



**Beacon Academy Trust**  
**Careers Strategy 2022-2023**

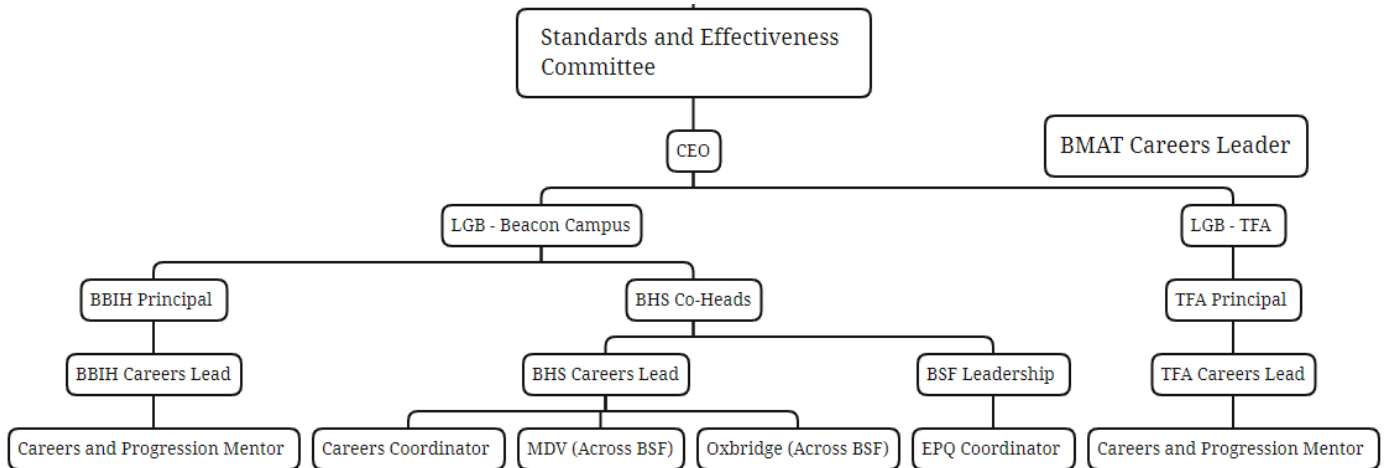
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**1.0 Introduction**

*The Trust is committed to creating and delivering high quality careers education that ensures 100% student progression to high quality destinations, whether it is employability, apprenticeships or higher education.*

To achieve this, we will provide opportunities for students to develop careers awareness, employability skills, labour market knowledge and determination to become successful in their chosen field. The Trust’s high quality and comprehensive careers education fosters high aspirations and enables our students to become happy, ambitious, and successful citizens in our local communities and society. Each of our 3 schools has its own unique demographic and subsequent student need, meaning the quality of careers education information, advice and guidance provision is personalised and remains high quality across the Trust led by an Assistant Principal Careers Lead who manages the Careers Co-ordinator (diagram 1A below) in each school. Examples of this include integrated vocational work experiences at BBIH Alternative Provision and Oxbridge and Medical, Dentistry and Veterinary (MDV) Science groups at Beal Sixth Form across Beal High School and The Forest Academy.

**Diagram 1A: Organisational Structure of Trust Careers Provision**



The Trust has an unrelenting ambition to improve social mobility for every student in each school, irrespective of the disadvantage they face, recognising that the careers education and support they receive will have a life changing positive impact. Our students are encouraged to develop their sense of self-worth by developing essential work related and life competencies and by playing a positive role in contributing to school life and the wider community. Where a student is identified as at risk of becoming NEET (not in education, employment, or training), we will intervene and expediate a one-to-one information, advice and guidance session with a qualified careers advisor, with ongoing monitoring and communication with the child’s family and pastoral team.

The Trust is dedicated to providing students with an extensive range of insights into local, regional, national and global labour markets, providing them with an insight in a diverse range of progression routes, e.g., higher education, vocational routes such as apprenticeships or directly into employment. Our careers programmes are dynamic and change according to the changing needs of our students and local and national labour market needs.

The Gatsby Benchmarks are used as a strong model to underpin and enhance our careers provision through the Trust (Diagram Section 3A, P5). We are committed to the Baker Clause in our 3 Schools (4A Text Box, p6). Our careers programme is delivered through different strands of Personal Development Programme at each School as shown in the diagram below (Diagram 1B, p2).

A broad range of approaches, activities, events, communication channels and external partner workshops are employed to provide students with a solid foundation of careers understanding and skills to develop further and succeed in their ambition. Each strand is delivered through a variety of experiences, ranging from areas of the taught curriculum to extracurricular opportunities, events and trips. The division into strands serves the main purpose of supporting mapping and evaluation of our current provision, and it is recognised that some activities or experiences may contribute to some or even all the strands.

The careers education strand (Diagram 1B – 3)- is an age-appropriate sequence of lessons on specific careers themes. For example, in year 8 students are taught how to be self-reflective and consider the range of jobs available, so that they can begin to think about what type of career they may wish to pursue in the future. A year 10 student would receive lessons on how to write a CV and prepare for an interview for work experience. The sequencing and content are based on the Career Development Institute’s (CDI) framework. Sessions are planned centrally and delivered as part of the personal development tutor programme.

The employability skills (Diagram 1B – 4.)- strand is a sequential and age-appropriate series of lessons developing skills in the following areas: presenting, listening, teamwork, leadership creativity, aiming high, staying positive and problem solving. This has been adapted from the skills builder partnership, which are based on the Confederation of British Industry (CBI) most desired employability skills.

Careers across the curriculum (Diagram 1B – 3b.) is embedded in our CALIBRE curriculum framework ([see here for more detail](#)) and emphasises the importance of careers within individual subject disciplines. Heads of Department (HODs) have mapped their curriculum against the CALIBRE framework and have identified explicit careers links, specifically Gatsby Benchmarks 4 and 5.

**Diagram 1B: Trust Careers Provision Model**



## 2.0 Intent:

We want our students to be:

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

## This strategy aims to ensure :

- All pupils in Years 7 to 13 have independent careers guidance
- A range of education and training providers have access to all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
- We are supported by The Careers & Enterprise Company the National Careers Service to provide free, impartial careers information, advice and guidance to our pupils, teachers and parents/carers.

## Detail

- 2.1 Ensure there is 100% high quality progression for all students, in each school, across the Trust, whether that is higher education, vocational education or employment.
- 2.2 Provide a broad and balanced careers education programme that has the highest aspirations for all students across the Trust and that covers the statutory requirements.
- 2.3 To widen participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and Higher Education Institutions or onto further training through high-quality careers and progression guidance.
- 2.4 Ensure that all students can thrive and develop as ambitious individuals who have strong employability skills, work related experiences and academic or vocational qualifications which allow them to pursue successful careers.
- 2.5 Broadening students' horizons by increasing their awareness of the different choices and pathways open to them in the future and building their confidence and self-esteem to encourage ambitious future pathways and to show students the routes towards achieving these.
- 2.6 Ensure Careers Education within schools is covered within statutory and non-statutory guidance.
- 2.7 To develop engaged, self-regulating and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens in their increasingly globalised world.
- 2.8 To create opportunities for students to develop leadership skills through engagement with higher education and the professional workplace. Students will be self-regulating in overcoming challenge and negotiating solutions.
- 2.9 Ensures the Careers Lead and Careers Coordinators in every school keep abreast of the changing landscape of technical qualification and the local and national labour market, keeping Senior Leaders and Governors informed so any changes to the careers programme and curriculum can be made ahead time.
- 2.10 Engage parents/carers in the careers education process and so change their attitudes, perceptions and aspirations relating to their children's education and career choices.
- 2.11 Ensure every member of staff understands their role as an adult who can have a positive impact on the future careers aspirations of a student through daily interactions, the curriculum and formal individual advice and guidance (IAG) e.g. Reducing gender-specific career stereotypes.
- 2.12 To provide career progression opportunities for staff and create opportunities for collaboration and integrated approaches to teaching and learning.

## 3.0 Implementation:

### Curriculum

- 3.1 Transition Programmes, including Progression Evenings and one to one IAGs for students in Years 9, 11 and 12 at each school.
- 3.2 Gatsby Benchmarks 4 and 5 launched through Excalibur project at KS3 in Year 1 (2022), then Years 2 & 3 incorporating KS4/5 (2023/4) all evidenced through curriculum maps and schemes of work.
- 3.3 Personal Development Programme. *Links 5.0 p7 for each school.*
- 3.4 Careers Education Programme.
- 3.5 Assemblies Programme – including apprenticeship and technical training providers , employers and external organisations.
- 3.6 National Careers Week celebrated and used to raise awareness in March of each year.
- 3.7 Annual Progression Week led by the Beal Sixth Form Leadership Team, MDV and Oxbridge Coordinators and UCAS coordinator. This includes visits to universities, apprenticeship and technical training providers and businesses.

### Extra-Curricular

- 3.8 One to one careers IAG with School Careers Advisor
- 3.9 One-to-one careers guidance from Connexions for vulnerable at risk of becoming NEET students in Years 11 and 13 and 'Looked After Children' and students with Education and Health Care Plans (EHCPs).
- 3.10 One-to-one personalised careers and aspirations advice and guidance for all students internally excluded in our respite and reintegration provision.
- 3.11 Careers mentoring from external careers mentors
- 3.12 Careers Fairs at each school.
- 3.13 Extra curricular clubs.
- 3.14 Careers and progression related speakers, trips, events and competitions.
- 3.15 Unifrog careers guidance and progression platform
- 3.16 Work experience – in person and virtual

### Staff Development and Quality Assurance

- 3.17 Continued collaboration with the North East London Careers and Enterprise Company and the National Careers Service
- 3.18 CPD for Careers Co-ordinators in each school with The Careers Enterprise Company and other providers.
- 3.19 Trust Executive to review annual Careers evaluation and Action Plans for each school in light of changing curriculum requirements and demographic of students against the local and national landscape.
- 3.20 Governors to contribute to the careers programme where appropriate with their diverse experiences and review statutory careers documentation as and when due for review.
- 3.21 Bi-annual updates of the Compass Tool to track Gatsby Benchmark compliance across the Trust.
- 3.22 In school Quality Assurance process for Personal Development programme.
- 3.23 Staff and student annual careers audits

### 3.1 Gatsby Benchmarks Introduction

In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight benchmarks set out in the report serve as a framework for improvement in careers provision and have been adopted as part of the Government's Careers Strategy and statutory guidance for schools and colleges. In addition, The Careers & Enterprise Company now supports the implementation of the benchmarks in schools and colleges with a national network of support, resources and targeted funding.

A four-year evaluation by the University of Derby published in 2021 found the benchmarks had a positive impact on students' career readiness and GCSE attainment. We have demonstrated continuous improvement in all eight areas of careers education as documented by the Gatsby Benchmark monitoring tool since 2019 in each of our Trust schools.

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.

Despite its importance, career guidance in this country has previously been criticised for being inconsistent and patchy. With the current transformation of technical education in England ensuring that high quality technical pathways into rewarding careers have never been a more attractive option, it is vital that good career guidance is embedded throughout education, so that young people will be better equipped to make informed choices about their next steps.

The delivery of each benchmark is outlined in Table 3A showing clear accountability of compliance to benefit our students.

**TABLE 3A : Gatsby Benchmark Implementation**

1	2	3	4	5	6	7	8
A stable careers programme	Learning from career and labour market information	Addressing the needs of each pupil	Linking curriculum learning to careers	Encounters with employers and employees	Experiences of workplaces	Encounters with further and higher education	Personal guidance
<b>Careers Lead</b>							
<b>BEAL HIGH SCHOOL - Careers Co-ordinator</b>							
<b>THE FOREST ACADEMY and BBIH – Careers and Progression Mentor</b>							
<b>Personal Development Lead</b>	<b>HODs</b>	<b>HOY SEND/ EAL /Wellbeing</b>	<b>HODs</b>	<b>HODs</b>	<b>HODs/HOYs Trip/Speaker</b>	<b>Beal Sixth Form</b>	<b>IAG SLT/Middle leaders</b>
<b>External Agencies</b>	<b>External Agencies</b>	<b>External Agencies</b>	<b>External Agencies / Employers</b>	<b>Employers and employees</b>	<b>CEC LEAN Employers Careers partners</b>	<b>Higher Education Colleges Universities</b>	<b>Connexions/ Prospects</b>

## 4.0 Impact:

- 4.1 100% progression of all pupils from each school across the Trust whether it is employment, training, or higher education.
- 4.2 Widening participation through robustly supporting social mobility through ensuring that high numbers of students move on to destinations within universities and higher education institutions or onto further training.
- 4.3 Meeting all Gatsby benchmarks, with progression in compliance demonstrated through the Compass Tool .
- 4.4 Tracking annual destination data of all pupils in Year 11 and Year 13.
- 4.5 Monitoring and improvement in recording skills for employability and progression through Unifrog ensuring all learners develop into confident individuals, successful learners, and responsible citizens.
- 4.6 Accountability of progression routes for all pupils at Standards and Effectiveness meetings.
- 4.7 Local Governing Body take local accountability and support schools.
- 4.8 Delivery of Oxbridge/MDV masterclasses and EPQ programme using e-platforms at Beal Sixth Form.
- 4.9 Very strong and improving retention at all levels.
- 4.10 Careers surveys with pupils and parents and staff feedback will illustrate progression in attitudes and confidence during the year. Improved self-confidence and engagement with school and extra-curricular careers related opportunities will be reflected in positive snapshots, progress data and attitude scores.

## 4.1 THE IMPACT OF COVID-19 ON CAREER GUIDANCE

***“Covid-19 has had a clear impact on us all and responsive careers education is more important than ever if young people are to regain confidence in their future .”***  
***Andy Lovatt, CEO, The White Room***

With the COVID-19 pandemic causing widespread disruption to education and a shift to remote learning, Gatsby has worked with The Careers & Enterprise Company to help the careers community respond. Clarification around remote encounters and experiences with employers to meet Gatsby Benchmarks 5 and 6 was developed in collaboration between the two organisations, and was followed by *Careers in Context: A can-do guide*, which provided best practice guidance to Careers Leaders on delivering all the Gatsby Benchmarks under pandemic restrictions. We have also funded research to understand how COVID-19 has affected career guidance in schools and colleges. Encouragingly, our research with senior leaders from summer 2020 revealed that while students’ timetables had come under increasing pressure, nearly three quarters were viewing careers as a top priority for the new academic year. Our research has also explored how the attitudes of parents and carers to career guidance have been altered by the pandemic – more information on this and our wider programme of work supporting parents and carers can be found here.

SOURCE : <https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice>

### **4A NB : Baker Clause Compliance**

The Baker Clause was introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them. It is expected that by doing so this will help address the UK’s productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018. A policy statement on provider access will be required on the school website.

## 5.0 USEFUL LINKS

[Careers at Beal High School](#)

[Careers at The Forest Academy](#)

[Careers at Beacon Business Innovation Hub](#)

[DfE Careers guidance and access for education and training providers \(January 2023\)](#)

[Rethinking Careers Education – Teach First June 2022](#)

[Secondary School and College leadership views on the impact of the Covid-19 Pandemic on Careers Guidance August 2020](#)

[Skills for Jobs: Lifelong Learning for Opportunity and Growth January 2021](#)

[Gatsby Education](#)

[National Careers Service](#)

[Careers and Enterprise Company \(North East London\)](#)

[Improving technical Education](#)

[Apprenticeships: detailed information](#)

## **6.0 Trust : Provider Access Policy**

### **6.1 Introduction**

This policy statement sets out Trust arrangements for managing the access of providers to pupils at Trust schools for the purpose of giving them information about the provider's education or training offer. This complies with each school's legal obligations under Section 42B of the Education Act 1997.

### **6.2 Pupil entitlement**

All pupils in years 8 to 13 are entitled:

- learn 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. Management of provider access requests

### **6.3 Procedure**

A provider wishing to request access should contact Careers Coordinators by email or call the school.

### **6.4 Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

### **6.4 Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

### **6.5 Approval and review**

Approved and reviewed by Principals and Governors at each School within the Trust Autumn 2022

### **6.6 Individual School Provider Access Statements**

Beal High School, The Forest Academy and Beacon Business Innovation Hub Provider Access Statements can be found on the careers page of each school's website. Links 5.0 p7.