



Careers Programme

Coppice Performing Arts

2018/2019

Foreword

Introduction

Our careers programme is well rounded, all-encompassing and challenging. Allowing our young people to raise their aspirations, defeat stereotypes and overcome obstacles. Given the right guidance our young people are able to access opportunities and become successful in their chosen destinations when leaving Coppice Performing Arts School.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The school careers plan sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

Student Entitlement Statements

Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them
- Students have optional access to independent and impartial advisers via assemblies and group work.
- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Students will begin to think about GCSE option in terms of career pathways and plan future within school.

Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions when selecting their GCSE options.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school, such as Start profile.
- Students encouraged to think about what they might like to achieve after school and explore the different routes they could arrive their through Start profile.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students will have been provided with the information required, for them to make informed decisions and select the correct GCSE options to meet their desired destinations.

Year 9 Careers Entitlement

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness. This is achieved through the use of Start Profile and careers awareness activities.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. This is achieved through our school website, careers library and Start Profile

Year 10 Careers Entitlement

- Students begin to explore 6th form options.
- Economic awareness developed further, with the use of Labour market information and students are encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. This is achieved through our school website, careers library and Start Profile.
- Students complete work experience and record progress in Work Experience Log.

Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted with CV writing and encouraged to have a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. This is achieved through our school website, Start Profile and sign posting to relevant websites.

Year 12 Careers Entitlement

- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students have one weeks compulsory work experience at the end of year 12 that is planned to ensure it aligns with future career ideas.

Year 13 Careers Entitlement

- Students are given specific help with preparing UCAS/applying for apprenticeships
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Disclaimer

This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users School Careers Service.

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Careers Service Goals

Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Target Date
Provide a broad range of careers information.	We will provide broad information sources for students to use which will help them choose and develop their career plans.	Posters, prospectus online platforms	Resource Noticeboard stocked, (these are located in the Discovery and sixth form common room) with up-to-date careers information.	26 Jul 2019
Provide year 10 and 12 students direct access to work experience.	We will provide Years 10 and 12 with opportunities to obtain direct experience of the work environment.	EBP work experience database, access to start profile to identify valuable placements. Workshops about work experience and how to prepare for it.	All students action plans include examples of relevant work experience.	26 Jul 2019
Organise one week of work experience for every year 10 student.	We will provide support to give every year 10 student the opportunity to participate in one week of relevant work experience.	Access to EBP work experience data base, access to Start profile to identify valuable placements. Works focusing on the importance of work experience and how to prepare for it.	All year 10 students have arranged work experience and completed a work experience log book.	26 Jul 2019
Measure, monitor and report on the quality of our career programme.	We will measure, monitor and report on the quality of our career programme so that we can demonstrate year on year improvements.	Student voice will be carried out regularly to identify the areas of provision that are working and areas that need further improvement. Destination data will also provide evidence of this, as with the right guidance and information students will have positive destinations.	Useful measurements and feedback on careers service activity collected.	26 Jul 2019

<p>Collect and maintain destination data for all student leavers.</p>	<p>We will collect and maintain destination data for all student leavers and use this information to guide our long term planning.</p>	<p>Post 16 destination intentions are collected at three different points throughout the academic year. Final destinations are collected at the end of the school year, results day and are then followed up at the start of the following academic year.</p>	<p>All students have provided details of FE or work destinations.</p>	<p>26 Jul 2019</p>
<p>Provide encounters with further and Higher Education providers in line with the 'Baker Clause'</p>	<p>All students will be given the opportunity to encounter, colleges, universities and apprenticeship providers. Enhancing student knowledge of the options available to them.</p>	<p>Students attend careers fairs, visits to further and higher education and training providers. As well as having access to a wide range of literature about places of higher and further education and training providers. A wide range of providers have the opportunity to engage with our students through various events and trips.</p>	<p>Positive destinations will be made by students.</p>	<p>26 Jul 2019</p>

Activities and Events

Careers Events and Activities

Students will have access to wide range of careers focused events and activities. All careers activities will be posted on the careers noticeboard and on the school website.

September

Assembly Presentation						
Type	Assembly Presentation					
Description	Start of term presentation to students in assembly about the careers service and the plan for the years events and activities.					
Provision Type	CEIAG					
Provision Source	Independent					
Target Group	<ul style="list-style-type: none"> • Gifted & Talented • Pupil Premium • LLD • EAL • FSM • Uniform Allowance 					
Skills	<ul style="list-style-type: none"> • Communication • Planning and organising • Self-management • Learning • Time Management • Drive 					
Gatsby Benchmark	<ul style="list-style-type: none"> • Benchmark 2 - Career information • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 8 - Personal guidance 					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

October

Year 11 into Year 12 Options evening						
Type		Options Evening				
Description		Year 11 students and their parents are invited to an options evening, where they are able to explore and discuss the various pathways available.				
Provision Type		CEIAG				
Provision Source		In School				
Target Group		<ul style="list-style-type: none"> • Gifted & Talented • Pupil Premium • LLD • EAL • FSM 				
Skills		<ul style="list-style-type: none"> • Communication • Planning and organising • Self-management • Learning • Drive 				
Gatsby Benchmark		<ul style="list-style-type: none"> • Benchmark 2 - Career information • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 8 - Personal guidance 				
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
				✓		

January

Year 8 Options evening						
Type	Options Evening					
Description	Year 8 students and their parents are invited to an options evening, where they are able to explore and discuss the various GCSE option's available to them and the pathways and careers linked.					
Provision Type	CEIAG					
Provision Source	In School					
Target Group	<ul style="list-style-type: none"> • Gifted & Talented • Pupil Premium • LLD • EAL • FSM 					
Skills	<ul style="list-style-type: none"> • Communication • Planning and organising • Perseverance • Drive 					
Gatsby Benchmark	<ul style="list-style-type: none"> • Benchmark 3 - Pupil needs • Benchmark 4 - Curriculum • Benchmark 8 - Personal guidance 					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	✓					

January

Careers Fair	
Type	Careers Event
Description	A Careers Fair will be hosted within school, with exhibitors ranging from Colleges, Universities, National Apprenticeship representatives, Local Employers to name a few. All sectors will have a representative for their field, this will be attended by all students from Year 7 - Year 13
Provision Type	CEIAG
Provision Source	Independent
Target Group	<ul style="list-style-type: none"> • Gifted & Talented • Pupil Premium • EAL • FSM

Skills	<ul style="list-style-type: none"> • Communication • Planning and organising • Self-management • Learning • Drive 					
Gatsby Benchmark	<ul style="list-style-type: none"> • Benchmark 2 - Career information • Benchmark 5 - Employer encounters • Benchmark 7 - Educational encounters • Benchmark 8 - Personal guidance 					
Resources Required	Hours: 6 Staff Members: 6 Total Staff Hours: 36					
Services Required	Careers fair participation					
Businesses		Alumni			Parents/Individuals	
✓						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	✓	✓	✓	✓	✓	✓

July

Work Experience	
Type	Work Experience Session
Description	Work Experience. All Y10 students will be given the opportunity of 1 week work experience with an organisation. They will be set clear learning objectives and their performance will be reviewed with the work experience provider.
Provision Type	CEIAG
Provision Source	Independent
Target Group	<ul style="list-style-type: none"> • Gifted & Talented • Pupil Premium • EAL
Skills	<ul style="list-style-type: none"> • Communication • Team work • Problem solving

	<ul style="list-style-type: none"> • Planning and organising • Self-management • Learning • Technology • Initiative and enterprise • Perseverance • Time Management • Flexibility • Drive 					
Gatsby Benchmark	• Benchmark 6 - Workplace experiences					
Resources Required	Hours: 30					
Services Required	Work Experience Placements					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
			✓			

July

Work Experience	
Type	Work Experience Session
Description	Work Experience. All Y12 students will be given the opportunity of 1 week work experience with an organisation. They will be set clear learning objectives and their performance will be reviewed with the work experience provider.
Provision Type	CEIAG
Provision Source	Independent
Target Group	<ul style="list-style-type: none"> • Gifted & Talented • Pupil Premium • EAL • FSM
Skills	<ul style="list-style-type: none"> • Communication • Team work • Problem solving • Planning and organising • Self-management • Learning • Technology • Initiative and enterprise • Perseverance • Time Management • Flexibility • Drive

Gatsby Benchmark		• Benchmark 6 - Workplace experiences				
Resources Required		Hours: 30				
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
					✓	

Information & Self Help

Self-Help Resources

Here at Coppice Performing Arts School we provide a broad range of information sources are available in the careers library located on the school website and in the school cyber café. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the online careers library and the CEIAG Hub, they will be provided with guidance on the use of the resources where necessary.

Resource	Description
School website careers page	On the schools website there is an allocated careers section, containing a wide range of careers resources of benefit to both students and parents. Resources include information around different pathways and careers, Apprenticeships search engines, local providers directory, Labour market information. Guidance around CV writing and employability skills as well as a dedicated work experience section.
Noticeboard	There are various noticeboards around school with information around UCAS, Apprenticeships, subject related careers and sign posting to helpful resources and support.
Display Screens	Careers information linking to events and opportunities are displayed around the school.

Careers Providers

Independent Providers –

Coppice Performing Arts School will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance should encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points schools should ensure that pupils are informed about the options available, including:

- Post - 14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 - year - old enrolment at local colleges.
- Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

Provider	Services	Summary
The Careers & Enterprise Company	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours CV critiquing and coaching Employability Days Enterprise Education Enterprise workshops Interview training Mock Applications and Interviews Mock interview practice	Provider Type Opportunities Provision 30.0 Hours per Year
Yeti Ltd	Assembly presentations Careers fair participation Careers workshops Classroom Speakers or Presenters Company visits/tours CV critiquing and coaching Employability Days Interview training Mentoring and eMentoring Mock Applications and Interviews Mock interview practice Post-16 Education Trips & Visits	Provider Type Careers Guidance Provision 236.0 Hours per Year

Access to Independent Careers Guidance

Coppice Performing Arts School careers education a programme adheres to the ACEG/CDI framework for careers education and work- related learning and also complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined by the Head of Year 11 in consultation with the senior leadership team, the head of sixth form, the careers leader and other personnel including outside agencies. A detailed "needs analysis" ensures all students with barriers to progression are seen first. Any other pupils who self-refer are accommodated and the adviser has an open door policy at lunch times and break times. All personal guidance

provided to students are recorded and tracked in line with Gatsby benchmark 8.

Access to Internal Careers Guidance

The careers leader will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school.

Roles and Responsibilities

Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (Department for Education, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school meets and exceeds the statutory careers requirements
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!
- Review the careers programme and ensure that any problems preventing completion of any elements are resolved.

Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers manager to deliver interview, business game and other work readiness activities during the year.
- Support the careers leader to deliver interview, business game and other work readiness activities during the year.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the Curriculum leader for careers education to ensure students make a smooth transition to year 12 and are supported onto the right pathway.

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the schools statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

Curriculum leader for careers education responsibilities

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.

Careers leader responsibilities

- Prepare and deliver the careers plan.
- Ensure that staff are aware of their responsibilities in relation to careers.
- Report monthly progress to the SLT.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide you as required.
- Bring any problems that you are unable to resolve to the attention of the careers senior leader.
- Ensure you engage with all your stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

Careers information staff responsibilities

- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- Ensure the resource suite meets the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best school examples are providing.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the Careers Development Institute Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader

