

St Edward's Academy
Careers Provision
Report
2021



CHURCH *of* ENGLAND
ACADEMY

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What is Careers provision?

Careers provision is the delivery over a period of time of general and specific streams of advice that aim to assist students with their career and learning planning. Careers provision at its best will help students to successfully transition into further study, training or work.

The Government's careers strategy, published on 4th December 2017, contains statutory guidance that schools should adhere to. This guidance illustrates the objectives set out in the strategy. The overarching aim is to ensure that all young people in secondary school are able to access a programme of advice and guidance to meet their aspirational needs. The careers programme must be independent, stable, structured and delivered by professionals with the right skills and experience.

What are the Gatsby Benchmarks?

The Gatsby Benchmarks are a framework of 8 guidelines that define 'excellent' career guidance, which the Department of Education (DfE) expects schools and colleges to meet by the end of 2020.

The Gatsby Benchmarks (see appendix A) are not a statutory framework but, by adopting them, we can be confident that we are fulfilling our legal duties and moral responsibilities towards our learners.

The Eight Gatsby benchmarks are below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Requirements and expectations of schools

Timing	Action
Ongoing (legal duty came into force in September 2012)	<ul style="list-style-type: none"> Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
Ongoing (legal duty came into force on 2 January 2018)	<ul style="list-style-type: none"> Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. Annex A sets out an example policy statement on provider access.
From January 2018 to end 2020	<ul style="list-style-type: none"> Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
From September 2018	<ul style="list-style-type: none"> Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
From September 2018 (legal duty came into force on 1 September 2018)	<ul style="list-style-type: none"> Every school must publish details of their careers programme for young people and their parents.

*Extract from 'Careers guidance and access for education and training providers
Statutory guidance for governing bodies, school leaders and school staff October 2018*

Website:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

What is our vision for Careers?

At St Edward's Church of England Academy, we are dedicated to ensuring that all our pupils in Years 7 to 13 benefit from the highest quality independent advice on the full gamut of career options. This includes apprenticeships, employment and higher and further education.

It is vital that our pupils progress on the relevant course or employment upon leaving our school. We are highly committed to work with our pupils to make sure they have a plan for the next step in their education and career journey.

We support our students in making knowledgeable decisions by offering access to tailored and impartial guidance and information about the range of career options available (including academic, vocational, apprenticeships). This advice will be tailored to ensure it helps students to achieve their potential and long-term career goals. We believe that giving students the best careers education and guidance is vital to improving their motivation to learn and ensuring that they are able to achieve and exceed their potential.

Our Careers Provision Statement

Careers Education, Information and Guidance will be delivered according to the requirements of the National Framework programmes of study at Key Stages 3, 4 and 5. It is taught through the PSHE curriculum and through the subject curriculum, cross-curricular and extra-curricular opportunities for all pupils.

The programme will be supported by Prospects Service, as well as other relevant external agencies.

The key modes of delivery are set out below:

- Careers education and guidance are taught as part of the timetabled PSHE course by specialist teams;
- Subject specific careers education and guidance taught within and through other subjects, relating individual subject to career opportunities;
- Careers education and guidance events and activities delivered through off-timetable events (including HOPE days);
- Careers education and guidance as part of the pastoral system and through tutor group activities in structured form time. This is also incorporated, where applicable, into termly mentoring discussions and subsequent HOPE targets;
- Careers education and guidance through assemblies and guest speakers;
- Careers education and guidance through Work-Related Learning (WRL) activities;
- Careers education and guidance to identified students through a professional adviser from Prospects.

What is our careers programme at St Edward's Church of England Academy?

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • Virtual workshop 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • Subject careers lessons • Science and Engineering Event • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week • 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • Virtual Careers Fair • Virtual workshops
Year 8	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Virtual workshop • Unifrog 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • Science and Engineering Event • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week • 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • Virtual Careers Fair • Virtual Work Experience
Year 9	<ul style="list-style-type: none"> • Assembly opportunities • Virtual workshop • PSHE Lessons 	<ul style="list-style-type: none"> • KS4 Options Evening • Science and Engineering Event • Subject careers lessons. • PSHE Lessons • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • Careers Fair • Virtual Work Experience • PSHE Lesson • Virtual Careers Fair

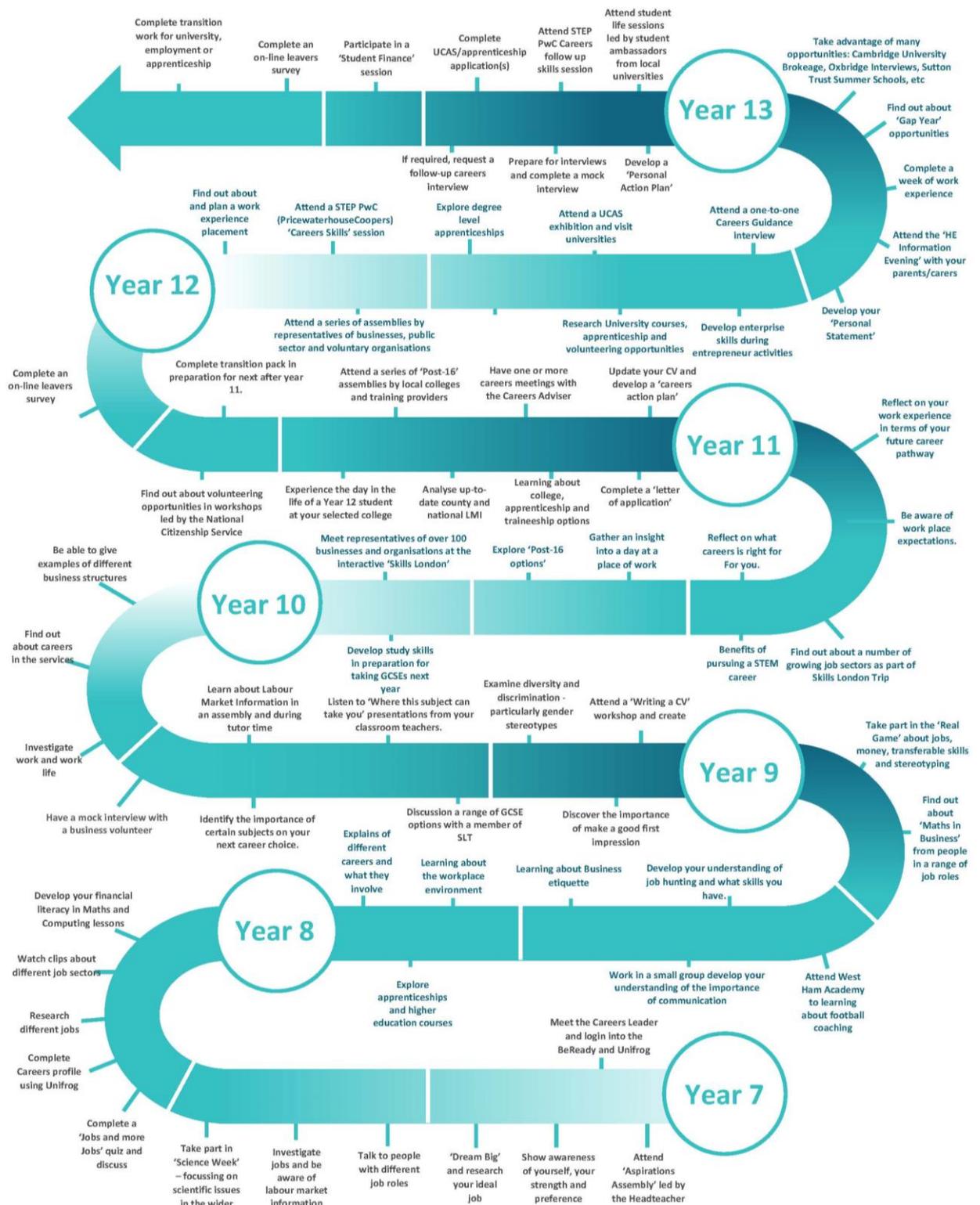
Year 10	<ul style="list-style-type: none"> • Assembly opportunities • Careers Event – London Excel • Virtual workshop • Assembly on Post 16 opportunities • RPA event organised by Havering • EtonX online course • Form activities 	<ul style="list-style-type: none"> • Assembly opportunities • Science and Engineering Event • Careers assembly • Form activities • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week • 	<ul style="list-style-type: none"> • Assembly opportunities • Virtual Careers Fair • Virtual Work Experience •
Year 11	<ul style="list-style-type: none"> • 1-2-1 Careers support • Post 16 Open Evening • Assembly on Post 16 opportunities • RPA event organised by Havering • EtonX online course 	<ul style="list-style-type: none"> • 1-2-1 Careers Support • Day in the life of a sixth former. • Form activities focusing on careers. • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week • 	<ul style="list-style-type: none"> • Transition work from GCSE to college, apprenticeship, A levels or vocation qualification. • NCS in-house program
Year 12	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • Brokerage workshop • RPA event organised by Havering • EtonX online course 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • Careers fair • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week • 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • Work experience • Virtual Work Experience • NCS in-house program • Virtual Careers Fair •
Year 13	<ul style="list-style-type: none"> • 1-2-1 Careers • STEP Lessons • Support UCAS application support • PSHE and Assembly opportunities • Assembly on Post 16 opportunities • RPA event organised by Havering • EtonX online course 	<ul style="list-style-type: none"> • 1-2-1 Careers • STEP Lessons • Support UCAS application support • PSHE and Assembly opportunities • National Careers Week • Discover! Creative Careers 2021' • National Apprenticeship Week • 	<ul style="list-style-type: none"> • NCS in-house program • Virtual Work Experience

School activities: Blending approach toward to CIEAG

We deliver Careers activities to ensure we provide students the necessary guidance and information for them to make informed choices on the next step in their journey. Please see a list of some activities that have taken place:

- Eton College online learning platform for Years 10, 11, 12 and 13
 - Entrepreneurship
 - Public speaking
 - Research skills
 - Critical thinking
- The Deloitte Aspire Programme
- Christ's-King's Programme 2021
- Speakers for Schools
- Virtual workshop: inclusion and diversity mean in the workplace
- Virtual workshop: Talk the talk: express yourself with confidence - English Speaking Union
- Virtual workshop: PWC - Projects management and working effectively to get the best outcomes.
- Virtual workshop: 'How to dare to change your life, with Lawrence Okolie and Harry Pinero;
- Virtual workshop: Citibank – Employability skills
- Virtual workshop: Citibank Working in Finance and investment
- NCS in-school programme – Theme HOPE
- National Careers Week
- Discover! Creative Careers 2021'
- National Apprenticeship Week
- Virtual workshop – 'A careers in the Met/Community Policing'
- Virtual workshop: Accenture – Branding and presentation.
- Virtual Event: Havering Council's Virtual Transition Event
- Virtual workshop: Investment 20/20 Careers Workshop
- PWC – Financial Literacy Curriculum
- Year 11 Transition to Key Stage 5 - Future Learn
- Virtual workshop: NHS Insight for BHR
- Targeted Year 11 phone calls and face to face meeting focused on students who have the potential to be NEETs

Student Friendly Learning Journey

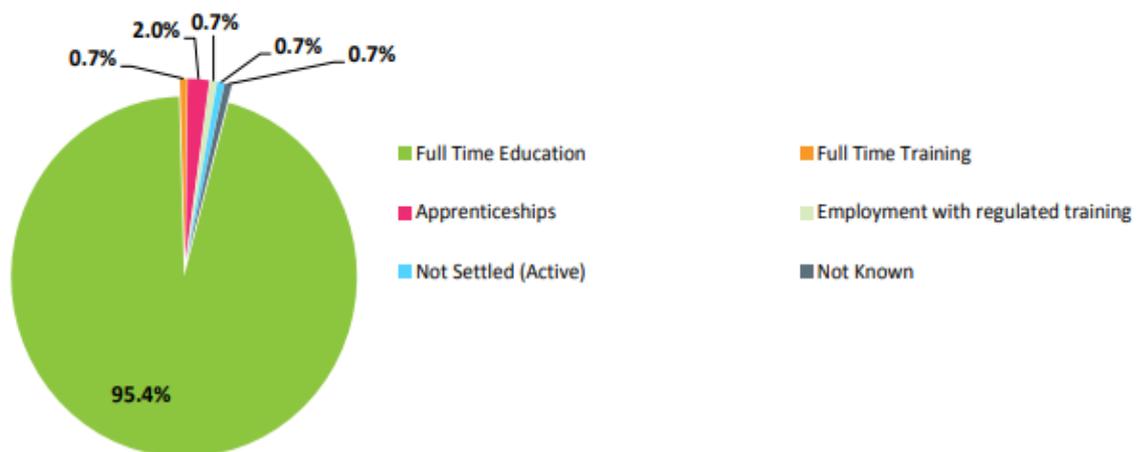


What has been the impact of our Careers programme?

Year 11 - Student Destination (2020 leavers) - all pupils:

Please see below destinations of students in the 2020 cohort (*This data was collated by Prospects on behalf of the local authority*) :

2.1 Year 11 Activity Survey 2020 activities summary



2.0 Year 11 Activity Survey 2020 headlines

	2019	2020	Yearly Changes
Year 11 Activity Survey Cohort	163	151	-12 ▼
Activities 'Meeting the Duty to Participate'	98.8% (161)	98.7% (149)	-0.1% ▼
Activities 'Not Meeting the Duty to Participate'	0.6% (1)	1.3% (2)	+0.7% ▲
- <i>Not Settled Activities</i>	0.6% (1)	0.7% (1)	+0.1% ▲
- <i>Activities not yet confirmed (not Known)</i>	0.0% (0)	0.7% (1)	+0.7% ▲

Year 11 - Student Destination (2020 leavers) - Destination Summary:

2.2 Activity Survey 2020 Destination Summary

Activity Type	Destination	2019		2020		
		Totals	%	Totals	%	
Meeting the duty to Participate	Full Time Education	School Sixth Form	80	49.1%	76	50.3%
		Further Education College	48	29.4%	38	25.2%
		Sixth Form - College	27	16.6%	30	19.9%
		Higher Education	0	0.0%	0	0.0%
		Other Post-16 Education	1	0.6%	0	0.0%
	Custodial Institution	0	0.0%	0	0.0%	
	Totals	156	95.7%	144	95.4%	
	Full Time Training	EFA Work based Training	1	0.6%	0	0.0%
		Other Training	0	0.0%	0	0.0%
	Traineeship	1	0.6%	1	0.7%	
Totals	2	1.2%	1	0.7%		
Apprenticeships	Apprenticeships	3	1.8%	3	2.0%	
Employ. with training	Employment with Training	0	0.0%	1	0.7%	
Working Towards	Working Towards	0	0.0%	0	0.0%	
Participating Totals		161	98.8%	149	98.7%	
Not Confirmed to be Participating	Taking a break from Learning	NEET - Illness	0	0.0%	0	0.0%
		NEET - Pregnancy	0	0.0%	0	0.0%
		NEET - Teenage Parent	0	0.0%	0	0.0%
	Totals	0	0.0%	0	0.0%	
	Employment without Training	Employment with Local Training	0	0.0%	0	0.0%
		Employment without Training	0	0.0%	0	0.0%
	Totals	0	0.0%	0	0.0%	
	Not Settled (Active)	NEET - Seeking EET	1	0.6%	1	0.7%
	Part Time Activities	Part Time Activities	0	0.0%	0	0.0%
	Not Settled (Not Active)	NEET - Other	0	0.0%	0	0.0%
Not Known	Not Known	0	0.0%	1	0.7%	
Not Participating Totals		1	0.6%	2	1.3%	
Cohort changes (Duplicate merges, Excluded YP etc.)		1	0.6%	0	0.0%	
Year 11 Cohort (July2020)		163		151		

Key stage 4 2018/19 leavers – Destination Measures

Destination	Percentage	Havering	National
Pupils staying in education or employment for at least 2 terms after key stage 4	96%	96%	94%
Pupils staying in education for at least two terms after key stage 4	93%	90%	87%
<ul style="list-style-type: none"> Further education college or other further education provider 	40%		
<ul style="list-style-type: none"> School sixth form - state funded 	48%		
<ul style="list-style-type: none"> Sixth-form college - state funded 	3%		
<ul style="list-style-type: none"> Other education destinations 	1%		
Pupils staying in apprenticeships for at least six months	2%	4%	4%
Pupils staying in employment	2%	2%	3%
Pupils in education or apprenticeships which were not sustained for two terms	3%	n/a	n/a
Pupils not captured in education or apprenticeships (destination unknown or in employment)	2%	4%	5%
Destination unknown	1%	1%	1%

Pupil destinations after key stage 4 (2019 leavers) - disadvantaged pupils

Destination	St Edward's	Havering other (non-disadvantaged) pupils	England other (non-disadvantaged) pupils - state-funded schools
Pupils staying in education or employment for at least 2 terms after key stage 4	98%	97%	96%
Pupils staying in education for at least two terms after key stage 4	93%	91%	89%
Pupils staying in apprenticeships for at least six months	2%	4%	4%
Pupils staying in employment	2%	2%	3%
Not staying in education or employment	2%	3%	3%
Destination unknown	0	1%	1%

All students - destinations after 16 to 18

Level 3 students - destinations after 16 to 18			
Destination	Percentage	Havering	National
Students progressing to education or employment	95%	82	81
<ul style="list-style-type: none"> Students staying in education for at least two terms after 16-18 study 	73%	46	47
<ul style="list-style-type: none"> Students staying in apprenticeships for at least six months 	4%	11	8
<ul style="list-style-type: none"> Students entering employment 	18%	25	25

Feedback on careers activities :

- *I now have strong conviction to go to university and get my masters. As well as learning a language.*
- *Importance of communication in the workplace*
- *Learnt about different career paths*
- *How to work better in a group setting and voice my ideas properly*
- *I learnt how to cooperate properly as a team*
- *I learnt how to combine my ideas in an effective way*
- *I learnt language skills are important.*
- *I learnt so much*
- *It was a great experience*
- *I learnt about a range of different careers and what skills employers look for. I discovered some new job interests and helpful websites to aid in deciding on a career.*
- *mental health and awareness, and how to cope with stress*
- *I learnt about the world of marketing, this is what interested me the most.*
- *what employers look at when employing*
- *Leadership skills I learnt in order to be a successful leader I need certain skills such as good communication, negotiation skills ,planning and organisation skills and creativity*

What progress are we making towards the Gatsby Benchmarks?

Benchmark	Percentage of benchmark met 2020	Percentage of benchmark met 2021
Benchmark 1 - A stable careers programme	58%	94%
Benchmark 2: Learning from career & labour market information	100%	100%
Benchmark 3: Addressing the needs of each pupil	72%	100%
Benchmark 4: Linking curriculum learning to careers	100%	100%
Benchmark 5: Encounters with employers & employees	75%	100%
Benchmark 6: Experiences of workplaces	62%	87%
Benchmark 7: Encounters with further and higher education	100%	100%
Benchmark 8: Personal guidance	87%	100%

Appendices

Appendix A – Table of Gatsby Benchmark

Benchmark	Description	Expectation
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<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.
2. Learning from career and labour market information	Every student, 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.	<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.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<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

<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.
<p>5. Encounters with employers and employees</p>	<p>Every student 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.</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>*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.</p>
<p>6. Experiences of workplaces</p>	<p>Every student 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 students 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>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>

8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<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.
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