

Careers Development 2023-24



Careers Provision Evaluation Form (this audit is yearly and guides the Careers development Plan)

Review Date:	September 2023
Next Review Date:	September 2024

Compass: Priority Benchmarks:	1, 2
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Written by: Sandra Tidbury, Aspirations Adviser		Evaluate and Update: July 2024
The Gatsby Benchmarks	What this looks like...	How we meet these
1. A Stable careers programme: Every school/college should have an embedded programme of careers education and guidance that is known and understood by the students, teachers, parents and governors and it should have the explicit backing of SLT	<ul style="list-style-type: none"> • Opportunities throughout the curriculum to develop transferrable social and life skills linking to employability and careers, including problem solving, making decisions and transition. • Positive and meaningful experiences with trusted and familiar adults including staff • Positive collaboration with parents/carers • The student voice needs to be heard in relation to decisions about their future • Availability of current, relevant advice and guidance • Flexible and personalised careers programme for our students tailored to individual needs and aspirations 	<ul style="list-style-type: none"> • Our whole school Careers Curriculum Intent document is on the website and in Staff Share and it has explicit backing from SLT • We offer a fulfilling careers curriculum which is continually being reviewed and updated • The Aspirations Adviser introduces herself in a Secondary Assembly and shows a power point about Aspirations. • The Aspiration Adviser works alongside Year 9 from Autumn Term 2, by attending a class to introduce and share the Vocational Profile which the students will work on in their PSHE lessons. At certain times in the year parents/carers will work on some pages as "homework". These Vocational Profiles will be shared during PCD evenings.

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		<ul style="list-style-type: none"> • References are made to the Gosden Graduate Toolkit to reinforce life's "tools" linked to employability and careers • Students are aware of trusted adults both in class and around the school and meaningful relationships continue to be fostered. • The Aspirations Adviser is available for 1:1 sessions with students in KS4 to discuss transition, look at colleges and specialist LAN provision and other bespoke options • Aspirations Adviser will attend KS4 Annual Reviews to support and advise on future pathways • The My Future Pathway document is completed by class teams from Year 9 upwards and each young person's career development is shared openly, involving parents, until KS4 transition • There is regular communication with parents/carers and staff about career and employment opportunities and Post 16 options, in newsletters and on the website • The Aspirations Adviser has a regular information blog in the fortnightly newsletter and all open events are also shared this way • Resources for Post 16 options are displayed in 2 stands, one of which is in Reception • The Aspirations Adviser has a selection of other resources including Spot On information sheets about different career options and training and progression routes. There is also information on PFA, supported internships and apprenticeships
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		<ul style="list-style-type: none"> • A 2-week work experience in Year 11 is a key focus either internally or externally depending on student's needs • A short taster of work experience is accessed in year 10 in the summer term • The work experience programme has a systematic evaluation from students and parents/carers • In order to develop aspirations and knowledge students will access careers fairs, employability workshops, guest employers, and ex-Gosden students. After each event students will complete a Meaningful Encounter feedback form.
<p>2. Learning from career and labour market information (LMI): 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 advisor to make the best use of available information.</p>	<ul style="list-style-type: none"> • Careers information to include career pathways, progression routes, applications, interviews, job families, skills, working life and qualifications • High ASPIRATIONS should be developed through the curriculum with long term goal planning – post 16 provision, college, training, volunteering, supported and pre-internships, apprenticeships. This should include collaboration with outside agencies <i>“employment services, disability groups, arts and sports groups”</i> so students see <i>“what is available to them as they get older and what it is possible to achieve”</i> <i>“It can be powerful to meet disabled adults who are successful in their work or who have made a significant contribution</i> 	<ul style="list-style-type: none"> • We provide current college prospectuses and source leaflets and posters showing a range of different employment sectors • Aspirations Adviser to introduce families and students to the National Careers Service to look at job profiles via Parent Mail and student careers lessons • There are visits to local employers to explore job opportunities eg Vines BMW • Access to careers fairs which may lead to the creation of our own or joint careers fair as there seems to be limited/no options for SEND • Our Alumni for our ex-students has been set up so that each year we have an alert in January to send out our Feedback form as to where each student is, their progression route and their aspirations.

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	<p><i>to their community</i>" "SEND Code of Practice"</p> <ul style="list-style-type: none"> • Careers information needs to focus on RAISING ASPIRATIONS, building awareness and understanding possibilities as well as developing work based skills. • Annual Reviews are a way of involving families in labour market and pathway discussions, as well as the weekly newsletter 	<p>This destination data can then be used to invite them back as speakers in assembly or a class session</p> <ul style="list-style-type: none"> • We set up role play scenarios relating to different work settings, practice interviews, problem solving etc. and will involve Job Seekers Plus this year • We use connections with staff/friends/family to speak to students about experiences • National Careers Week in March will include whole school. KS4 Lead and Aspirations Adviser will plan activities throughout the secondary department. • A feedback form to be completed by staff and students
<p>3. Addressing the needs of each pupil: Students have different careers guidance needs at different stages. Opportunities for advice and support needs to be tailored to the needs of each student. A school's career programme should embed quality and diversity considerations throughout</p>	<ul style="list-style-type: none"> • The careers programme should challenge stereotypical thinking and raise aspirations. • School should keep a record of the advice given to each student and decisions made and make it available to students to support their transition. • Schools should keep data on each student's education transition, training and employment for at least 3 years. 	<ul style="list-style-type: none"> • We have introduced the Vocational Profile to the Year 9 students and staff. This is a tool for assessment to understand a student's experience, skills, interests, aspirations and needs in relation to employment. This will be updated as the student moves through to KS4 and Post 16 • We know the expected transition details for each student post Annual Review and Debby transfers, from Sims to next placement, all data on that student, where possible. • By using the new Gosden Graduate database, current students have inspiring role models who offer their time to come to a class or assembly.

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		<ul style="list-style-type: none"> • Aspirations Adviser has booklet of post 16 destinations and it is updated regularly • We offer a Careers week open to whole school
<p>4. Linking curriculum learning to careers: All teachers should link curriculum learning with careers and also emphasise the importance of succeeding in Maths and English</p>	<ul style="list-style-type: none"> • Careers information is an important part of the whole curriculum and students should be made aware that everything they do and learn in school can be transferrable to career development eg. being on time, reliable, being organised, problem solving, self-care, time management, money management, emotional regulation. 	<ul style="list-style-type: none"> • Gosden has a rich, varied curriculum with many learning opportunities which transfer to career development, transition and employability. The KS4 adult curriculum and Gosden Toolkit embraces individual learning needs to include independence, life skills, social skills and work skills. The curriculum considers the pace of each learner and the individual learning styles whether it's through visual experiences, practical experiences or class-based learning. • The Aspiration Adviser shares a presentation with staff around the Gatsby Benchmarks with a message that "the curriculum is at the centre of careers delivery" • Our Functional Skills maths and English show real life learning eg looking at timetables, budgeting, personal statement and CV writing or looking at a menu. • Our allotment relates to functional skills such as growing and selling produce, weighing and measuring, costing, and marketing • The Gosden coffee shop offers a small business enterprise which can link into

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		<p>Tea Under the Tree social events where we invite external agencies, employers and members of the local community</p> <ul style="list-style-type: none"> • We run Animal Care as one of our vocational exam options which involves team work, practical work skills, health and safety, following instructions, weighing food • Introduction in Primary of job roles via role play, what is a job, what to wear, creating an “internal jobs” board so children can apply. We work with our whole school PSHE Lead on primary school learning around skills for work, jobs etc
<p>5. Encounters with employers and employers: 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 guest speakers, mentoring and enterprise schemes.</p>	<ul style="list-style-type: none"> • Every year from the age of 11, pupils should be part of at least one meaningful encounter. Meaningful encounters cover a range of activities with employers in and outside school but does not include off site experiences of workplaces. These encounters strengthen aspirations and attainment and provide support as students strive to meet their full potential. 	<ul style="list-style-type: none"> • Part of the PSHE curriculum looks at our World including Our Community and visits from “People Who Help Us”. • The adult curriculum includes different experiences within vocational exam options eg. Out and About where students can access employers and services in their local community. • The exam options also incorporate outside agencies/employers/employees. These visits increase aspirations and confidence. • KS4 will be working with a local Café as a business enterprise where they will learn skills needed to work in a café/coffee shop as well as the “business” behind it such as profit, advertising, selling etc. This in turn creates networking.

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		<ul style="list-style-type: none"> • There are opportunities in Year 11 to extend work experiences either as a continuation or something new. • In Year 9 discussions will be had with teachers, families and outside agencies about next steps , transition to KS4 , exam options and work experience. • KS4 Lead and Aspirations Adviser have an Exam Options presentation which is shared with Year 9 parents and supported by the vocational staff.
<p>6. Experience of work places: Every student should have first-hand experiences of the work place through work visits, work shadowing and/or work experience so they can explore career opportunities and expand their network.</p>	<ul style="list-style-type: none"> • By the age of 16, every student should have at least one experience of a workplace • By the age of 18, every student should have had one further experience, additional to any part time jobs they may have. 	<ul style="list-style-type: none"> • Internal Work Experience begins in Year 10 where the students can work in various areas of the school such as helping children in the dinner hall, serving food, working in a classroom, supporting Adam with a job, helping Planet Soccer. • All Students in Year 11 have real life experiences in the world of work, all led by the pupils with 1:1 tutorials and visits with the Aspirations Adviser. The employer report is an evaluation and a reflection from the employer highlighting skills, resilience, areas for improvement. They also serve as a reference alongside their CV. Work experience has led to a full time job for some students in the past and this links in with our Gosden Graduate students (Benchmark 3) who share their pathways with our current students as well as the expectations of employers.

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		<ul style="list-style-type: none"> • These opportunities can be Evisensed for parents, put on the website and in the newsletter and there is a celebration assembly with certificates • Work experience is evaluated systematically with a review form for students and one for parents. This helps planning for the next cohort • Gosden will host a Celebration Evening in Autumn Term 2 for the Gosden Graduates to come back and receive their certificates. We would also like to offer this event to some of our work experience “employers” to attend. • Experiences will be updated on their Personal Learning Plans and Vocational Profiles and used in displays for whole school recognition
<p>7. Encounters with Further and Higher Education: All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.</p>	<ul style="list-style-type: none"> • By the age of 16, every student should have had a “meaningful encounter” with a provider of the full range of learning opportunities • By the age of 18 all pupils who are considering applying for university should have at least 2 visits to meet staff and students • Meaningful encounters can be with apprenticeship encounters, work based training, college liaisons. 	<ul style="list-style-type: none"> • Starting from Year 9 students will look at prospectuses and college websites, there will be meetings/contact with parents at the Careers Evening and so introducing external providers. There will also be meetings with ex-students to discuss their routes and personal experiences. • Parents/carers are informed about college open events in the Autumn term, they are added to the website and newsletter “blogs” • The Aspirations Adviser attends the KS4 Annual Reviews around transition with the student Vocational Profiles

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		<ul style="list-style-type: none"> • The Aspirations Adviser and Lucy (EHCP Co-ordinator) visit colleges and specialist provision and support parents with feedback • Networking with colleges and specialist provision re intakes • We aim to provide a meaningful encounter with supported internship/apprenticeship providers in a secondary assembly in the Summer term. • We will provide at least one meaningful encounter with supported internship/apprenticeship providers in KS4
<p>8. Personal Guidance: Every student should have opportunities for guidance interviews with a careers adviser, who could be internal or external provided they are trained to an appropriate level</p>	<ul style="list-style-type: none"> • Every student should have at least one interview by the age of 16 and the opportunity for a further interview by the age of 18. These involve listening to student's ideas, thinking about skills, experiences and qualifications. 	<ul style="list-style-type: none"> • With the introduction of Vocational Profiles to the Year 9 students the Aspirations Adviser and the team will look at aspirations and build confidence in order to help overcome barriers that they think may stop them from moving forward. They are a useful tool to provide information for those working with the students and are updated moving into KS4 and post 16 • Regular contact with parents about students' learning levels in KS4, possible pathways post 16, use of a "blog", Annual Reviews, parents consultations website updates and phone and email conversations. • The adult curriculum lends itself to improving problem solving, resilience, perseverance, target setting, thinking

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		<p>skills (by building learning muscles) , all skills needed for future pathways.</p> <ul style="list-style-type: none">• Aspirations Adviser is registered on the CDI Careers Leader training to learn about the careers role, strategic leadership, curriculum content and delivery all based around the CDI framework
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Development Team : Sandra, Sophia, Charlotte (PSHE LEAD)	Date: September 2023
SDP/ School Development Plan Summary (to be used to guide and inform target setting. Please refer to SDP for greater detail)	
<p>Strategic Objective: Gosden is a Learning School: Build on and review pedagogical practice and curriculum to ensure exceptional quality of education.</p> <p>This objective links to Subject Development Plans.</p> <p>Vision: <i>Building Learning Power is fundamental to professional practice. The curriculum is referenced back to the National Curriculum, with a firm justification for how Gosden modifies our offer to ensure a cohesive, appropriate learning journey for every learner. Key learning areas will be developed: Maths, Literacy.</i></p>	

Development Targets (Guided by Careers Provision Evaluation Form and directly linked to Priority Benchmarks)	Success Criteria - How will this be achieved?	Timescales and Milestone	Person/s Responsible	Review of Progress
Gatsby Benchmark 1 – A stable careers programme				
Development Target 1: Aspirations Adviser will deliver secondary assemblies based around fundamental points in the careers calendar	Emily and Sandra to liaise and plot dates which are relevant	Termly	Sandra/Emily	
Development Target 2: The Aspirations Adviser will introduce the Vocational Profile to Year 9 staff and students	Sandra to set a date in the Autumn term with Holly to deliver a presentation to Year 9 about what the VP is, why it is important and student aspirations.	Ongoing	Sandra/Holly	
Gatsby Benchmark 2 – Learning from career and labour market information				
Development Target 1: Introduce the National Careers Service to students and families	Sandra to liaise with Sophia to set up a learning opportunity in Year 11 for the summer term	Spring Term	Sandra Sophia	<i>Sandra highlighted in the newsletter dated 10/11/23, in her "blog", about the National Careers Service with a link for parents/carers.</i>



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Development Target 2: This year we will be engaging the whole school in National Careers Week, March 2024	Sandra and Sophia to meet with Charlotte and the Literacy Leads about merging Reading week and National Careers week Activities to be planned and arranged per class/key stage	Spring Term	Sandra, Sophia, Charlotte, Ciaran, Catherine	<ul style="list-style-type: none"> 14/11/23 – meeting re planning for both events. Cieran emailed notes from meeting 15/11/23. Will meet again to firm up and finalise
Gatsby Benchmark 3 – Addressing the needs of each pupil				
Development Target 1: To look at destination data after setting up our Gosden Graduate Alumni and reflect on the survey answers collated	Imogen/Sandra to send out survey to all students entered into our Alumni database in January	Summer Term	Imogen, Sandra and Emily	
Development Target 2: Meet with Secondary team to measure and review careers in their curriculum.	Sandra to set a date with Emily for a secondary "careers" focussed meeting. Sandra to share the updated development plan	Spring Term	Sandra and Emily	
Gatsby Benchmark 4 – Linking curriculum learning to careers				
Development Target 1: Sandra will attend a Primary and Secondary meeting to deliver a presentation about the Gatsby Benchmarks with a clear message that "curriculum is at the centre of careers delivery"	Sandra to set a date with Emily/Julie regarding a time to attend the meetings to share the Gatsby Benchmarks	Summer Term	Sandra, Emily and Julie	9/11/23 – Sandra attended the Secondary meeting and shared the presentation about what the Benchmarks are and how we do and can implement them in our curriculum
Development Target 2: Continuation of our partnership with The Forge and how the skills learnt meet the skills needed by our Gosden Graduates	Sandra to liaise with Robyn and Osha about a date to come to a Gosden assesmbly and talk about how the curriculum fits into the world of work	Summer Term	Sandra	

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Gatsby Benchmark 5 – Encounters with employers and employees

Development Target 1: Sandra to work with Tracey from Surrey Careers Hub to seek information on supported internships and apprenticeships. With Tracey's guidance, Sandra to develop her existing knowledge of Compass to Compass+ as a tool to track encounters with employers/employees	Sandra to meet termly with Tracey to review the compass+ report and how we use it. Sandra will register for the Surrey Careers Hub newsletter to access information about internships/supported internships/apprenticeship opportunities	Ongoing	Sandra	9/10/23- Tracey's meeting notes – develop understanding and use of Compass+ with regard to "meaningful encounters"
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Gatsby Benchmark 6 – Experience of workplaces

Development Target 1: Sandra will continue networking for possible internal/external visits or possible placements for work experience	Sandra will use the newsletter blog and Parent Mail to reach out to parents/carers about workplace opportunities	Sandra	Ongoing	
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Gatsby Benchmark 7 – Encounters with further and higher education

Development Target 1: Sandra will set up a local college visit for Year 9	Sandra to meet with Holly to set a date for a visit to Guildford College in the summer term	Sandra and Holly	Summer Term	
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Gatsby Benchmark 8 – Personal Guidance

Development Target 1: Assess and review the Vocational Profile work termly in Year 9	Sandra to meet with Holly to arrange a time to visit Year 9 and look at the Profiles with the students.	Sandra and Holly	Summer term	Holly has introduced the profiles to some of the parents at parents evening
Development Target 2: Sandra to sign up for the Level 6 Careers Leader course with CDi	Register with CDi, approval from Cindy and Sandra to attend online 5 learning days	Sandra	Ongoing	20/11/23 Sandra is updating the Careers Development Plan and evaluation tool

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Summer Term - End of Year Review and potential focus for following academic year	
Potential Year 2 Targets:	
Potential Year 3 Targets:	

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