

Maple Medical PRU



Careers Policy and Strategy

Date Written	
Reviewed/updated	
Approved by Head teacher	
Approved by Management Committee	
Review date	

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Purpose of the Policy

This policy responds to the quality agenda and requirements identified within the following nationally published documents:

- Gatsby Benchmarks (Gatsby April 2018)
- Careers Strategy: making the most of everyone's skills and talents (Department for Education 2017)
- Careers Guidance and access for education and training providers (Statutory Guidance January 2018, updated July 2021)
- Common Inspection Framework (Ofsted May 2019, updated July 2021)

Current Careers Position

Within Maple Medical PRU the careers service is overseen by Kath Formby (Head) and her Deputy, Dan Shires. The team has two Careers Leaders; Josie Blacklock and Mark Powell. Josie is the Inclusion Manager and Mark is a Teaching Assistant, however Mark has significant experience of managing careers teams and successfully going through MATRIX accreditation, for 14 sites using both the previous and current standards. Also involved is Lois Cherrington (Teacher in Charge and SENCO), Lisa Waddups (Learning Mentor) and Suzanne Armistead (Teaching Assistant). Suzanne has experience as a careers advisor over the past ten years and is qualified to level six.

Due to the nature of the funding of the careers service, all of the careers interviews are conducted by careers advisors from the students mainstream school. As our Mulberry students are single roll, we have now secured the service to be provided by our Local Authority.

We view this team as having the skills, knowledge and experience to implement an effective careers service, ensuring it is successful for many years to come.

The Levett school have agreed to work with us, to develop our careers services by developing and sharing resources. We have approached a few other schools too, to

create a mutually beneficial network. Whenever practical, we will share staff across both schools for the benefit of the students.

Vision Statement

Maple Medical PRU is fully committed to a careers service that inspires and empowers students to be aspirational, while making informed decisions that improve their future career prospects.

We will achieve this by building and strengthening key partnerships that enrich the careers offer for all students attending Maple Medical PRU, whilst keeping the student at the heart of everything we do.

This service will reflect the nature of the students that we have and support systems will be in place that allows the student to investigate a wider range of career opportunities as possible in a safe and supportive manner.

Mission Statement

In order for the students to make informed choices, we will provide a safe environment that empowers each student to take ownership of their potential, future career.

Maple Medical PRU is fully committed to a careers service that meets both the Gatsby Benchmarks and our statutory duties. The service will evolve and develop, year on year and will be evaluated inline with our Careers Quality Assurance Policy, which takes into account the Gatsby Benchmarking and the Ofsted inspection framework.

Objectives

- Analyse local and regional labour market information to identify current areas of growth and potential future growth, then implementing appropriate modifications to the curriculum.
- Collect and share current information for aspirational and realistic careers, then present this in a manner that will be understandable to all students.
- Map all careers provision (discrete and embedded) to the eight Gatsby Benchmarks, then review the service in an ongoing basis.

- Provide one informal, internal careers meeting to help guide the students and prepare them for their official careers interview for all Year 10 students, to aid in guiding the young person onto a suitable, realistic, yet aspirational career choice.
- Establish a cohesive careers team that continually strive to improve the service to students, year on year.
- Ensure resources are made available in a format that is understandable and accessible for all students.
- Provide support for all students to be able to apply for their chosen destination, with support, to help them correctly complete their application in a timely manner.
- To deliver a blended approach for careers, across all year 9, 10 & 11 groups for the academic year 2022/23.
- Develop a mutually beneficial network between Maple Medical PRU and select* local and national schools.
- To utilise an external, impartial careers service for Year 11 students.
- Apply the Careers Quality Assurance policy to monitor the performance of the careers service and evaluate it's effectiveness.
- To ensure that Governors are kept fully informed of the developments of the careers service at Maple Medical PRU and that they also have their opportunity to provide feedback and suggestions that may aid the service that our students receive through the careers service.

* These schools will be determined by their schools function (determined by their type and characteristics of their students) and/or if they have been identified as having a 'good' careers service.

SWOT Analysis

Strength	Weakness
<ul style="list-style-type: none"> > Current staff have the skills, knowledge and experience to develop a successful service. > Careers Leader role has sufficient, dedicated time for the service. 	<ul style="list-style-type: none"> > Embedded careers within main curriculum areas is underdeveloped and not contextualised. > Governors are not fully aware of the careers service in place. > Unstructured approach to communicating the careers offer to parents. > No LMI (local or regional) used within careers currently. > No work experience in place for any students currently. > Contextualised and personalised resources are not used within curriculum areas.
Opportunities	Threats
<ul style="list-style-type: none"> > Contextualised resources could support the knowledge and understanding of the careers service. > Developing relationships with local training providers should increase the success of students progressing after leaving Maple Medical PRU. > Additional, supportive careers sessions could be delivered as part of the package when staff absence occurs. > Social Media (Twitter, Facebook) could be utilised to inform parents, along with a termly newsletter. > Starting the careers service earlier on in year 9, this will help ensure that students have been supported through the information and advise stages, in preparation for their careers interview. 	<ul style="list-style-type: none"> > Existing careers service does not meet the Gatsby benchmarks. > Limited progress towards achieving the Gatsby Benchmarking since 2018. > Students may not access parts of the careers service due to attendance issues (likely medical / mental health).

Destination data

Destination data will be collected former students that have left Maple Medical PRU for a period of three years. We will review and evaluate the data to see if there are areas that we need to improve in order to provide students with the best possible opportunity pursuing their identified career.

It must be noted that some careers may take longer than the three year review period, however we will determine if they are still on their own personal pathway and are still progressing towards their chosen occupation.

Leavers 2019

Destination	2019	2020	2021
Further Education			
Employment			
NEET			
Training			
Apprenticeship			
Volunteering			
Unknown			

Leavers 2020

Destination	2020	2021	2022
Further Education			
Employment			
NEET			
Training			

Apprenticeship			
Volunteering			
Unknown			

Leavers 2021

Destination	2021	2022	2023
Further Education	50%		
Employment	-		
NEET	-		
Training	50%		
Apprenticeship	-		
Volunteering	-		
Unknown	-		

LMI (Local and Regional)

Current Labour Market Information is critical in presenting potential careers to our students. We source our LMI data for Doncaster and South Yorkshire through Start (<https://startindoncaster.com>) and utilise JED for more detailed information on specific careers (<https://chas.careersoft.co.uk/jed>). We review this data and triangulate it with the other sources to ensure that it is correct, prior to updating teaching resources and displays.

We also have a positive relationship with our local Job Centre Plus, who provide us with data on the local vacancies and their industry.

In order to provide sufficient, relevant information for the students to be able to use to make informed decisions. This information will include, at least, but not exhaustive:

- Salary (entrance and range for specific roles)
- Hours of work, shift work, etc
- Contractual terms (holidays, shutdowns, uniform, etc)
- Potential benefits (Pension, discounts, etc)
- Industry expectations (industry training, qualifications, drivers licence, etc)
- Environmental and role expectations (for example, high probability of conflict, exposure to chemicals, expected to be able to manage own workload, etc)

From this we will be able to work with each individual student to develop a pathway, that allows them to understand how long it could take them to gain employment in their chosen career area, including how the steps should be sequenced and the different ways in which they can undertake their career pathway.

We have a template 'form' to be completed with students that maps their future journey towards gaining employment in their desired career.

Compass

We will use the Compass assessment tool, provided by the Careers and Enterprise Company (CEC) to assess our careers provision.

Not only do we expect to improve the score for each benchmark, year on year, we also expect to be performing above the national compliance levels of the other schools. We will use this assessment tool to also determine which Gatsby benchmarks we will be prioritising and why.

Gatsby Benchmark	2019 / 2020			2020 / 2021			2021 / 2022		
	National Average (% compliance)	Our score (%)	Change from previous year (PP)	National Average (% compliance)	Our score (%)	Change from previous year (PP)	National Average (% compliance)	Our score (%)	Change from previous year (PP)
1	27	5	-	27	88	+ 83	27	58	+ 83
2	52	20	-	52	100	+ 80	52	20	+ 80
3	25	63	-	25	63	0	25	54	-9

4	45	56	-	45	25	- 31	45	18	- 7
5	58	25	-	58	50	+ 25	58	0	-50
6	52	0	-	52	52	+ 52	52	25	-27
7	30	20	-	30	65	+ 45	30	20	-40
8	61	25	-	61	100	+ 75	61	75	-25

Whilst progress was made across all of the Gatsby Benchmarks from 2019/20 to 2020/21, benchmark 4 reduced in score. The reason is that the assessment of benchmark 4 did not accurately reflect our provision, therefore the score was adjusted in 2020/21 to reflect the current provision.

Good progress has been made across for a vast majority of the Gatsby Benchmarks and we intend to continue with improving the service and most scores to improve again by the end of the 2021/22 academic year.

Resources

In order to source all of the information necessary for the students to be able to make informed choices we will plan the use of resources across each year group.

In the event that a student attends Maple Medical PRU we will endeavour to support the young person in a focussed manner to help them collect all of the information in order to make a timely and informed decision. For this to be successful we will need good relationships with their mainstream school to share information that their mainstream school has collected as part of their own careers programme. The Local Authority have offered to attempt to facilitate the sharing of data, with a Data Sharing Agreement in place.

Maple Medical PRU Josie Blacklock Mark Powell	Date of Strategic Plan: 14 th March 2022	Date Approved by SLT:	Date Approved by Management Committee:	Review Date: January 2023
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Careers Strategic Action Plan 2021/22

Objective	Actions	Responsible	Timescale	Outcomes	Progress
Ensure the Careers Leader is fully aware of the changes necessary to meet the Gatsby Benchmarks	Enrol Careers Leader on the 'Induction Programme'	Careers Leaders	End of January 2022	Complete the Careers Leader induction programme (through the Careers and Enterprise Company)	<input checked="" type="checkbox"/> Mark Powell completed Jan '22 <input checked="" type="checkbox"/> Josie Blacklock completed Jan '22
Allocate time to the development of the careers programme within Maple Medical PRU	Allocate time to the individuals involved to prepare for 2022/23 academic year. Agree regular meetings about careers.	Head of School Careers Leader (Josie)	By the end of February 2022	Careers Leaders Weekly. Careers team fortnightly initially, then monthly. Careers SLT Monthly initially, then quarterly. The Management Committee annually (assessment report)	<input checked="" type="checkbox"/> Wednesday or Friday afternoons have been made available for Mark Powell. There are adhoc sessions in addition to this, when there is specific work to undertake. <input checked="" type="checkbox"/> A lot of the meetings, at this stage, are informal and arranged to fit around other commitments. Sufficient meetings are being held to develop the service.
Instigate relationships with a select few schools to work in collaboration for development of the careers service.	Contact 3 schools (two special, one traditional main stream).	Careers Leaders	End of March 2022	Meet and work with these schools to develop the service and associated resources.	<input checked="" type="checkbox"/> Levitt school Jan '22 Approached Stonehill school Feb '22 Approached Delta central team Feb '22

Students to have a good understanding about the options available to them post school.	Forge close links with local training providers, College's, HE providers and employers.	All careers team	Draft plan for 2022/23 term to be produced by June 2022.	Have resources available from all providers, allow them to facilitate visits and informative talks.	☑ Current Year 11 students have attended the Careers Open Day and had visits to select providers.
Students are able to identify their own personal characteristics and how these impact upon career choices.	Source: a soft skills website	Lisa Waddoups	End of March '2022	Find a suitable online soft skills assessment tool that will be able to be used for KS3 students.	Soft skills development platforms have been identified and are now being evaluated. IT assessment is to be created internally.
Careers lessons introduced onto the KS3 curriculum for the 2022/23 academic year	Lessons focus on the Information and Advise aspect, while introducing soft skills and the importance to employers	PSHE Teachers, Careers Leaders	Curriculum planning and resources are developed by July '22.	Students become aware of the local labour market, the growth areas, while recognising their own soft skill development.	☑ A meeting is to be arranged between the careers leaders and the PHSE teachers that will be delivering Careers over the 2022/23 academic year.
Include careers content in quarterly communications with students parents.	Review LMI, gain additional detail from employers, share with students and parents.	PSHE Teachers, Careers Leaders	April July October January	Parents are kept informed about local LMI and how careers supports this.	This is yet to be discussed. No plans or agreements exist currently.
Access support from Doncaster Careers Hub to provide Careers Advice for Mullberry students, who are on single roll.	Contact Doncaster Careers Hub to determine how we can have careers service provided for our Mulberry students	Careers Leaders	April '22	All Mullberry students access careers advice and guidance, in a timely manner like other students.	Contact the Local Authority and we now have contacts to approach to provide careers service.
Improve the understanding of careers for students within Maple Medical PRU	Timetable careers, with substantial content.	SLT Careers Leaders	September 2022	Improved student feedback*	

*Feedback from Year 11 students in 2021/22; Have you received any advice or input about your future careers (Y 62%, N 38%), Have you done any work on careers in school (Y 65%, N 35%).