



Careers Education, Information, Advice and Guidance (CEIAG) at Harrytown

Overview – Academic Year 2019/20

The school's Careers Programme is overseen by our Careers Lead (Mr. McCreesh) and our Careers Coordinator (Mr. Barry), with support from our Enterprise Coordinator and Enterprise Advisor, kindly provided to the school from Bridge GM and Arup, respectively.

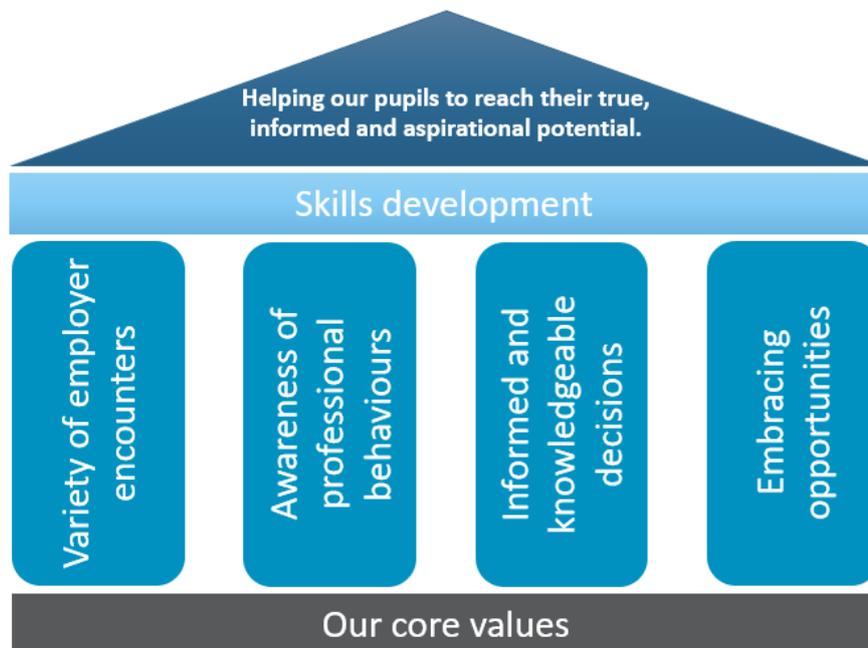
Working closely with our School's leadership team, our Governors and with our Enterprise team, the school has developed a careers vision and strategy that we believe will enable our pupils to reach their true potential as they prepare to enter the workplace.

Our Vision

We aim to support all of our students to explore the many career options available to them and equip them with the key skills, adaptability and resilience they need to embrace future opportunities, wherever they are.

We will continue to embed the core values of our school and help them to pick the right tools to support their career decisions. Our programme will represent perspectives of pupils, teachers, parents/carers and employers in order to provide the fairest and most consistent advice possible.

Our Careers Programme is built around our **Strategic Pillars** and the **Gatsby Benchmarks**.



Pupil Destinations after Harrytown

The following data, provided by Stockport Family, is triangulated with pupil outcomes, pupil voice and parental feedback to help demonstrate the impact of our Careers Programme:

Activity	2015 %	2016 %	2017 %	2018 %	2019 %
Full time education	97%	94%	93%	90%	88%
Full Time Training	0%	0%	1%	1%	3%
Apprenticeship	1%	5%	4%	7%	9%
Employment combined with training	0%	1%	1%	0%	0%
Working towards participation	0%	0%	0%	0%	0%
Temporary break from learning	0%	0%	0%	0%	0%
Employment without training	0%	0%	1%	1%	0%
Not settled (active in the labour market)	0%	0%	0%	1%	1%
Current activity not established	2%	0%	1%	0%	0%
Participation in Learning Post Year 11	98%	100%	99%	99%	99%

Following the OFSTED visit in June 2019, we received the following feedback on our emerging careers strategy:

“The quality of careers advice and guidance that pupils receive is good. Most pupils move into education, employment or training.”
Ofsted, June 2019.

“The high-quality careers education ensures that pupils are well prepared for the next stage in their career. The proportion of pupils who move to appropriate destinations is higher than the national average.”
Ofsted, June 2019.

The Gatsby Benchmarks

The Gatsby Benchmarks are a national framework of 8 guidelines that define the best careers provision in schools and colleges.

Working closely with our Enterprise team, the school has worked towards achieving the highest possible attainment for our careers provision against these benchmarks, as follows:

Career Objectives	Actions, Initiatives and Strategies	How does this support the SIP?	Who is responsible?	Desired outcomes
A stable careers programme with a strategy and operational plan that is understood by all stakeholders: students, staff, parents, employers.	<p>Do you have an articulated strategy that informs an operational careers programme?</p> <p>How do you ensure all stakeholders are aware of this strategy?</p> <p>Does this have the backing of senior leadership and governors and how do you ensure this?</p> <p>How is the careers programme monitored and managed (who and what is involved)?</p>	<p>Yes, shown in this document and within our Careers Action Plan.</p> <p>Communicated via various means, e.g. website.</p> <p>Yes, a School Improvement Priority for 2019-20.</p> <p>Annual review supported by work of teachers and Careers leaders.</p>	<p>CMH (Lead) & NBY (Coordinator).</p> <p>Careers Lead.</p> <p>Careers Lead (and SLT).</p> <p>Careers Lead & Coordinator.</p>	<p>Clear strategy, underpinned by our core Evron Values: Charity, Humility, Unity, Simplicity & Service.</p> <p>Strategy known and understood by all stakeholders.</p> <p>Details included in the School Improvement Plan for 2019-20.</p> <p>A robust and effective programme that helps support all pupils with their Career Plans.</p>
Careers programme to be evaluated annually incorporating feedback from key stakeholders: students, staff, parents and employers.	<p>How do you evaluate and take feedback from the following stakeholders and ensure it is fed back into your careers programme?</p> <ul style="list-style-type: none"> - Students - Staff - Employers - Parents 	An online survey (using Survey Monkey) will be used at various times of the year, with links and timeframes shared with stakeholders as appropriate.	Careers Lead & Coordinator.	Detailed feedback from a variety of viewpoints, helping to ensure the provision is robust and effective in its' aims.
Careers programme will ensure the majority of students have used up-to-date career & labour market information to help inform study/career decisions by the end of KS3 and continued into KS4.	<p>In what ways are students exposed to the information below (by the end of KS3) and then continued into KS4? (be explicit could be through lessons, employer encounters, talks etc.)</p> <p>Career and labour market information (LMI).</p>	Up to date LMI information to form taught lessons (Years 7-9) and information at Careers-focused events, e.g. Year 11 Choices Evening.	Careers Lead & Coordinator.	All stakeholders aware of the patterns within the job market in their local area of Stockport, and within the Greater Manchester area too.
The school will encourage parents and carers to use career path and labour market information to aid the support given to their children.	How do you encourage parents and carers to access the above information and engage with your careers programme?	Links issued to parents / carers via Schoolcomms, GMACS and Survey Monkey feedback.	Careers Lead & Coordinator.	All parents / carers to be aware of the latest information regarding jobs in the local area, and beyond.
Harrytown will offer a differentiated careers programme that meets the needs of each student, raises the aspirations of all and challenges stereotypes.	<p>How do you ensure you raise the aspirations of all students? (track activities, target students, tailor programme based on student feedback?)</p> <p>How does your programme challenge stereotypes?</p> <p>How is your programme differentiated for target cohorts?</p>	The 'Harrytown Careers Passport' to show the full menu of available opportunities, supported by ongoing feedback from GMACS showing the interests / aspirations of pupils in Years 7-11.	Careers Lead & Coordinator, all Form Tutors / Personal Welfare Teachers.	All pupils actively exploring careers that they are interested in, irrespective of typical stereotypes, and pursuing their own bespoke Career Plan to this end.
Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Students	What is your approach and strategy to ensure that this happens in all curriculum areas?	All subject areas to provide at least one meaningful encounter with an employer and / or an educational visit,	Careers Lead & Coordinator, Faculty & Subject Leaders.	All subject areas offering at least one employer encounter to pupils, supported by the Harrytown Careers Passport.

will participate in at least one meaningful encounter with an employer every year between years 7-13.		linked to careers involving that subject, each academic year.		
All/the overwhelming majority of pupils will have at least one meaningful experience of a workplace by the end of year 11	What is your employer engagement strategy and how will you ensure students will get one meaningful encounter in every year?	All subject areas offering employer encounters which pupils attend to receive a passport stamp, as appropriate.	Careers Lead & Coordinator, Faculty & Subject Leaders.	Pupil engagement in the strategy monitored through the Passport and tracked via their use of GMACS.
All students will 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. By the age of 16, every pupil will have had a meaningful encounter with a provider of the full range of learning opportunities.	How will you ensure students will get the below by the time they leave school? <ul style="list-style-type: none"> - Meaningful encounters with sixth form colleges through: - Meaningful encounters with general further education colleges through: - Meaningful encounters with independent training providers/Apprenticeship 1x meaningful encounter with a HE Provider.	In addition to that detailed above, develop links with main Post-16 providers to plan taster opportunities for pupils in Year 10, Open events at Year 11 and face-to-face discussions / interviews as part of their transition to Post-16.	Careers Lead, Careers Coordinator, HOY10 and HOY11.	All pupils making an informed choice linked to their own individual career plan, supported where possible by school staff.
Every student will have opportunities for guidance interviews with a level 6 qualified Careers Adviser. These will be available whenever significant study or career choices are being made. They will be available for all pupils but will be timed to meet their individual needs.	Every student will have at least one careers guidance interview by the age of 16?	All pupils will have at least one face-to-face interview with our independent and impartial Careers Advisor.	Careers Lead & Coordinator.	Action plan created during the interview, and shared afterwards, to support each pupil with the next steps on their careers journey.

Careers Programme Timetable

The careers team has developed a timetable of events, discussions with pupils, encounters with employers and with Higher Education providers, as well as whole-school and year-group initiatives, in order to give our pupils the best possible access to careers education, information, advice and guidance. The careers programme can be found [here](#), with events grouped by year-group.