

# CAREERS & TRANSITION DELIVERY STATEMENT

ACADEMIC YEAR 2018/19

ASPIRE  
ACADEMY  
BEXLEY 

ENDEAVOUR  
ACADEMY  
BEXLEY 

HORIZONS  
ACADEMY  
BEXLEY 

## 1.0 STATEMENT INTENTION

It is our aim for every Academy student to complete year 11, prepared for life in modern Britain. The policy framework aims to enhance students' prospects, encouraging them to contribute to their communities and preparing them for the challenges and opportunities of further education, training and working life to reduce their risk of becoming NEET (not in Education, Employment or Training), through a programme of careers education, information and guidance from Key Stage 2 to Key Stage 4. High quality, careers guidance is also crucial in helping our student emerge from school more fully rounded and ready for the world of work therefore it is our intention to ensure that our students are well-informed when making career decisions.

We have a duty to deliver consistent careers information, advice and guidance for all year 7-11 students that falls within the requirements of the 8 Gatsby Benchmarks, achieving 100% in all 8 areas by 2020. We intend to deliver advice and guidance to our students that are in line with the individual needs, with the aim of inspiring and motivating them to fulfil their potential and as a part of good practice we also aim to introduce our students from KS2 to careers and aspirations. It is the intention that all the Academies should help every students develop high aspirations and consider a broad and ambitious range of careers, making them aware of the local employment needs aswell as national and international trends.

## 2.0 STAFFING STRUCTURE

The Careers and Transition Staff fall within the Inclusion Team. Careers and Transition is overseen by the Careers & Transition Co-ordinator, Amie Power who is also the qualified Careers Lead. Amie Power works across all three of our Academies and she is responsible for strategic development within this area. There are also two Careers & Transition Officers, Chrissie Dare and Nina Rehan who support the delivery careers and undertake the guidance. Chrissie Dare is also qualified and works primarily with Endeavour Academy. The new member of staff Nina Rehan works with Horizons Academy Bexley including the Welling Centre. Both staff work with students at their respective Academies, for one year following their completion of statutory education. Amie Power then offers further support in the second year of their post statutory phase. All students are then tracked for a further year, until the age of 19 years, totalling 3 years of post-statutory support.

## 3.0 WORKING TOGETHER

Our aim is to ensure a student is able to make informed choices that are appropriate and sustainable. In order for this to be achieved, Careers & Transition staff are required to have a wide range of local knowledge and excellent professional working relationships both internally and externally. Partners may include, but not limited to;

- ❖ Parents/carers
- ❖ Bexley & surrounding area Colleges (Kent, Greenwich etc)
- ❖ 6<sup>th</sup> Form Schools
- ❖ Prospects
- ❖ Bexley SEN Department
- ❖ Local Training Providers
- ❖ Local/National Employers
- ❖ Trust Thamesmead
- ❖ Bexley Young People's Participation Panel (BYPPP)
- ❖ Bromley Education Business Partnership
- ❖ Bexley Childrens Social Care
- ❖ Bexley Youth Offending Team
- ❖ Community Safety
- ❖ Virtual Schools
- ❖ Pastoral Support Co-ordinators/Safeguarding Liaison Officer
- ❖ Heads of School

Education and training providers also have the opportunity to access students for the purpose of informing them about approved technical education and apprenticeships - Appendix A.

Daily careers education and inspiration is the responsibility of all staff within the academies and we aim to embed a common careers thread through our curriculum. The Careers & Transition Team are part of the Inclusion Team and are responsible for producing and reviewing the annual Careers Delivery Plan for both statutory and post statutory students and work in daily partnership with all levels of teaching staff to support the delivery of the careers lessons. Once selected, the Careers & Transition Team meet and review the Delivery Plan with designated Careers Champions within each Academy, to ensure continual best practice in-line with the needs of our students. As part of the aim to achieve the 8 Gatsby Benchmarks, staff will liaise directly with local and national companies in order to gain working agreements to support the careers advice and guidance. Careers & Transition staff work in liaison primarily with our students but also with parents/carers to encourage and support careers choices and improved knowledge.

They also advocate work experience week for Year 10 students as well as long term work placements when identified appropriate for Year 10 and Year 11 students. Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed. All students on placement are covered by the employers' insurance and places of work are risk assessed prior to commencement by the Careers & Transition Co-ordinator regarding suitability. Students who do not take part in work experience must attend schools as usual. The Careers and Transition staff further work with the Pastoral Support Co-ordinators to ensure safeguarding concerns and risk factors are taken into consideration and work is delivered in line with this consideration and Working Together July 2018. Careers & Transition staff will communicate and work with external agencies relating to both statutory and post statutory agencies (post statutory – following consent to share information) with a common aim of working in the students best interest. Additionally when working with post statutory students, staff will liaise on behalf of the student and/or directly with training providers, colleges and companies in order to prevent students from becoming NEET and to encourage EET.

## 4.0 DELIVERY AIMS

The Careers and Transition delivery is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997. This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the student

Our delivery across our academies is underpinned by the Department for Education Careers Strategy 2017, 'Making the most of everyone's skills & talents' and is compliant with the careers guidance set out by the Government for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools', which states all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. In addition we further support 'Careers Guidance and Inspiration for young people in schools' (updated 2018) and our delivery is measured against 8 Gatsby Benchmarks, with our objective of achieving 100% in all eight areas by 2020. We aim to;

- ✚ To provide careers, financial and enterprise awareness throughout the primary and secondary academies through lessons, tutor time and/or 1-2-1 sessions.
- ✚ To use a variety of methods to engage and inspire students based on their individual learning styles and needs.
- ✚ To prepare students for the opportunities, responsibilities and experiences of adult life.

- ✚ To arm students with careers information in a variety of formats to meet individual needs.
- ✚ To enable students to understand and interpret local and national careers information to assist them in making informed choices.
- ✚ To help students develop their further education and career awareness to enable them to manage personal career development and make appropriate choices.
- ✚ To enable students to manage transitions such as the change from school to college or to apprenticeships within the workplace.
- ✚ To enable Year 10 students to experience the world of work through Work Experience.
- ✚ To implement long term work placements as part of Personal Learning Plans based upon sufficient risk assessments, (year 10 1 day per week, year 11 2 days per week only).
- ✚ To support students to engage and maintain their post statutory placements.
- ✚ To introduce and encourage consideration of University and Apprenticeships.
- ✚ To support Prospects in Education Health Care Plans Moving On and Transition Plans, as the Bexley SEN commissioned service.
- ✚ To offer and provide independent consistent, robust support and guidance to students, parents/carers and staff.
- ✚ To provide staff with access to resources to support the delivery of careers lessons.
- ✚ To work in liaison with local and national partnership agencies in order to promote Education, Employment and Training (EET) and reduce students who complete their year 11 education at one of our Academies from becoming Not in Education, Employment and Training (NEET).
- ✚ Work to support 100% achievement within 8 Gatsby Benchmarks by 2020.

## 5.0 GATSBY BENCHMARKS

|   |  |  |  |
|---|--|--|--|
| <p style="text-align: center; font-size: 48px; font-weight: bold;">1</p> <p style="text-align: center;">A STABLE CAREERS PROGRAMME</p>              | <p style="text-align: center; font-size: 48px; font-weight: bold;">2</p> <p style="text-align: center;">LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p> | <p style="text-align: center; font-size: 48px; font-weight: bold;">3</p> <p style="text-align: center;">ADDRESSING THE NEEDS OF EACH PUPIL</p>           | <p style="text-align: center; font-size: 48px; font-weight: bold;">4</p> <p style="text-align: center;">LINKING CURRICULUM LEARNING TO CAREERS</p> |
| <p style="text-align: center; font-size: 48px; font-weight: bold;">5</p> <p style="text-align: center;">ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p> | <p style="text-align: center; font-size: 48px; font-weight: bold;">6</p> <p style="text-align: center;">EXPERIENCES OF WORKPLACES</p>                          | <p style="text-align: center; font-size: 48px; font-weight: bold;">7</p> <p style="text-align: center;">ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p> | <p style="text-align: center; font-size: 48px; font-weight: bold;">8</p> <p style="text-align: center;">PERSONAL GUIDANCE</p>                      |

Further information regarding the Benchmarks can be found at:

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

## 6.0 KS2 Statutory Delivery

Key Stage 2 is a crucial period of child development within which careers education can play a vital role. High levels of inquisition and engagement amongst students indicates their receptiveness to learning about employment opportunities and skills. Whilst broadening horizons about the world of work, careers exploration can also support student competencies in decision-making, presentation, sociability, listening and planning.

The aim of careers delivery in KS2:

- Increase pupils' awareness of career/work opportunities
- Increase their understanding of the link between education, qualifications and work opportunities
- Reduce gender-specific career/role stereotypes
- Improve skills, including team-work and independence
- Increase understanding of different sources of help/advice about making choices
- Increase self-confidence.

Careers Education is delivered to KS2 students annually (spring term) through a week off of curriculum timetable where students take part in a range of internal and external activities, focusing predominantly on exploring careers, future aspirations, reflecting on personal skills and pathways towards possible careers.

Example timetable:

| Monday   | Tuesday   | Wednesday  | Thursday   | Friday  |
|--|---|--|--|---|
| <p><b>Exploring job roles</b><br/>Identifying a variety of job roles</p> <p>Addressing stereotypes</p>                                 | <p><b>Day 1 Bluewater Careers Talk &amp; tour</b></p> <p>Activities @ Bluewater</p> | <p><b>Job Applications</b><br/>Creating job descriptions for fictional characters looking at skills, knowledge and qualities required</p>                                  | <p><b>Day 2 Bluewater Careers</b></p> <p>Talk &amp; tour</p> | <p><b>Interviewing skills</b><br/>Creating interview questions</p> <p>Interviewing members of staff</p>   |
| Lunch Time – 12:10 – 1:00  |   |  |  |   |
| <p><b>Visit from NHS paramedics</b><br/>Group discussion</p> <p>First aid task</p> <p>Exploring / trialling clothing and equipment</p> | <p><b>Day 1 Bluewater Careers Talk &amp; tour</b></p> <p>Activities @ Bluewater</p> | <p><b>School Nurse Careers Talk and Health prevention activity</b><br/>(Handwashing &amp; Planting seeds)<br/>1.30<br/>Yellow/Green/Purple<br/>2pm<br/>Blue/Red/Orange</p> | <p><b>Day 2 Bluewater Careers</b></p> <p>Talk &amp; Tour</p> | <p><b>London Fire Brigade Visit</b><br/>Group discussion</p> <p>Fire safety</p> <p>Job requirements</p> <p>Exploration of uniform, equipment and vehicle.</p> |

## 7.0 KS3 & KS4 DELIVERY – STATUTORY

# CATO YEARLY PLANNER 2018 – 2019 STATUTORY

| Term 1 (Sept – Oct)<br>7weeks  | Term 2 (Oct-Dec)<br>6weeks   | Term 3 (Jan – Feb)<br>6weeks   | Term 4 ( Feb – March)<br>8weeks  | Term 5 (April – May)<br>5weeks   | Term 6 (May – July)<br>6weeks   |
|--|--|--|--|--|---|
| <ul style="list-style-type: none"> <li>Yr 11 1:1 ( Action Planning)</li> <li>Yr 11 College Talks / taster sessions</li> <li>Yr 11 Apprenticeship talks</li> <li>Prepare for Skills London</li> <li>Letter to yr 11 Parents (Information on application process)</li> </ul> | <ul style="list-style-type: none"> <li>Yr 10 1:1 (action plan / work experience discussion)</li> <li>Year 7 (Endeavour)1:1 (About me profile)</li> <li>Skills London Event</li> <li>Advertise &amp; Encourage college open days.</li> <li>Yr 10 Employer / Opportunities Talk</li> </ul> | <ul style="list-style-type: none"> <li>Year 11 1:1 ( assist with applications)</li> <li>Yr 8 (Endeavour) 1:1 (My dream job)</li> <li>CV workshop / Employer talk.</li> <li>Prepare for National Career Week</li> <li>Support with securing WEX Placements</li> </ul> | <ul style="list-style-type: none"> <li>Yr 11 1:1 (confirm destination / assist with apprenticeship applications)</li> <li>National Careers Week 4<sup>th</sup> – 9<sup>th</sup> March Internal / External career activity week for ALL year GROUPS.</li> <li>Yr 7 &amp; 8 Employer encounters</li> </ul> | <ul style="list-style-type: none"> <li>Yr 10 1:1 ( Review action plan, identify interests, confirm work experience)</li> <li>Yr 11 College / Provider transition / taster days</li> <li>Yr 10 Work Experience Health &amp; Safety checks and inductions</li> <li>Yr 9 Employer talk</li> </ul> | <ul style="list-style-type: none"> <li>Yr 9 1:1 (identify interests, attendance, behaviour, qualifications)</li> <li>Yr 11 Transition “this is me” document to be sent to confirmed provider if required via AP</li> <li>Yr 10 Work Experience</li> <li>Yr 11 Destinations shared with AP</li> <li>Preparation for following year. (Filing Front Sheets etc.)</li> <li>Yr 11 Parent letter (Results day &amp; enrolment day)</li> </ul> |

## 8.0 POST STATUTORY AIM

As part of the Careers Strategy 2017 and the 8 Gatsby Benchmarks 2018, there is a responsibility to support, track and monitor all students who complete their year 11 statutory education at one of our Academies for three years. We offer an innovative voluntary programme where students are offered intense support, guidance and advocacy in group and 1-2-1 settings.

- All students (16-17 years) are tracked and are supported intensely every term (6 Terms) throughout the first academic year post leaving in year 11.
- The second year, all students (17–18 years) will be contacted every other term (3 Terms) providing intense support to students that are NEET or at High risk of becoming NEET. Students that are EET may also request further support at any point throughout the academic year if required.
- Within the final third year (18-19 years) young people will be tracked and signposted within the first three terms of the academic year (Sept – Dec). Students may contact the service for support or signposting until the end of the current academic year however; the intensity of support will be decreased in order to encourage independence.

This process is on a voluntary basis where students must formally sign and agree for the Careers & Transition staff to work on their behalf for a period of 3 years, with young people having the ability to revoke the agreement at any stage. Equally, the agreement may be terminated should the student not engage with the service and the Careers & Transition team have exhausted all methods of engagement. In this scenario, students will be formally informed of this decision and signposted to an alternative support service. The approach the staff take is based upon the positive relationship they have built through the young persons' statutory education phase and relentless work to engage, reengage and monitor our post statutory students, including conducting home visits, liaising with parents/carers, meeting in mutually agreeable locations and working in a supportive capacity within their placement when required. The Careers and Transition staff work intensely with our young people, however when all options have been exhausted staff will work in partnership with Bexley Young Peoples Participation Panel, presenting Pen Portraits to a range of support services widening opportunities in order to support young people and prevent them from 'slipping through the net'." Prospects are the Bexley SEN commissioned independent service to ensure the Education Health Care Plans (EHCP) Transition Plans (Yr9) and Moving On Plans (Yr11) at Endeavour Academy are completed thoroughly and promptly and shared with proposed Colleges or training providers within specified timeframes (prior to March). It is the responsibility of the commissioned service to work in partnership with the Careers and Transition staff of any potential or current issues that may increase or impact on the student achieving EET. This should be undertaken in a timely manner to prevent our young peoples' future pathways being negatively affected.

## 9.0 POST STATUTORY DELIVERY – 16 TO19 YEARS

# CATO YEARLY PLANNER 2018 – 2019 Post Statutory



| Term 1 (Sept – Oct)<br>7weeks   | Term 2 (Oct-Dec)<br>6weeks   | Term 3 (Jan – Feb)<br>6weeks   | Term 4 ( Feb – March)<br>8weeks  | Term 5 (April – May)<br>5weeks   | Term 6 (May – July)<br>6weeks  |
|---|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Confirm Enrolment with student/ parents/ providers</li> <li>• Share Information and documents with provider, EHC/ Access Arrangements</li> <li>• Provider drop in sessions</li> <li>• Introduction letter to parents</li> <li>• Complete Data</li> </ul> | <ul style="list-style-type: none"> <li>• All progress update from Students / Parents / Providers</li> <li>• Provider drop in session</li> <li>• NEET engagement sessions</li> <li>• Complete Data</li> </ul> | <ul style="list-style-type: none"> <li>• All progress update from Students / Parents / Providers</li> <li>• NEET engagement sessions</li> <li>• Complete Data</li> </ul> | <ul style="list-style-type: none"> <li>• All progress update from Students / Parents / Providers</li> <li>• NEET engagement sessions</li> <li>• Complete Data</li> </ul> | <ul style="list-style-type: none"> <li>• All progress update from Students / Parents / Providers</li> <li>• Discuss progression routes with students and providers if required</li> <li>• NEET engagement sessions</li> <li>• Complete Data</li> </ul> | <ul style="list-style-type: none"> <li>• All progress update from Students / Parents / Providers</li> <li>• Discuss progression routes with students and providers if required</li> <li>• NEET engagement sessions</li> <li>• Year 13 End of service letter</li> <li>• Refer yr 13 NEET to LA with student consent</li> <li>• Complete Data</li> </ul> |



## 10.0 REVIEW & DATA RECORDING

Data is collected, stored and shared in line with GDPR 2018 expectations and guidelines. Data is produced on a termly basis and shared internally with relevant senior members of staff and supports regular Governing Reports which is shared with the Board.

Data is produced in quantitative and qualitative formats in order to achieve two principle aims – tracking and learning. Tracking ensures we are providing evidence to support Government expectations and that the Careers & Transition staff can constantly evolve the service design and delivery in order to continually meet the needs of the students.

|  |
|--|
| <b>Statutory Delivery &amp; Engagement Data – Collected Termly (1-6)</b>   |
| <b>Key Stage 3</b>   |
| <ul style="list-style-type: none"><li>• 1:1 sessions,</li><li>• Workshop / activities,</li><li>• Student contact including; home visits, emails and telephone calls.</li><li>• External contact including; meetings, emails and telephone calls.</li></ul>   |
| <b>Key Stage 4</b>   |
| <ul style="list-style-type: none"><li>• 1:1 sessions,</li><li>• Workshop / activities,</li><li>• Student contact including; home visits, emails and telephone calls.</li><li>• External contact; meetings, emails and telephone calls.</li><li>• Work experience</li><li>• Applications made</li></ul> |

|   |
|---|
| <b>Post Statutory Delivery &amp; Engagement Data – Collected Termly (1-6)</b>   |
| <b>Age 16-19 years (3 year post statutory period)</b>   |
| <ul style="list-style-type: none"><li>• 1:1 sessions,</li><li>• Workshop / activities,</li><li>• Student contact including; home visits, emails and telephone calls.</li><li>• External contact; meetings, emails and telephone calls.</li><li>• Current status (EET/NEET) including a brief update summary of support given/offered.</li></ul> |
| <b>Additional Information</b>   |
| Post Statutory data is also provided in percentages of both NEET and EET students who completed their Year 11 education at Endeavour Academy and Horizons Bexley Academy, at the end of each term (1-6). Annually a combined percentage showing the number of NEET & EET students for LSEAT Bexley is provided as an overall percentage.        |

## DOCUMENT REVISION

| <b>Date</b>     | <b>Who</b> | <b>Description</b> |
|-----------------|------------|--------------------|
| <b>Sep 2015</b> | JB         | Initial Version    |
| <b>Sep 2016</b> | JB         | Reviewed           |
| <b>Sep 2017</b> | JB         | Reviewed           |
| <b>Dec 2017</b> | JH         | Re-formatted       |

# Appendix A - London South East Academy Trust Bexley Provider Access Policy

## **Introduction**

This policy statement sets out the Academies arrangements for managing the access of providers to Students at Aspire Academy, Endeavour Academy and Horizons Academy Bexley, for the purpose of giving them information about the provider's education or training offer. This complies with the Academies legal obligations under Section 42B of the Education Act 1997.

## **Student Entitlement**

All Students in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses.

## **Opportunities For Access:**

A number of events, integrated into the school careers programme offers providers an opportunity to come into school to speak to Students and/or their parents/carers.

Please speak to our Careers & Transition Coordinator to identify the most suitable opportunity for you.

## **Premises and Facilities**

The Academy will make the hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity and in line with student's individual needs. The Academy will endeavour to support the providers technical requirements such as AV for presentations, this will all be discussed and agreed in advance of the visit with the Careers & Transition Coordinator or a member of their team.

## **Provider Access Requests Procedure:**

A provider wishing to request access should contact the Careers & Transition Coordinator:

**Amie Power**

**Telephone:** 02083122746 / 01322553787

**Email:** [amie.power@newhorizonsfederation.org.uk](mailto:amie.power@newhorizonsfederation.org.uk)