

## Platanos College Careers Guidance Strategy 2018-2019

This careers guidance strategy has been prepared as part of the Lambeth Careers Cluster. Platanos College is working with sixteen other schools in the borough, alongside employers and other partners to:

- Improve the labour market relevance of learning.
- Develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is endorsed by the ten employers signed up to the Lambeth Career Cluster and supported by our role as a business enterprise college and by our business governor.

### 1. Vision and Purpose

*“London’s youthful, expanding and entrepreneurial population needs to know where there will be work opportunities and they must be equipped with relevant experiences, skills and qualifications to take advantage of them from an early age. Young Londoners are not just competing with each other and the rest of the UK for jobs - they are also competing on a global basis. Action is required at every level. Parents, employers, schools, colleges, training providers, universities and career development specialists - all will need to work together to keep up-to-date with and communicate effectively on fast changing education and labour markets.”*

London Ambitions: Shaping a successful careers offer for all young Londoners, London Councils, 2015

The London Ambitions offer recognises that careers matter to individual and to the wider economy and that career development encompasses a wide range of different aspects.<sup>1</sup>



<sup>1</sup> Professor Wendy Hirsch  
Institute for Employment  
Studies

This strategy builds on the national requirements for careers, enterprise and work related learning and tailored in line with the ethos and direction of our school. It has been drawn together to support the outcomes of the Lambeth wide career cluster:

The overall aims are:

- To ensure that young people make a successful school to work/HE transition including improving the employability skills of vulnerable and disadvantaged young people.
- To draw effectively on labour market intelligence to inform curriculum and careers provision.
- To increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.
- To enable pupils to construct their own 'career story' about who they are, what's important to them and what they would like to achieve in their lives.
- To raise their aspirations, broaden their horizons and counter stereotyped thinking about what they and others can achieve
- To extend their knowledge of changing labour market opportunities, requirements and pathways in learning and work.
- To extend their wide network of support through attending careers events, accessing information and advice, and gaining relevant experience.
- To develop essential career skills including foundation Maths and English, resilience, adaptability, enterprise, employability and self-presentation.
- To understand ways of experiencing and achieving career happiness and well-being.
- To take increasing responsibility for managing their own career choices, plans and transitions.

### 1.1 Development priorities for 2017/18

Participation in the Lambeth Career Cluster has given Platanos College a robust opportunity to take stock of current provision, and identify challenging and realistic development priorities. We are committed to delivering provision in line with the eight Gatsby benchmarks and working towards the Quality in Careers standards/ Investor in Careers Award. Following completion of the Compass audit our particular priorities are to build on our following strengths and address our priorities for development:

Priorities:

- All pastoral staff and teaching staff are trained to support students with front line career support.
- Improving the evaluation of the effectiveness of the careers programme through tracking outcomes on progress, subject choice and destinations. ( in line with statutory requirements of Destination Data per September Guarantee, Activity Survey and Intended Destinations)
- Commit to the Worksmart Action Plan which involves Employers in Inspiring Young People in Education
- Support subject teachers further develop links in our career learning particularly in STEM, English and Maths.
- To create a central hub for staff to be able to view careers activity for each term and add information.
- Further develop a system for recording achievement and progress of individual students in relation to their career plans.
- Achieve the final stage 3 of Investors in Careers

### 1.2 Recognising national and local trends and expectations

London is a global city with an economy larger than many of the other member states of the EU<sup>1</sup>. This provides many opportunities for young Lambeth residents but also big challenges. They are competing for jobs not just with each other but with people from across the UK and much of the rest of the world. The London workforce is typically better qualified and better paid than workers in the rest of the UK<sup>2</sup>. It is also more entrepreneurial, with higher levels of self-employment.

Over the past decade Lambeth residents have become increasingly skilled, indicating a population shift with more highly skilled people moving to Lambeth<sup>3</sup>. 65% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 50% in London as a whole and 37% across the UK<sup>2</sup>.

The demographical positioning of the school has high levels of deprivation, with many families coming from workless households. Economically, many pupils are disadvantaged as over half of the students attending the school are on free school meals. Almost half of our children are from homes where English is the second language, and many of our parents have been educated at secondary school level and transitioned to further education. However, we have seen an increase in the number of parents pursuing a degree. In turn, many Lambeth residents are now highly skilled and qualified, but those who are not risk missing out on the opportunities created by growth. Too many are experiencing prolonged delay in taking that essential first step into a job or career. This can seriously damage a young person's confidence and self-esteem.

Regeneration projects and local employment growth offer some potential to help lower skilled residents, but future employment opportunities will be overwhelmingly in high skilled occupations, with increasingly few employment opportunities in medium and lower skilled occupations<sup>3</sup>.

The proportion of young people in apprenticeships and jobs with training in London is around half the England average<sup>4</sup>. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. Apprenticeships are a more popular choice after Key Stage 5, but apprenticeship destinations are still 6% compared to 7% across England<sup>5</sup>.

At least 95% of the pupils at Platanos College go on to further education, with remaining 5% preferring to opt for an apprenticeship programme. The school has a comprehensive programme which runs yearly in collaboration with various establishments from further education, apprenticeship and higher education. This is followed by workshops, summer university course, taster classes and work related trips, which all form part of our preparing pupils for the further education transition. As a school we have only a very small percentage of our pupil population who become NEET category, and this is usually linked to challenges prior to the transitional stage of further education.

The school will continue to develop its employer links to enable students acquire business and economic knowledge and develop a school business plan. A programme will be mapped throughout the academic year that includes curriculum time, work related learning, visits to and by higher education, and school visits by employers. The business plan will give students the exposure and the work with employers and will also raise their awareness about the labour market. In turn, students will gain the skills and knowledge needed to be competent enough to apply for jobs, understand the current trends and requirements within the labour market, match qualifications to their career pathways and be confident in their approach. Each pupil will have their own business plan portfolio from key stage 3 (year 9 option choices) which they are encouraged to build upon and keep records and evidence base of their learning. The information will then be used to support the all-important transition to either further education, apprenticeships or training course.

**In order to help face the challenges of a competitive local labour market Platanos College will:**

- Ensure up-to-date, user-friendly labour market intelligence/information (LMI) is readily accessible by young people, teachers and parents/carers.
- Work with Lambeth Apprenticeship Ambitions Programme to boost students understanding and take up of the apprenticeship pathway.
- Ensure every student has the opportunity to gain experience of the world of work. This could include career insights from industry experts, work tasters, mentoring, enterprise activities, participation in careers events and work experience in line with the latest Careers guidance and inspiration in schools (October 2018).
- Ensure every student has the opportunity to evaluate the knowledge and skills they need for the workplace.

## 2. People and Resources

In order to ensure effective delivery of careers provision we want to ensure that all staff support students in their career exploration and planning and are actively involved in aspects of the programme. All staff has a role to play in ensuring students have a well rooted understanding of their strengths and the pathways open to them.

*“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.”*

Dr Russ Quaglia 2016 (London Ambitions Careers Curriculum)

The governing body, head teacher and the senior leadership team are committed to meeting our statutory careers-related responsibilities and the Quality in Careers/Investor in Careers standards of excellence in CEIAG.

### Contacting the school

Parents and pupils can access further information about the school careers programme, forthcoming events and event showcases by viewing the school website: [www.platanoscollege.com](http://www.platanoscollege.com)

If you are an organisation, local college or offer apprenticeships and would like to work in collaboration with our school then please contact Ms Williams at [williams.t1@platanoscollege.com](mailto:williams.t1@platanoscollege.com) or call the school on 0207 733 1656.

We will uphold:

- That a member of the Senior Leadership Team (SLT) manages the careers team and provides regular updates to SLT
- The governing body monitors the work of the careers team and receives regular updates via the governors’ curriculum committee meetings.
- The careers team produce, implement and evaluate the annual careers programme, informed by the school development plan.
- The SLT will collaborate with the various curriculum Directors of Learning to ensure the delivery of cross-curricular learning takes place across various subjects which is linked to STEM, with the focus being on work related learning.

- The school careers advisor will manage the lunchtime careers drop in and help sign post additional reading material to assist with career choices.
- Form tutors will have dedicated time throughout the academic year to deliver careers for year for specific year groups, during PHSE time, which will run on a carousel throughout the various terms (Autumn, Year 11; Spring, Years 7, 8 and 9; and Year 10, Summer) The programme will be prepared and monitored by the careers team by throughout the academic year 2018-2019.

The timetable is readjusted throughout the year to accommodate the various careers programmes that is run throughout the school year, for all year groups. This includes writing a scheme a work and work with external providers to support the delivery of a robust careers programme.

### 3. Programme and Provision

Evidence suggests that a mixed delivery model is most effective in meeting students' needs with integration of career learning into all lessons, some discrete timetabled provision through PSHE, reflection and support through tutorial time and enrichment activities for impact including encounters with employers from a wide range of possibilities and access to information, individual advice and guidance. The Gatsby Report Good Careers Guidance provides a guide on the range of activities and how schools can organise these. As outlined in the Careers & Enterprise Company booklet *What Works in Careers and Enterprise?* it is important to take account of:

- Different effects for different activities
- Sequencing of activities to meet learner needs
- Effective implementation and ongoing review and improvement

The careers programme is prepared and delivered at the start of the academic year, with priority given to Year 11. A comprehensive programme, which includes a scheduled timetable for year 11 pupils to receive one-to-one impartial advice from an external careers specialist; this is supported by tutors' delivery additional careers information from the Step booklets during tutorial. In addition, an assembly rota is put in place and delivered by various establishments, for example further education, higher education and information about apprenticeships. Lastly, a careers fair is held with over twenty various FE and training providers, with parental involvement during the autumn term. This is followed by the Year 10 pre-preparation for work experience in autumn term 2. The launch of the programme is delivered by the careers team, a work experience programme is devised which includes assemblies delivered by members of staff, pupils and external organisations. The programme also covers labour market information, CV writing workshops and interviews skills delivered by an external organisation. In addition, students are involved in college taster days, trips to higher education and an array of work related visits. In the spring term from February onwards, the year 9 options programme begins, with assemblies led by form tutors and teachers from various departments who link the learning with today's current labour market. The school works with ambassadors from higher education and employers to link subjects to choices. The CEIAG is embedded within the PHSE curriculum which allows for the lower end of the school, key stage 3, years 7-9, to also benefit from an introduction to careers. All year groups benefit from the extended programme such as: trips to enhance learning, work-related learning, college and higher education taster days, and assemblies led by colleges, working with local/community businesses via projects to further raise awareness and serve as an introduction to careers. Finally, special workshops are i.e. STEM, Enterprise projects, work base learning are included in the careers

programme for specific groups in order to break down barriers and inspire learning. The school's website and newsletter are used to communicate our school careers provision parents/carers, pupils and organisations.

#### 4. Partnerships

Collaboration with further and higher education providers, with careers guidance specialists and with businesses is important in helping equip students with the knowledge, skills and behaviours for career success. They bring additional expertise and insight into Platanos College and motivate and inspire students to see how different choices can take them in the future.

The school works with key partners who support the school in delivering the careers, enterprise and work related learning programme. As a Business and Enterprise school our focus is to provide pupils with the transferable skills needed to meet the requirements of businesses. Therefore, we work locally with our community business on various projects which assist pupils obtain such skills, for example Business in the Community projects, participating in the Business Tycoons, Enterprise projects, and many more that helps pupils to gain transferrable skills. The external careers guidance provider gives impartial advice to Year 11 pupils, including bespoke programme for our EHCP students, and parents/carers. The extensive work with various sixth form and colleges' taster days and the delivery of assemblies, including Lambeth College and the various events as being part of the Lambeth Cluster for example Mentoring BME Inspirational programme, Southbank Coaching and the Apprenticeship Day has greatly supported our students. Finally, working alongside various Higher Education Providers has led to a better understanding and supported students map their future career pathway.

#### 5. Performance Monitoring and Evaluation

Measuring the impact of the careers programme is critical to ongoing development. Platanos will continue audit and review our provision against the seventeen learning outcomes of the CDI Framework for Careers, Enterprise and Employability linked to our commitment to recording the progress and achievement of our students in their career plans.

Staff, parent and pupil feedback is vital to a successful careers programme, and this is captured in the termly impact reports will are produced and contribute to an annual report to governors. The report forms part of the school's annual evaluation of the careers programme and is measured against the 8 Gatsby Benchmarks. Our aim is to ensure that we continue to provide a stable careers programme for our young people. **The next review date is June 2019.**

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## Endorsement

This careers guidance strategy has been prepared as part of the Lambeth Careers Cluster. Platanos College is working with sixteen other schools in the borough, alongside employers and other partners to:

- Improve the labour market relevance of learning.
- Develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is endorsed by the nine employers signed up to the Lambeth Careers Cluster and supported by key business partners.

Signed: *A. Henry*

Name: Ms A. Henry

Position: Deputy Headteacher

Date: 26<sup>th</sup> November 2018