

# **Chadsgrove School**

## **SCHOOL CAREERS STRATEGY AND ACTION PLAN**

**SEPTEMBER 2021  
to  
AUGUST 2024**



**Chadsgrove School is an  
active member of the  
Worcestershire Careers Hub  
and supports the development  
of Worcestershire's Future  
Workforce through the  
Worcestershire  
Enterprise Adviser Network**





# ENTER SCHOOL NAME

## CAREERS STRATEGY

<b>Contents</b>	
<b>Vision, Purpose and aims</b>	<b>4</b>
<b>Background</b>	<b>5</b>
<b>The Careers Strategy</b>	<b>6</b>
<b>The Gatsby Benchmarks</b>	<b>6</b>
<b>Careers Hubs</b>	<b>7</b>
<b>Strategic Careers Leaders</b>	<b>8</b>
<b>Our Careers Team</b>	<b>8</b>
<b>Our Enterprise Advisers</b>	<b>9</b>
<b>Our Current Position</b>	<b>10, 11, 12</b>
<b>Our Objectives</b>	<b>14,15,16</b>
<b>Our Action Plan 2020/2021</b>	<b>17</b>
<b>Our 3 year Strategy Plan 2021-2024</b>	<b>18</b>
<b>Careers Programme and Provider Access Policy</b>	<b>19, 20</b>
<b>Useful Links / Resources</b>	<b>21</b>



# CHADSGROVE SCHOOL CAREERS STRATEGY

## **Vision**

“To foster the positive mental health and social, emotional and moral development of all pupils, thus enabling them to take their place in society as a mature and responsible adult”.

## **Purpose and Aims**

Chadsgrove School is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to manage their learning and career progression.

Chadsgrove School has already established a range of effective careers guidance activities which we hope will guide and support our pupils to achieve positive destinations such as Further Education, Internships, Apprenticeships, Employment or Social Care Settings.

This careers strategy sets out Chadsgrove Schools key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our pupils. The aim is to ensure that pupils are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential. We want to ensure that our pupils have both the aptitude and interpersonal skills to effectively communicate and add value within the community.

The School will collaborate throughout this strategy with a range of external agencies to help us ensure we will meet all of the mandatory requirements contained within the Department for Education's new careers strategy. These partnerships will include working alongside The Careers and Enterprise Company (CEC), The Worcestershire Local Enterprise Partnership (WLEP), Worcestershire County Council (WCC), Further Education (FE) and Higher Education (HE) providers, Worcestershire Apprenticeships (WA), a wide range of local employers and local social care provisions.

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people, their families and supporting professionals are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about life beyond education, qualifications and career pathways which will enable them to achieve their aspirations and goals.

The strategy includes measures to further develop and improve the current provision on offer to pupils and will ensure that Chadsgrove School meets the requirements set out within the eight "Gatsby Benchmarks", as advised by the Department for Education's careers strategy, by August 2021.

This strategy outlines our school approach to delivering careers guidance to our pupils throughout their journey in education. Careers planning and activities will therefore take place across classes 8LS to 16US using a person centered approach to ensure



activities are appropriate and meaningful, and being guided by the mandatory requirements set by the Department for Education and contained within the Gatsby Benchmarks.

## **Background Information**



The Careers and Enterprise Company was set up in 2015 to transform careers and enterprise provision in schools and colleges across England.

The Careers and Enterprise Company had an initial remit to improve employer engagement, through the creation of the Enterprise Adviser Network and support schools to increase the delivery of activities which would help them build long lasting employer relationships (Gatsby Benchmarks 5 and 6).

### **Worcestershire's Enterprise Adviser Network**

The Worcestershire Local Enterprise Partnership (WLEP) and Worcestershire County Council, through their contract with the Careers and Enterprise Company, have been delivering the Worcestershire Enterprise Adviser Network (WEAN) since January 2017 and has placed business leaders within schools to support them with the facilitation of careers related activity and support their achievement of Benchmarks 5 and 6.

Worcestershire was one of the first LEP areas in England to be awarded a central contract with the Careers and Enterprise Company and has been seen as an influential area as the Enterprise Adviser networks were being developed across England.

The WLEP has been leading the way nationally regarding network performance since the delivery of this initiative began and was delighted to become the first LEP area in the country to secure 100% participation from their education establishments. (50x)

The WLEP was also instrumental in demonstrating the need for total inclusion. The WEAN was one of the first areas in the country to also ensure that ALL of our Special Schools and Short Stay Schools were allowed to participate within the initiative.

To date Worcestershire has recruited 80+ Enterprise Advisers and assigned each of them to schools participating within the initiative.

In September 2017, due to the success of the WEAN, the WLEP were given permission to develop and deliver a Middle School Pilot and work with 16 schools covering Wychavon, Redditch and Bromsgrove.



# THE CAREERS & ENTERPRISE COMPANY

ENTERPRISE ADVISER NETWORK  
WORCESTERSHIRE

## The Careers Strategy



**Careers strategy:  
making the most of  
everyone's skills and  
talents**

December 2017

In December 2017 the government's Department for Education launched the latest version of their "Careers Strategy". This new strategy places the Careers and Enterprise Company at the heart of driving forward careers provision for young people. Their enhanced role is to act as a catalyst in the fragmented landscape of careers and enterprise, supporting programmes that work, filling gaps in provision and ensuring coverage across the entire country.

This new strategy adopted the Gatsby Benchmarks, which were originally developed by the Gatsby Foundation in 2014. These benchmarks were based on international research and helped identify best practice and guidance for education establishments in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process.

## The Eight Gatsby Benchmarks of Good Career Guidance are:

- 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) Experience of workplaces
- 7) Encounters with further higher education
- 8) Personal guidance



## **Careers Hubs**

Since October 2015, the Gatsby Charitable Foundation, in partnership with the Careers and Enterprise Company, has also been running a Careers Hub pilot in the North East Local Enterprise Partnership area. This Careers Hub pilot was put in place to build on the support provided through the Enterprise Adviser Networks to achieve benchmarks 5 and 6 and support schools and colleges to achieve all eight of the Gatsby Benchmarks.

Following the conclusion of this pilot the Department for Education's Careers Strategy has requested that the Careers and Enterprise Company scale up this model by establishing 20 more Careers Hubs across the country, based on the North East Pilot model.

### **What is a Careers Hub?**

A Careers Hub is a group of between 20 and 40 secondary schools / colleges / SEN Schools located in the same geographical area, working with universities, other education and training providers, employers and career guidance professionals to ensure that ALL the Gatsby Benchmarks are delivered in each school and college within the Hub and that careers outcomes are improved for all young people. Schools and colleges within the Hub should have a shared vision of how they will work together to improve outcomes for the young people in their area.

### **Worcestershire Careers Hub**

In July 2018 the Worcestershire LEP, in partnership with Worcestershire County Council were successful in their bid for Worcestershire to be awarded "Careers Hub" status by the Careers and Enterprise Company.

The Worcestershire LEP will develop a careers Hub which exceeded the maximum number of 40 educational establishments. The "Hub" delivery team over the next 2 years will work with member schools to ensure not only are they meeting the mandatory requirements set out within the Department for Education's Careers Strategy, achieve all eight of the Gatsby Benchmarks but will also ensure that Worcestershire pupils will receive an increased number of employer encounters and activities which will in turn prepare them for the world of work.

The delivery team will continue to build on the success of their showcase careers event, the Worcestershire Skills Show, support the promotion of the apprenticeship agenda, working with our partner Worcestershire Apprenticeships, and ensure that ALL schools provide pupils with the opportunity to meet with FE / HE / Training providers and universities to ensure they can continue to make informed choices about which educational and vocational pathways are open to them.

Work will also continue to expand the range of information available to pupils, parents, employers and teachers through the "Skills4Worcestershire" careers signposting website.





### **Strategic Careers Leader**

As set out within the Department for Education's Careers Strategy Chadsgrove School is required to have a designated member of our Senior Leadership Team named as our schools Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a School meet our mandatory requirements and work towards achieving all eight of the Gatsby Benchmarks by August 2021.

Bec Gayden has agreed to undertake this role. Bec Gayden will provide both the Head Teacher and the Board of Governors with regular updates on our progress and will work closely with Emma Nolan who will liaise with the Worcestershire LEP delivery team, our assigned Enterprise Adviser and local employers to ensure we deliver this strategy.

### **Our Careers Team**



Tom George



Emma Nolan



Bec Gayden

Bec Gayden will lead our team which will include the following staff members:

- Emma Nolan - Careers, Preparation for Adulthood and Work Related Coordinator
- Tom George – Careers Advisor
- All Teachers from across the School that are delivering the post 16 curriculum



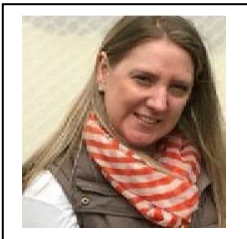


## **Our Enterprise Advisers**

Through the Worcestershire LEAs Enterprise Adviser Network, Chadsgrove School are delighted to have been assigned three designated enterprise advisers .

Hollie Styles, Natalie Cutler and Shirley Webb will be supporting our careers team to assist us to facilitate careers related activities which will help us achieve Gatsby Benchmarks 5 and 6. In addition Natalie and Shirley will become a pro active member of the Chadsgrove careers team to help us achieve and maintain Gatsby Benchmark 1.

### **Hollie Styles** **Family Lawyer**



Hollie joined Thursfields in October 2007 as a legal secretary and has since worked her way into her current role at FBC Manby Bowdler Solicitors advising on family law issues in the Family Team.

Hollie is excited to be part of this venture and to be able to inspire and assist our children and young people in developing ready for leaving school and having relevant and necessary exposure to the various job opportunities available for them.

### **Louise Tedstone** **Receptionist**

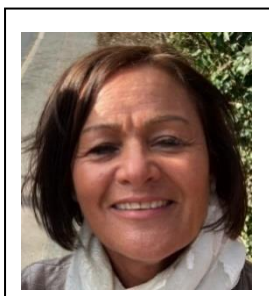


Louise has worked as a receptionist at Bumble Hole Foods for a number of years and following a career break to have her son, returned to this role 3 years ago. Her responsibilities include answering the main switchboard and she is the first contact for customers.

Louise has many responsibilities to fulfil her role such as supporting when goods arrive at the factory, however, her main duties are administrative tasks supporting all the departments.

Louise is really excited to be an Enterprise Advisor and believes that everyone deserves to have support upon entering a workforce. It is an incredibly different experience to school.

### **Shirley Webb** **County Councillor**



Shirley is the County Councillor for Worcestershire County Council and District Councillor for Bromsgrove District Council for Catshill South.

She believes that Children are our future and should be given every opportunity to fulfil their goals and dreams. She is passionate about children and young adults being given opportunities and experience in real workplaces, whilst ensuring equality for all.



### **Current Position at Chadsgrove School**

Pupils are currently receiving the following careers related support or participating within the activities listed below during their journey through School:

**9us/10us/11us** (This may include pupils from across years 7-10)

<b>Pre Formal Pathway</b>	<b>Semi Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Community visits</li> <li>• Business enterprise “Tenner challenge”</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP</li> <li>• Development of ‘My Well-being Passport’</li> </ul>	<ul style="list-style-type: none"> <li>• Business enterprise “Tenner challenge”</li> <li>• Workplace visits</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP</li> <li>• Employer encounters across curriculum lessons</li> <li>• Development of my ‘I Explore’ plan</li> </ul>	<ul style="list-style-type: none"> <li>• Careers guidance – Classroom discussions</li> <li>• Workplace visits</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons.</li> <li>• Development of my ‘I Plan’ plan</li> </ul>
<b>Impact</b>	<b>Impact</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Exposing pupils to the community gives them a sense of belonging</li> <li>• Transforming how parents think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> </ul>	<ul style="list-style-type: none"> <li>• Exposing pupils to a variety of work places will ensure they make informed choices about their future</li> <li>• Transforming how parents think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> </ul>	<ul style="list-style-type: none"> <li>• Transforming how pupils think about their pathway to adulthood allowing them to make informed choices about their future</li> <li>• Transforming how parents think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> </ul>



**12us/13us** (This may include pupils from across years 10-14)

<b>Semi Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Careers guidance– Classroom discussions</li> <li>• Careers interviews where appropriate</li> <li>• Business enterprise “Tenner challenge”</li> <li>• Workplace visits</li> <li>• FE and adult social care provider visits</li> <li>• Parent Carer Preparing for Adulthood guidance with Tom George</li> <li>• 1:1 careers guidance with a Careers advisor (where appropriate)</li> <li>• Life beyond school event</li> <li>• Duke of Edinburgh Award scheme- Bronze</li> <li>• Lessons that incorporate planning that develop soft skills</li> <li>• Work related experiences</li> <li>• Community projects</li> <li>• Development and completion of my ‘I’m Ready’ plan</li> </ul>	<ul style="list-style-type: none"> <li>• Careers guidance– Classroom discussions</li> <li>• 1:1 careers guidance with a Careers advisor (where appropriate)</li> <li>• Business enterprise “Tenner challenge”</li> <li>• Workplace visits</li> <li>• Life beyond school event</li> <li>• Employer encounters across curriculum lessons</li> <li>• Career exploration during curriculum lessons</li> <li>• Duke of Edinburgh Award scheme- Silver</li> <li>• Lessons that incorporate planning that develop soft skills</li> <li>• Work Experience</li> <li>• Development of my ‘I Apply’ plan</li> </ul>
<b>Impact</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Exposing pupils to a variety of work places will ensure they make informed choices about their future</li> <li>• Transforming how parents think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> <li>• Allowing pupils to become independent thinkers.</li> <li>• All pupils will have had a meaningful interaction with professionals from across various industries</li> <li>• All pupils feel confident making choices about their Post-16 destinations</li> </ul>	<ul style="list-style-type: none"> <li>• Transforming how pupils think about their pathway to adulthood allowing them to make informed choices about their future</li> <li>• Transforming how Parent Carers think about their son/daughters life beyond Chadsgrove</li> <li>• Raising pupil and Parent Carer aspirations</li> <li>• Positive collaborative outcomes for the pupil and Parent Carers</li> <li>• Allowing pupils to become independent thinkers.</li> <li>• All pupils feel confident making choices about their Post-16 destinations</li> <li>•</li> </ul>



**14/15/16US** (This may include pupils from across years 10-14)

<b>Pre Formal Pathway</b>	<b>Formal Pathway</b>
<ul style="list-style-type: none"> <li>• Community visits</li> <li>• Business enterprise “Tenner challenge”</li> <li>• Parent Carer Preparing for Adulthood guidance during EHCP</li> <li>• FE and adult social care provider visits</li> <li>• Life beyond school event</li> <li>• Development and completion of ‘My Transition Passport’</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 careers guidance with a Careers advisor</li> <li>• Lessons that incorporate planning that develop soft skills</li> <li>• Careers guidance– Classroom discussions</li> <li>• Business enterprise “Tenner challenge”</li> <li>• Workplace visits</li> <li>• Life beyond school event</li> <li>• Employer encounters- Work Experience</li> <li>• Mock Interviews</li> <li>• Business Enterprise</li> <li>• Charity fund raising</li> <li>• Class based business opportunities</li> <li>• Community projects</li> <li>• FE provider visits</li> <li>• Preparation for adulthood skills lessons</li> <li>• Development and completion of my ‘I am Ready’ plan</li> </ul>
<b>Impact</b>	<b>Impact</b>
<ul style="list-style-type: none"> <li>• Parent Carers feel confident making choices about their son/daughters Post-19 destinations</li> <li>• Pupils continue to progress to the most appropriate post-19 social care or an Educational provision</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils understand the range of opportunities that their education opens up</li> <li>• All pupils can identify the difference between a General Further Education College, Specialist College and Work Based Courses</li> <li>• All pupils improve their professionalism in lessons and around school</li> <li>• All pupils can independently and confidently research course and job requirements</li> <li>• All pupils have had a meaningful interaction with professionals from across various industries</li> <li>• Pupils continue to progress to the most successful post-19 provisions and providers to suit their need</li> </ul>



**Teaching staff contribute to the delivery of careers guidance through:**

Providing advice and discussion opportunities to pupils  
Organising and supporting employer visits  
Planning, delivering and supporting career exploration during curriculum lessons  
Organising and supporting FE and adult social care visits  
Planning and delivering cross curricular activities  
Providing information to the Chadsgrove Careers Team about how they have linked their subjects/topics to careers development  
Planning the delivery of soft skills into their lessons to support pupil aspirations

**Local Provisions contribute to the delivery of careers guidance through:**

Offering pupils appropriate life beyond education experiences  
Science, Technology, Engineering and Maths (STEM) workshops  
Offering visits to pupils with a range of needs  
Providing volunteer and community inclusion opportunities  
Enabling employer encounters and engagements

**Parents contribute to the delivery of careers guidance through:**

Arranging and attending FE and social care visits  
Attending Parent Carer events  
Attending life beyond school events  
Inclusion in discussions with Chadsgrove School Careers Team  
Attending Annual EHCP reviews



## **Our Objectives for 2021-2024**

### **1. A Stable Careers Programme**

- To ensure the careers programme is delivered by individuals with the right skills and experience. The school will, wherever possible, use qualified careers professionals to offer advice and guidance to pupils and families where appropriate.
- To enable pupils to have an understanding of the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment where appropriate. Alternatively, where it is deemed necessary, pupils will have opportunities to discover and encounter a smooth transition into identified settings such as meaningful activity centres or work related social care providers.
- To continue to develop a careers programme that will raise the aspirations of all pupils regardless of academic ability and is tailored to meet their individual needs wherever possible.
- To ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the Board of Governors
- To ensure there is a clear focus on the activities for pupils it is deemed relevant and appropriate which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- To regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by pupils, teachers, employers and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Compass Careers Dashboard tools.

### **2. Learning from Career and Labour Market Information**

- To encourage and increase the use of online careers tools and packages across all year groups where appropriate. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and pupils are informed in their decisions and the advice being given. Work with the Worcestershire LEP and the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to Parents Carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work, apprenticeships, internships and how these meet the local and national priorities.

### **3. Addressing the Needs of the Pupil**

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure pupils are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps
- To ensure that a programme of activity takes place which raises the aspirations of all pupils and challenges stereotypical thinking in terms of equality and gender.





- To ensure that pupils with particular vulnerabilities and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and a personalised approach. Careers guidance for learners with SEND should be based on the pupils own aspirations, abilities and needs.

#### **4. Linking Curriculum Learning to Careers**

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract pupils towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within school. e.g. Young Enterprise and Code Clubs.
- To ensure that careers related activities are built in throughout the school year and not just towards the end of any given topic / subject being delivered.
- A focus will be placed on linking careers to all areas of the curriculum

#### **5. Encounters with Employers and Employees**

- To ensure that the pupils in the formal pathway receive at least ONE meaningful encounter with an employer during every year they are at school.
- To increase the number of appropriate and relevant activities which are conducted within school with the support of local employers.
- To ensure that pupils on the semi-formal and formal pathway have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship
- To enable learners on the formal pathway to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- To develop marketing materials for employers which will help them easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- To create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the school.

#### **6. Experiences of the Workplace**

- To ensure that pupils on the formal pathway receive at least ONE meaningful experience of the workplace by the end of year 11
- To ensure that pupils on the formal pathway receive at least ONE further meaningful experience of the workplace during years 12 and 13.
- To increase the number of employer workplace visits which will take place to enable pupils on the formal and semi-formal (if deemed appropriate and meaningful) to gain more of an understanding of the wide range of employment opportunities available within specific industry sectors based in Worcestershire.





- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activity within school

### **7. Encounters with Further and Higher Education** (or life beyond Education provisions)

- To ensure all / overwhelming majority of pupils receives at least THREE meaningful encounter with FE Colleges, specialist FE Colleges and/or social care providers by year 13.
- To ensure all / overwhelming majority for those pupils on the formal pathway have been provided with information about the full range of apprenticeships through the Worcestershire Apprenticeships activity offer by year 12.

### **8. Personal Guidance**

- Ensure all pupils, where appropriate, have had careers guidance with a professional and impartial careers adviser by the end of year 11
- Ensure all pupils, where appropriate, have had at least TWO discussions with a member of staff from the careers team by the end of year 13.

### **Promotion of Careers related activities**

Chadsgrove School will encourage the promotion of ALL careers related activity which takes place within the school through the creation of case studies and will share this activity through our School Twitter account and other social media channels.

This careers strategy document along with any case studies documents that are created will be placed on the schools website. These will also be shared with the Worcestershire LEP to be used to promote best practice across ALL careers hub member schools.

This promotion will enable us, and our partner organisations, to be able to capture the evidence we are required to provide both OFSTED and the Careers and Enterprise Company (and demonstrate that the activity taking place within our school) meets the requirements set out within the Department of Education's Careers strategy.



### **Action Plan 2020 / 2021**

- Identify a new named person from the SLT to become our Strategic Careers Lead following a restructure of the SLT by Sept 2020
- Create a whole School 3 year Careers Strategy plan
- Following governance approval publish year 1 of the 3 year strategy on the School website
- Appoint a School Governor responsible for the oversight of careers, transition & the 3 year strategy.
- Make all key holders aware of the strategy for 2020-2021
- Complete the Compass Evaluation Tool and the Tracker tool on a regular basis as per the terms of our agreement in joining the Worcestershire Careers Hub.

<b>Timetable of planned careers related activity</b>				
<b>Summer Term 2021</b>				
<b>Year Group</b>	<b>Activity Description</b>	<b>Date</b>	<b>Covering Benchmark</b>	<b>RAG Status</b>
Semi Formal & Formal 7,8,9,10,11,12,13,14	Use Skills Builder hub and resources to build pupils skill knowledge	April-July	1,2,3,4,5,6	
Formal 15,16	Travel training	April-July	3,5	
Semi Formal & Formal 13,15,16	Work experience	April-July	3,5,6	
Semi Formal & Formal 13,15,16	Duke of Edinburgh-Expedition	June/July	3,4,	
PMLD 10,14	Weekly visits to social care providers and activity providers	TBC	3,5,6	
Semi Formal & PMLD 13,14	Books Beyond Words-Work	May-July	3, 4	
All	Evaluation of "I Explore, I Plan, I Apply and I am ready "plans.	July	3,4,8	
Formal 12,15,16	Workplace visits	May-July	5,6	



### **3 Year Strategy Plan**

Chadsgrove School is fully committed to ensuring that all of our pupils acquire the skills, knowledge and attitudes to best equip them for the next stage of their learning journey for life beyond school. Our aim is to ensure that pupils and their families are fully prepared for and informed effectively about, the next steps so that pupils can aspire to achieve their full potential. The objective of our 3 year strategy plan is to ensure that we continue to be recognised nationally as the leading SEND school in Worcestershire.

#### **Action Plan 2021/2022**

- Further develop and widen our network of stakeholders to broaden and enhance student opportunities.
- Further enhance students skills within the preparing for adulthood framework including employability skills to enable each individual young person to succeed in life beyond education.
- Develop staff culture using the new SEND Gatsby Benchmark toolkit to resources, emails and correspondence from Careers Leader from “careers” to “Preparing of Adulthood” so that all teachers understand the purpose and allowing them to use their invaluable expertise throughout the curriculum.

#### **Action Plan 2022/2023**

- Apply for funding and grants to fund post 16 “pop up” shop.
- Continue with the school wide business enterprise, introducing a “wages system”
- Explore banking options for each class to pay and withdraw their profits from the enterprise sales day.
- Evaluate and audit teachers understanding and input of the “Preparation for Adulthood” curriculum.
- Map out and plan a Preparation for adulthood Long term plan that has specific pathways for PMLD, Semi Formal and Formal Pathway.

#### **Action Plan 2023/2024**

- To have a robust and measurable tracking system of all benchmarks
- Preparation for Adulthood and careers are embedded into the curriculum with the implementation of “Preparation for Adulthood” Long Term Plan
- To ensure all pupils are fully prepared to transition onto their next setting post Chadsgrove.
- To ensure all parents are fully prepared for their young person to leave Chadsgrove and commence their chosen destination.
- Implement school wide enterprise banking system and jobs relating to the banking systems for pupils e.g cashier.



## **Careers Programme and Provider Access Policy**

### **Introduction**

This policy statement sets out the arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

**Chadsgrove School** is committed to providing a personalised education package for all our pupils, and this is reflected by our life beyond education programme. Pupils will access different elements of the programme at different stages of their education whilst the focus will always be on preparing them for their future pathways, considering their own preferences. Our Careers Action Plan outlines our generic careers offer for our curriculum pathways. For some pupils, a more personalised offer will be in place. Our focus links directly to the requirements of the '*Gatsby Good Career Guidance*' report (2014) which became the basis for the statutory '*Careers guidance and access for education and training providers*' (2018).

### **School's Careers Leader**

Parents, teachers and employers may gain further information about our careers programme by contacting:

**Bec Gayden**

**Assistant Head Teacher**

**01527 871511**

**rg188@chadsgrove.worcs.sch.uk**

### **Measuring and assessment of the impact of the careers programme on pupils.**

Evaluation of our careers programme is designed to enable us to examine what we do, consider how we can improve it and provide stakeholders with a summary of this.

This will include gathering information from the pupils about how they feel about their experiences in relation to their programme.

Pupil progress in lessons will be evaluated each term as part of our ongoing Pupil Tracking process.

It is our aim to provide pupils with both experiences of the workplace and / or encounters with employers or alternatives as appropriate. These encounters and experiences will take place as part of curriculum lessons / workplace visits / assemblies / attending Careers Fairs, provisions and Events.

### **Opportunities for organisation to access Chadsgrove School**

Our curriculum and careers programme include opportunities for providers to come into school to speak to our pupils and/or their parents/carers. These can be arranged during timetabled Careers lessons or at other suitable times. Please speak to our designated staff member to arrange opportunities for your organisation to attend Chadsgrove School.

Organisations wishing to request access should contact:

**Emma Nolan**

**Careers, preparation for adulthood and work experience coordinator**



**ejn24@chadsgrove.worcs.sch.uk**  
**01527 871511**

### **Feedback**

We welcome feedback from our internal and external stake holders in relation to our delivery of Chadsgrove Careers Strategy.

Any stakeholders wishing to submit feedback should contact:

**Emma Nolan**

**Careers, preparation for adulthood and work experience coordinator**

**ejn24@chadsgrove.worcs.sch.uk**  
**01527 871511**

### **Useful links / Resources**

The Careers Enterprise Company	<a href="https://www.careersandenterprise.co.uk/">https://www.careersandenterprise.co.uk/</a>
Gatsby Foundation	<a href="http://www.gatsby.org.uk/education/focus-areas/good-career-guidance">http://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a>
Post 16 Skills Plan	<a href="https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education">https://www.gov.uk/government/publications/post-16-skills-plan-and-independent-report-on-technical-education</a>
Department of Education Careers Strategy	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf</a>
Skills For Worcestershire	<a href="http://www.skills4worcestershire.co.uk/">http://www.skills4worcestershire.co.uk/</a>
Government Careers Strategy December 2017	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf</a>
National Careers Service	<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>
UCAS (Universities and Colleges Admissions Service)	<a href="https://www.ucas.com/">https://www.ucas.com/</a>
Worcestershire Local Enterprise Partnership	<a href="http://www.wlep.co.uk/">http://www.wlep.co.uk/</a>
Worcestershire Apprenticeships	<a href="http://worcsapprenticeships.org.uk/">http://worcsapprenticeships.org.uk/</a>
HOW College	<a href="http://www.howcollege.ac.uk/">http://www.howcollege.ac.uk/</a>
Kidderminster College	<a href="http://kidderminster.ac.uk/">http://kidderminster.ac.uk/</a>



Warwickshire College Group <https://wcg.ac.uk/page/1/home>

Worcester University <https://www.worcester.ac.uk/>