivered by D&T, Science and Maths.
- Assemblies that are relevant to each year group.
- Enrichment opportunities and drop down sessions ran by external organisations.
- Career and enterprise enrichment days.
- Post 16 work experience
- Subject specific school trips that enrich students' knowledge of career choices.
- Tutor time career guidance tasks
- One-to-one career guidance

Student aims and objectives

Year 7-9

(GCSE Choices)

- ✓ Students **explore and establish their suitability to careers** and understand the KS4 subjects that are important to them
- ✓ Students **understand the factors important to making informed decisions** including learning style and career aspirations
- ✓ Students **build a picture of their career aspirations and subject choices** as well as start to **evidence understanding of key employability skills**

Year 10-11

(Post 16 Options)

- ✓ Students **explore their post-16 options** and their intended choices relate to preferred learning style and future career aspirations
- ✓ Students and parents **understand the application process and entry requirements** for their intended choices
- ✓ Students **capture the experiences and achievements that will help them to stand out** on paper and in person

Year 12-13

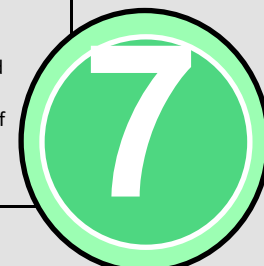
(Post 18 Options)

- ✓ Students explore post 18 options and **develop a deeper understanding of their progression and career preferences**
- ✓ Students **research and compare options**, and make decisions based on personal suitability and the availability of options
- ✓ Students **prepare for future employment, refine their personal profile** and start to demonstrate the application of their skills

Section 2: Our Programme

Our Programme: Gatsby Benchmark 1

Gatsby Career Bench Marks		Malbank School review 2018/19
<p>1. STABLE CAREERS PROGRAMME</p> <p>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> <ul style="list-style-type: none"> · 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. · The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. · The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<p>There is a member of the senior leadership team (SLT) with responsibility for CEIAG (including commissioning).</p> <p>There are key staff who understand their roles and the roles of others in relation to CEIAG</p> <p>There is an up to date written CEIAG Policy/Plan in place that reflects the organisation's aims, commitment to good CEIAG and the IAG Code of Practice and which is shared with all relevant staff. Staff access relevant CPD to fulfil their CEIAG responsibilities and there is a training needs analysis conducted at least annually.</p> <p>There is a structured approach to evaluating CEIAG provision, using feedback from stakeholders, which informs future planning.</p> <p>All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards.</p> <p>There is a curriculum/learning framework in place for all learners, with a planned set of learning Outcomes.</p> <p>Regular monitoring and evaluation processes sample the views of staff, young people, parents/carers, guidance professionals, external partners and inform the CEIAG provided</p> <p>The contribution of partners is evaluated and used to develop future provision.</p> <p>Young people are involved in the evaluation of CEIAG provision and feedback is used to inform future planning</p> <p>Parents and carers are informed of the range of careers information, advice and guidance support available for young people by the learning provider</p> <p>Parents and carers are given the opportunity to provide feedback on the learning provider's CEIAG provision</p>	<p>Malbank School review 2018/19</p> <p>Alistair Reed (SLT) – Head of Character Education and Careers Lead</p> <p>Key staff Alan Wilson – Work Related Learning – responsible for work experience in sixth form. Facilitating work related experiences for students. Enriching CEIAG delivery. Stacey Falamarzi (SLT) – Head of Year 12/13. Responsible higher education and post sixth form student progression. Sarah Ellis – Independent Career adviser (paid for by school but employed external agency Changing Education) responsible for one to one career interviews. All students in Key stage 4 have at least one to one interview and as appropriate to meet need one to one interviews with year 8 9 and sixth form. Jo Cooper – SENCO Work with internal and external groups to ensure smooth transition of SEN students.</p> <p>Written CEIAG policy updated every year and shared with Governors.</p> <p>SLT and Key Stage – have careers related question as part of 1-1 sessions with every ks4 pupil .</p> <p>PDL (PHSE) programme Key stage 3 and 4 delivered and careers is a part of this programme (Alistair Reed)</p> <p>Opening Minds– All year Enterprise activity (Lesley Brown)</p> <p>'Drop down 'morning arranged periodically. For example Bentley came in to talk about opportunities and from this some students gained work experience.</p> <p>Lloyds bank – delivered to whole year group. (Alistair Reed) Year 9 Health Workshops some sessions linked to careers in health.</p> <p>Pupil online survey completed via Parents informed during options. Bot key Stage team and SENCO regularly discuss pupil transition with targeted parents. Sarah Ellis School Careers advice emails results of careers interviews and occasions meets parents.</p>



Our Programme: Gatsby Benchmark 2

<p>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p> <p>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> <ul style="list-style-type: none"> · By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. · Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their child 	<p>Formal arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet young peoples' needs and is delivered by professionally qualified careers advisers, as determined by the CDI. Arrangements should be reviewed at least annually</p> <p>All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards</p> <p>Careers education is impartial, accurate and current and includes all option choices and qualifications.</p> <p>All young people are informed of and have access to current, careers information resources in formats suitable to their needs and requirements that is organised in a way that is easy to identify and locate.</p> <p>Information resources are managed, reviewed and evaluated (including feedback from users) and is updated as required</p> <p>Parents/carers receive information in a suitable formats, including information about pathways and progression</p>	<p>Catherine Snee – Independent Career adviser (paid for by school but employed external agency Changing Education)</p> <p>Year 10 access labour Market Information via on line sites such as NAMOS</p> <p>Annual Year 9 Options evening and Sixth Form Options evening. Parents given presentation in hall with regard to pathways and progression. Followed by chance to talk to individual subject tutors</p> <p>Annual Year 11 6th form open evening</p> <p>UCAS Evening led by head of Sixth Form – Craig Batty</p>
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Our Programme: Gatsby Benchmark 3

<p>3. ADDRESSING THE NEEDS OF EACH STUDENT</p> <p>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> <p>- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. Needs to be more explicit in award</p> <p>- All pupils should have access to these records to support their career development.</p> <p>- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.</p>	<p>Young peoples' progression plans are tracked and their destinations help inform CEIAG provision.</p> <p>All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards</p> <p>CEIAG provision takes account of diversity and equality of opportunity, raises aspirations and promotes social mobility</p> <p>The careers education programme is differentiated to meet the needs of young people with additional needs</p>	<p>Key Stage 4 Potential NEET students identified and targeted for extra support (ADW) In year 11 application and destinations checked in February and targeted support is given to students in danger of being NEET (ADW) At 16 and 18 destinations data collected and analysed. (Jan Maunder Key Stage 4 and Kay Maple Key stage 5)</p> <p>Eco Dragons Den task run every year with year 7 through opening Minds</p>
	<p>Young people are involved in individual reviews with teachers and tutors at key times which assist with their transition plans and continuing development needs.</p> <p>Systematic records of the individual advice given to each pupil via email of careers interview sby Sarah Ellis Careers adviser Pastoral Support Programme – for students failing academically and/or due behaviour. One to one meetings focus on future pathways and help to achieve these. Parents involved and target set. Motivational work placements used in some cases. (Chris Yew)</p> <p>Form tutors periodical discuss academic progress and needs on one to one basis using DOODLE information.</p> <p>One to one session for all year 9 students to discuss options (January). This involves SLT/Key stage team/ careers adviser in one to one session.</p> <p>All students have a one to one interview with a member of SLT annually.</p> <p><i>In addition to this each student will now engage with an online package called 'Start'. Please see section 3 for more information on how this benefits this benchmark.</i></p>	<p>Targeted events-</p> <ul style="list-style-type: none"> ● Girls in Engineering at Bentley (June) (ADW) ● Prince William Trust – Year 7 and 8 aimed at disadvantaged students (Di Jacksons key Stage 3) ● Fire Service Programme aimed at risk students year 9 AND 10 (KEY STAGE) ● Oxford/Cambridge plus medicine etc. Workshops – led by Malbank with other school aimed at assisting year 12 students aspiring to applying to top universities and courses (DCS) ● Target One – selected year 9 students targeted for Oxford Programme of events(DCS) ● History Department – promote black History month. GLBT month etc. This is promoted across the school ● Law Mock Trial involving yeaks4 and ks 5 students. We have a circuit judge who is currently serving as a judge in the combined courts in Stoke on Trent to assist in the mock trial. The pupils will have a first hand experience in the crown court trial (Mary Tyrer) ● Year 9 inspiration programme Office work experience offered within school <p>EHCP – focus on transition to future pathways.</p> <p>Form tutors periodical discuss academic progress and needs on one to one basis using DOODLE information</p> <p>One to one session for all year 9 students to discuss options (January). This involves SLT/Key stage team/ careers adviser in one to one session.</p> <p>All students have a one to one interview with a member of SLT annually.</p>



Our Programme: Gatsby Benchmark 4

Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff.

<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p> <p>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.</p> <ul style="list-style-type: none"> · By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. Opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. · By the age of 18, all pupils who are considering applying for university should have had at least two visits to university 	IT	<p>year 12 take part in the Barclays Technology Challenge with a mentor from Barclays. Malbank Sixth Form team for won the competition and as a result will have one weeks work experience at Barclays. (mark Wolf) 2017/18</p> <p>year 12 did 'consultancy' work for local British Legion analysing usage of online platforms and making recommendations to maximise usage (Mark Wolf)</p>
	Science	<p>Science Dept. – working with David Nellist to develop STEM activities in Science. Department active in promoting science careers with posters. Forensics discussed as part of year 8 programme. Lessons linked to work e.g. chromatography, inferred cameras, food testing.</p>
	Business Studies	<p>Key Stage 4- Pupils create a Career Development plan. Take part in mock interviews with local employers/ access and use employer data via NOMIS and session run by Crewe and Nantwich Pledge.</p>
	Media Studies	<p>key stage 4 – Trip to Media City Manchester were students work with students and staff from Salford university to explore the media world. Plus lecture and interaction with professor at Salford University at the Home Cinema</p>
	PE-	<p>Sport Leaders Programme pupils volunteer to lead and help in school events (Alan Kilalee)</p> <p>Sixth Form PE – volunteers act as sport leaders with lower school (Alan Kilalee)</p>
	History	<p>every month key individuals highlighted via posters and individuals linked to their careers. For example Black History month highlight individuals that have succeeded in their careers.</p>
	Art Design –	<p>year 10/11 music merchandising project linking design to production and merchandising</p>
	Technology	<p>Outside speaker invited in to talk to students about their areas of interest. Mock interviews and prep for employment selection through doing social awareness test, IQ test etc. Part of course work relates to industrial practice. Regular STEM challenged eg. Make it championship</p>

Our Programme: Gatsby Benchmark 4 (Continued)

Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff.

<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p> <p>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.</p> <ul style="list-style-type: none"> · By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. Opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. · By the age of 18, all pupils who are considering applying for university should have had at least two visits to university 	<p>Modern Foreign Languages</p>	<p>close liaison with Manchester University resulting in student visits to university and visit to school from Manchester university. Sixth Form students encouraged to gain experience by working with lower school students. Sixth Form students have also done work experience in France.</p>
	<p>Maths</p>	<p>discussions held in class about the links between maths and the world of work</p>
	<p>Health and Social Care</p>	<p>invite GPs Social workers and Nurses in to talk to students. HSC students encouraged to volunteer through '@friends for Leisure' this involves helping children with handicaps.</p>
	<p>Gcse Psychology</p>	<p>All students complete 'Psychology circus activity' which involves gathering information about career pathways, qualifications, experiences, pay and roles of various psychologist</p>

Our Programme: Gatsby Benchmark 5

Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff.

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.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG provision

All of year 9 – the **Rymans Enterprise Challenge** (ADW)

All year 10 students have a **mock interview with an employer** either through Business Studies course or school enrichment day in July.

Business Studies visit – **Alton Towers** in July and complete a marketing workshop

Our Programme: Gatsby Benchmark 6

Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff.

<p>6. EXPERIENCES OF WORK</p> <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 opportunities, and expand their networks.</p> <ul style="list-style-type: none"> · By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. · By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. PLACES 	<p>The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG provision</p>	<p>Key Stage 3 and 4 – Sport Leaders Programme pupils volunteer to lead and help in school events (Alan Kilalee)</p> <p>Sixth Form PE – volunteers act as sport leaders with lower school (Alan Kilalee)</p> <p>PE promote and use links with Rugby, cricket and Manchester Metropolitan University</p> <p>Year 12 trip to a careers/apprenticeship fair in February</p> <p>Rymans challenge for year 9 (ADW) 2 hour, plus full day workshop for PP students Full day enterprise project for whole year</p> <p>Year 9 trip to NEC Thursday 15th November for the careers fair (targeted for PP students)</p> <p>Technology and business workshop for 6th form in November</p> <p>All year 12 students go work experience mostly in July.(ADW)</p>
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Our Programme: Gatsby Benchmark 7

Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff.

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.

- By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

Careers education is impartial, accurate and current and includes all option choices and qualifications 3A. The learning provider works with an appropriate range of internal staff and external partners to contribute to the delivery and development of CEIAG

There is an annual trip to University/higher Apprentice fair at the Etihad Stadium (ADW)

Students encouraged visiting university Open days.

Regular external speakers deliver to whole year groups throughout the year in PDL.

Our Programme: Gatsby Benchmark 8

Coherent links exist between careers education and work-related learning and the wider curriculum/programme and these links are understood by appropriate staff.

8 PERSONAL GUIDANCE

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 should be expected for all pupils but should be timed to meet their individual needs.

· Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of

Formal arrangements are in place to provide impartial, independent careers advice and guidance from an accredited provider (including 1:1 guidance) which meet young peoples' needs and is delivered by professionally qualified careers advisers, as determined by the CDI. Arrangements should be reviewed at least annually

All young people have access, to suit their needs, to careers education, information and advice in years 7-11 (and years 12/13/14 where applicable) and to impartial and independent careers guidance from year 8 onwards

Sarah Ellis – Independent Career adviser (paid for by school but employed external agency Changing Education) responsible for one to one career interviews. All students in Key stage 4 have at least one to one interview and as appropriate to meet need one to one interviews with year 8 9 and sixth form.

Section 3: 'Start'



An online platform to enhance our careers programme to provide students with additional guidance and advice.

Start– Online Careers Platform

What is Start?

“Start is a comprehensive digital platform, offering schools and colleges a single starting point to help simplify and improve careers guidance in schools. By following Start’s structured and progressive activities, the platform caters for all students helping them to make more informed decisions about future study and career options at the right time and in good time”

Benefits

Record and evidence encounters with employers and providers.

- meaningful encounters with employers to a student’s short and long-term career development.
- Track the volume and breadth of experiences offered to students.
- The ability to react and intervene with students that are not engaging with their personal development.

Engage with destination choices early.

Start building a database of intended destinations. The benefits of doing this early include collecting more detail than what is available in the published statistics and using this to plan interventions or prioritise certain students for personal guidance interviews.

Keep records of the advice given to individual students.

Keep records of personal guidance meetings with students. This can be done by the careers advisor.

Share with students a record of their involvement in careers activities.

The main benefit of having your system for recording careers activities as part of the same platform students are using to access careers information, is the ability to share these records. With every student registered on Start, you can easily push a record of activities and interviews in to their personal Locker.

Track the support offered to specific groups of students.

Students have different career guidance needs at different stages and some students will require additional support.

Record and report on this support for groups such as SEND and disadvantaged.

Gather evidence to review and improve your careers programme.

Package provides essential evidence for our compass audit (Gatsby benchmarks).

Start– Meeting the Gatsby Benchmarks with ‘Start’

BENCHMARK A STABLE CAREERS PROGRAMME

1

- ▶ A free and sustainable online platform for delivering careers information
- ▶ Underpinned by a programme for students in Years 7 to 13
- ▶ Accessible to all students, staff and parents

BENCHMARK LEARNING FROM CAREER & LABOUR MARKET INFORMATION

2

- ▶ Localised career and labour market information from LMI for All
- ▶ Impartial information on all study options at GCSE, post-16 and 18
- ▶ Live course information and apprenticeship vacancies

BENCHMARK ADDRESSING THE NEEDS OF EACH PUPIL

3

- ▶ A student profile to personalise content, career and future study information
- ▶ Learning modules for all ages to guide students through moments of choice
- ▶ Tools to capture and share inspiring alumni stories

BENCHMARK LINKING CURRICULUM LEARNING TO CAREERS

4

- ▶ Subject-led careers and future study search
- ▶ Employer-led information linking subject knowledge application in work
- ▶ Content and tools promoting classroom skills-learning to employability

BENCHMARK ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

5

- ▶ Employer profiles offering an insight in to work and employment
- ▶ Employer-led skills content and Three Minute Hero career stories
- ▶ An online Locker to record and evidence encounters with employers

BENCHMARK EXPERIENCES OF WORKPLACES

6

- ▶ Advice to help prepare for and make the most of work placements and visits
- ▶ Action plan tools to manage the process of securing work experience
- ▶ An online Locker to evidence impact of work experience and part time jobs

BENCHMARK ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

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- ▶ Learning modules to explore and demystify all post-16 and 18 pathways
- ▶ Comprehensive, impartial information on all academic and vocational routes
- ▶ Every post-16 and post-18 provider profiled with full course information

BENCHMARK PERSONAL GUIDANCE

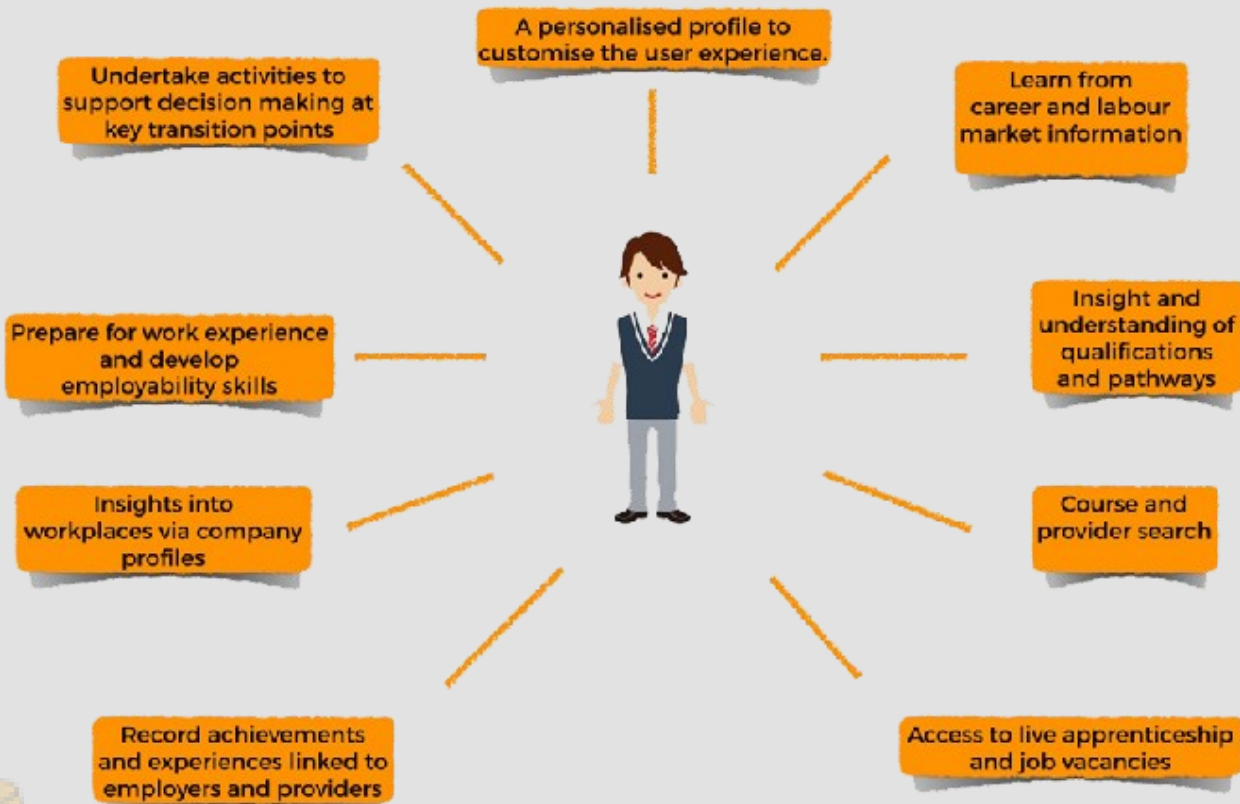
8

- ▶ Student registration data and personal profiles to inform guidance interviews
- ▶ Age-appropriate modules to prepare students for key moments of choice
- ▶ Action plan tools to support and enhance the guidance process

Start– Online Careers Platform

Each student at Malbank school has access to their own 'Start' profile. A starting point for students to access personalised content and information as well as decision-support tools and the activities they need to complete. Students can add their interests, work preferences, skills and qualities to get career suggestions. All of their 'likes' and choices will show here too. The image below illustrates how through the use of Start, students (and their parents) have access to all the information they need to make informed decisions at key moments of choice.

The Start Student Profile

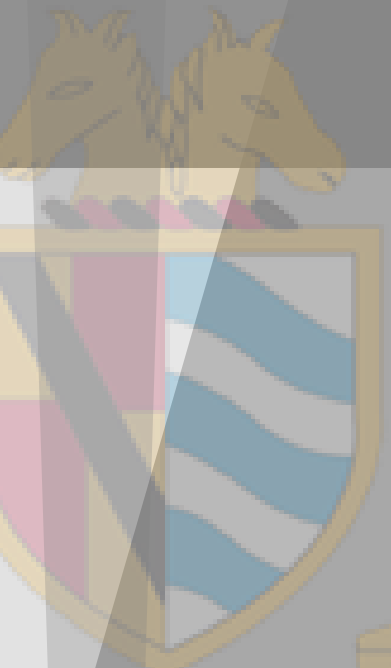


Section 4: Careers Development Plan

To be updated Sep
2023

The development plan is currently being reviewed and updated for 2023-24 This will be included in this document soon.

Section 5: Further Information



Key Documents

In addition to our career programme there are a number of further documents that supplement this review.

Personal Learning Development (PSHE) Year Plan

Where can I find this?

On the PSHE section of the website.
(<http://www.malbank.com/pdl-516>)

What am I looking for?

PSHE (PDL) year plan highlighting the PSHE topics that are covered throughout the year. This will provide information about what career related learning students have access to in these sessions.

Our Learning Journey

Where can I find this? [Click here](#)

On the Character education part of our website.
(<http://www.malbank.com/character-education-524>)

What am I looking for?

The Character Education Learning Journey highlights the opportunities our students have at Malbank School to develop their LORIC skills. There are a number of career and further education tasks and skills that students engage with throughout their time at Malbank School.

START termly report

What am I looking for?

A termly report is published by START. This consists of all the career related learning opportunities students have engaged with during that term. This is only available to students and Parents.

Evaluation and next steps

We understand the importance of the evaluation process to enable to provide the best career related opportunities and guidance each year.

There are a number of evaluation tools highlighted below to help us improve.

The Careers and Enterprise Company's Compass Tool

'Compass is a free tool for schools and colleges in England, that quickly and easily helps you to evaluate your careers activity against the eight benchmarks of best practice – known as the Gatsby Benchmarks.'

'The tool was built in partnership with the Gatsby Charitable Foundation, to help you easily discover your strengths and find areas for improvement. Once completed, the tool will provide you with a confidential report and resources to help you achieve each benchmark.'

There is a copy of our current audit on the careers area of the website.

Internal Evaluation

Our careers programme is reviewed annually in line with our school policies. SLT, the Careers Lead and the Work Related Learning lead meet and evaluate the effectiveness of the current programme. From this we decide on targets that form our Careers plan for the following academic year.

Fortnightly reviews

The Careers Lead and WRL lead meet on a fortnightly basis to review and plan. This helps to identify the needs of each student and plan accordingly.

Start

The 'START' Platform outlined in section 3 produces termly reports based on the interactions that have taken place at Malbank. From this report we can analyse and plan specific career interactions and also target students where there is a need.

Contact

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