

## GATBSY AUDIT: JULY 2019

NOTE: Future actions and/or areas for (continued) development are highlighted in RED.

Benchmark	Explanation	Evidence
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	<ul style="list-style-type: none"> <li>• A detailed Careers Programme and Policy is published on the school website.</li> <li>• Provider Access Policy statement is published on the school website.</li> <li>• Annual Report and Action Plan evaluating the impact and success of careers programme is published on the school website.</li> <li>• Student focus groups led by your Enterprise Adviser (once we are assigned one) to be carried out.</li> <li>• Questions reviewing careers programme to be added to the whole school student and parent surveys.</li> <li>• All employers and parents complete feedback forms following any visit/activity relating to the careers programme. Feedback form is published on the school website.</li> </ul>
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>• Students and parents/carers are encouraged to use Unifrog to gain up-to-date career and labour market information. All students use Unifrog each year.</li> <li>• Unifrog details have gone out to all sixth form parents who are now able to log in themselves. Log in instructions for parents are published on the school website.</li> </ul>
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<p>Raising aspirations and challenging stereotypical thinking:</p> <ul style="list-style-type: none"> <li>• Yavneh is the top performing non-selective school (progress 8 scores) in the country.</li> <li>• Year 12 students are given the opportunity for mentoring through the Ort Jump mentoring programme.</li> <li>• Year 11 programme of employer assemblies (using parents). This includes a diverse mix of employers, both male &amp; female and from STEM subjects.</li> <li>• Careers Fair (Jan 2019) included 80 different employer stands (mainly using parents). This included a diverse mix of employers, both make &amp; female and from STEM subjects.</li> <li>• Year 10 (most able) student visit to Cambridge University</li> <li>• Unifrog allows each student to set up their own profile and search for careers, university/apprenticeship destinations according to their own needs, interests and criteria.</li> <li>• Records of student's careers and enterprise activities are logged through Unifrog.</li> <li>• Destination data (year 11 and year 13) is overseen by Sixth Form Secretary. This information is shared with Hertfordshire County Council.</li> </ul>

<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 future career paths.</p>	<ul style="list-style-type: none"> <li>• Guidance for EHCP students (years 9 and 11) given by HCC run through SENDCO</li> <li>• MK in the process of carrying out an audit of careers work that is going on across the curriculum.</li> <li>• Following the completion of the audit MK will work with HODs to further develop this benchmark.</li> <li>• All departments/subjects to develop career displays, highlighting the careers that students could go into studying this subject. This will be ready for Prospective Parents Evening (September 2019).</li> </ul>
<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 activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>There are already a range of opportunities for students to experience at least one employer encounter each year they are in school.</p> <ul style="list-style-type: none"> <li>- Year 9 magistrates assembly</li> <li>- Year 11 careers assemblies (using parents)</li> <li>- Year 12 ORT JUMP mentoring</li> <li>- Year 12/13 visit by <i>Whitehat</i> (apprenticeship)</li> <li>- Year 12/13 Young Enterprise programme</li> <li>- Year 12/13 Medicine programme</li> <li>- Year 12 PHSCE speaker programmes</li> <li>- Visiting speakers (range of year groups)</li> </ul> <p>The challenge with this benchmark is to provide employer encounters for younger year groups. With the support of the Careers &amp; Enterprise Company, MK will look into the following opportunities: Employer panel events – 3 or 4 local employers talk about their company/roles and students prepare questions to ask. Can be for a whole year group or smaller groups</p> <ul style="list-style-type: none"> <li>• STEM challenges – e.g. – Tomorrow’s Engineers Energy Quest <a href="https://www.tomorrowsengineers.org.uk/energy-quest/">https://www.tomorrowsengineers.org.uk/energy-quest/</a> , Set Point – organise a number of different events and run a STEM ambassador programme where you can request an employer to come in and run workshops/talk at an event/deliver a careers talks etc. <a href="http://www.setpointherts.org.uk/">http://www.setpointherts.org.uk/</a></li> <li>• Year 7/8 careers day – some schools run interactive employer workshops based around key skills such as team work, communication, problem solving etc.</li> </ul>
<p>6. Experiences 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"> <li>• Year 12 complete a week’s work experience during the very last week of the summer term. They complete preparation for this in the winter term, which includes CV building and writing letters of application. Students complete follow up work in the first week of year 13.</li> <li>• While we are currently unable to run a pre-16 work experience programme, the following activities for the lower school could also be included for the lower school. MK will need to look into these: <ul style="list-style-type: none"> <li>- Internships and holiday placements (The school would need a record of students that have undertaken a placement)</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Job shadowing</li> <li>- Work experience in school</li> <li>- Volunteering (again, if outside of school would need a record of this)</li> <li>- Workplace visits</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Provider access policy is published on the school website</li> <li>• Year 8 Options Evening</li> <li>• Year Options Assemblies</li> <li>• Yavneh Sixth Form Open Evening</li> <li>• Year 11 Sixth Form interviews</li> <li>• UCAS programme</li> <li>• Alumni Higher Education Fair</li> <li>• Apprenticeship Evening</li> <li>• Oxbridge and Medicine Programme</li> <li>• Whitehat workshop supporting applications to Apprenticeships</li> </ul> <p>MK to look into the possibility of organising additional meaningful encounters with independent training providers. MK to work with Careers &amp; Enterprise Company to organise this. For example:</p> <p>Other local training providers recommended by Careers &amp; Enterprise Company:</p> <ul style="list-style-type: none"> <li>• Isales (IT and Sales apprenticeships) – contact Kate Carter <a href="mailto:Kate@isalesacademy.co.uk">Kate@isalesacademy.co.uk</a> (Kate often visits schools to run workshops on CV writing, applications, social media, apprenticeships etc.)</li> <li>• London Hairdressing Academy – contact Natalie on <a href="mailto:natalie@lhaa.co.uk">natalie@lhaa.co.uk</a> They offer hairdressing and barbering course and are based in Borehamwood <a href="https://www.lhaa.co.uk/">https://www.lhaa.co.uk/</a></li> <li>• Keits (Animal care/horticulture/land based apprenticeships) –<a href="https://www.keits.co.uk">https://www.keits.co.uk</a></li> </ul> <p>The ASK (Apprenticeship Support &amp; Knowledge) service can also offer free workshops around apprenticeships for schools. You can find out more and book workshops through the Amazing Apprenticeships website <a href="https://amazingapprenticeships.com/request-support/">https://amazingapprenticeships.com/request-support/</a></p>
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	<ul style="list-style-type: none"> <li>• Yavneh College currently does not offer students IAG from a qualified careers advisor.</li> <li>• MK to look into possibility of offering IAG advice for most vulnerable students. MK already met with YC Hertfordshire to look into the possibility of arranging this. MK to readdress this in September with SLT.</li> </ul>