



**The Queen Elizabeth
Academy**

Careers Guidance at TQEA

Timing	Requirements and expectations of schools	What we do
Ongoing	<ul style="list-style-type: none"> Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13 	<p>All years study careers topics in life skills.</p> <p>Year 7- 3Ms STEM activity day. Electricity for the future STEM event.</p> <p>Year 8 – RAF skills development day. Kudos access and training. Options guidance process.</p> <p>Year 9 – Warwickshire police youth academy weekend.</p> <p>Year 10- 1 hour meeting with careers adviser. Compulsory assemblies from colleges, 6th forms and employers. Visit to CWLEP careers fair. Apprenticeship training and account set up. MTC STEM event. Construction careers experience. Engaging young people program.</p> <p>Year 11- optional assemblies from colleges, 6th forms and employers. Optional meetings with careers adviser. Support from MW in filling out application forms.</p>
Jan 2018	<ul style="list-style-type: none"> Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed. 	<p>Opportunities for access are identified in the policy statement on the careers section of the school website. Many training providers are actively sought and invited to come into school and speak to students.</p>
Jan 2018-2020	<ul style="list-style-type: none"> Every school should begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2020. For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers. 	<p>Year 7- 3Ms STEM activity day. Electricity for the future STEM event.</p> <p>Year 8 – RAF skills development day. Kudos access and training.</p> <p>Year 9 – Warwickshire police youth academy weekend.</p> <p>Year 10- Visit to CWLEP careers fair. MTC STEM event. Construction careers experience. Attend assemblies from potential employers.</p> <p>Year 11- Attend assemblies from potential employers.</p>
Sept 2018	<ul style="list-style-type: none"> Every school should appoint a named person to the role of Careers Leader to lead the careers programme. 	<p>Martin Webb is named in the role of Careers Leader to lead the careers programme.</p>
Sept 2018	<ul style="list-style-type: none"> Every school will be expected to publish details of their careers 	<p>Available on the careers section of the school website.</p>



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Gatsby Benchmarks

- Gatsby charitable foundation have identified 8 benchmarks that schools should follow.
- The benchmarks are not a statutory framework but the DfE promote that by adopting them we can be confident that we are fulfilling our legal duty to students.



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1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

- The careers programme is in its early years of being developed but there is already evidence of a consistent programme. MW has been on several training courses to gain further understanding of what a comprehensive careers programme looks like.
- The careers programme is published on the school's website. The majority of events on the programme are consistent each year but new opportunities are always considered.





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2. Learning from career and labour market information

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 adviser to make best use of available information.

- By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

- Kudos informs students of potential career areas they may be interested in based on their answers to an online questionnaire. It also informs them of a range of jobs available in each area, average salaries and trends in available jobs.
- All students have a 1 hour CIAG meeting with a qualified careers adviser in year 10 and can arrange an additional meeting with him in year 11 if they want.

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3. Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- All pupils should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations..

- Student aspirations are challenged in conversations about post 16 education choices and relevant to potential attainment grades.
- Records of CIAG meetings are kept on google drive. These are printed for students to take home and given to parents at parents evening.
- Student destinations are recorded on spreadsheets by MW and reported to Prospects careers services.





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4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

- Teachers have completed a careers mapping document that identifies how they link curriculum learning in their subject with careers.
- All students participate in 2 extra curricular interactive STEM activities in year 7.
- Year 10 students have the option of attending a STEM activity day delivered by the MTC.
- STEM is taught in year 7 and 8 then as a GCSE option subject during which the wide range of careers paths related to STEM are explored.





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5. Encounters with employers and employees

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 visiting speakers, mentoring and enterprise schemes.

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.

*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

- RG organises encounters with employers in STEM areas- 3Ms and RAF for students in year 7 and 8.
- MW arranges for employers to deliver assemblies to students in years 10 and 11.



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6. Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

- All year 7 students visit 3Ms to explore the STEM technology they use there and the career opportunities available.
- Students are supported to arrange work experience placements during school holidays at their own discretion.





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7. Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.

- A wide range of local sixth forms, colleges and apprenticeship providers are actively contacted and invited into school to deliver assemblies to students in years 10 and 11.
- Open evenings at local sixth forms, colleges and apprenticeship providers are explicitly promoted within school.





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8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

- Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

- All students receive a 1 hour guidance interview with a qualified career adviser in year 10.
- All year 11 students have the option to sign up for an additional meeting with a qualified career adviser.



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Based on Destination on 1st November 2016		No	2016	No	2016	No	2017	No	2017
Participating	Full time Education	92	90.20%	5165	91.37%	96	91.43%	5196	93.05%
	Full time Training	1	0.98%	8	0.14%	0	0.00%	22	0.39%
	Apprenticeship	6	5.88%	178	3.15%	7	6.67%	244	4.37%
	Employment + Study	2	1.96%	15	0.27%	1	0.95%	12	0.21%
Participating Total		101	99.02%	5366	94.92%	104	99.05%	5474	98.03%
Working Towards	Re-engagement Provision	0	0.00%	2	0.04%	0	0.00%	5	0.09%
	Start Date agreed (RPA Compliant)	0	0.00%	1	0.02%	0	0.00%	0	0.00%
Working Towards Total		0	0.00%	3	0.05%	0	0.00%	5	0.09%
Temp break from Learning	Supporting family - Teenage parent	0	0.00%	5	0.09%	0	0.00%	1	0.02%
	Illness	0	0.00%	14	0.25%	0	0.00%	6	0.11%
	Pregnant	0	0.00%	1	0.02%	0	0.00%	2	0.04%
Temp break from Learning Total		0	0.00%	20	0.35%	0	0.00%	9	0.16%
Not Participating	Employment without training	0	0.00%	18	0.32%	0	0.00%	19	0.34%
	Not Settled - (Active in Labour Mkt)	1	0.98%	64	1.13%	0	0.00%	55	0.98%
	Not Settled - (not active in Labour Mkt)	0	0.00%	2	0.04%	1	0.95%	27	0.48%
	Not Known	0	0.00%	180	3.18%	0	0.00%	0	0.00%
Not Participating Total		1	0.98%	264	4.67%	1	0.95%	101	1.81%
Total		102	100.00%	5653	100.0%	105	100.00%	5584	100.00%



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Destination	2016 (102)	2017 (105)
KEGS	28 (27%)	47 (45%)
NWHC	34 (33%)	36 (34%)
Apprenticeship	6 (6%)	7 (7%)
St Thomas More 6 th Form	2 (2%)	3 (3%)
Polesworth 6 th Form	15 (15%)	4 (4%)
Higham Lane 6 th Form	1 (1%)	2 (2%)
Hereward College	3 (3%)	1 (1%)
Moreton Morrell College	2 (2%)	2 (2%)
South Staffordshire College	4 (4%)	2 (2%)
Full Time Employment	0 (0%)	1 (1%)
Armed Forces	3 (3%)	0 (0%)
NEET	1 (1%)	1 (1%)



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Next Steps and Wish List...

- Contact a range of local employers to support students access to meaningful encounters with employers and experience of workplaces (MIRA, JLR, TNT, Aldi, 3M).
- Embed a consistent and relevant careers education programme into the life skills curriculum. This would need to be delivered in year groups to meet the careers guidance needs of students at different stages of their education.