

## Careers Strategy 2024-25

### Our Careers Strategy

There has never been a time when career guidance has been as important for young people as it is today. At Nether Stowe School, we have a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist. With the greater choices of education, training and employment, our aim is to prepare students for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them. We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures. Our careers program throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (July 2024), our careers plan supports the achievement of the eight Gatsby benchmarks which we are working towards fully achieving. Careers Education at Nether Stowe is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the PSHCE program. Our aim is that students understand how what they are being taught will link to their future pathways. We want our students to achieve, not only in school but in the future, and we want them to aspire to be the best that they can be. Above all, we want them to enjoy and have fun exploring their Career options.

### Areas of Strength

- Nether Stowe has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool. We achieved above national standard for all of the Benchmarks by September 2024

Benchmark	% of the assessment areas in Benchmark achieved (October 2024)	% of schools nationally meeting the benchmark (October 2024)
1. A stable careers programme	100%	69%
2. Learning from career and labour market information	80%	83.4%
3. Addressing the needs of each student	100%	59.3%
4. Linking curriculum learning and careers	100%	79.5%

5. Encounters with employer and employees	100%	85.1%
6. Encounters with the workplace	75%	71.8%
7. Encounters with future and higher education	83%	57.3%
8. Personal guidance	100%	77.4%

- Our careers program predominantly runs as part of our PSHCE programme and off timetable days. Students get dedicated curriculum time during this time where a full and varied Careers program is delivered. You can see the program below, along with the Gatsby benchmarks that are interwoven into the program.
- We have a dedicated careers team, the SLT careers lead has undertaken a level 6 qualification in Career Education and the school has strong links both with the local community and the surrounding areas.
- We are part of the ATLP and have strong links to support the school, we are also working closely with our partner schools and sharing resources.
- We have an independent careers advisor, who delivers careers advice to all of our year 11 students and other careers activities to KS3.
- The vast majority of students in the current Year10 will have meaningful experiences with outside agencies through careers fairs, outside agencies and trips and visits.
- All Year 11 students have an interview with an impartial careers advisor before the end of their Year 11, who was able to establish an action plan which was shared with the student.
  - There were a number of opportunities throughout the last academic year for groups of students to visit various higher education and apprenticeship shows. Students are also emailed regular opportunities to take part in work discovery days and holiday activities.
- Our NEET and destination data is above the national average for sustained education - those going onto college full time for BTEC or A level - see below:

	Year 11 Leavers 2023	National 2023
NEET	2.9%	2.9%
Sustained Education	88%	87.2%
Apprenticeships	8.9%	3.7%

## Curriculum Overview

	Term 1	Benchmark	Term 2	Benchmark	Term 3	Benchmark
Year 7	Managing Transition PSHE Careers focus Target setting Fortnightly form spotlights	1,3	Online Careers Guidance - Unifrog Careers What is work? Self Awareness	1,2,3,8		
Year 8	Unifrog Careers guidance Fortnightly form spotlights		Dell Engineering employer encounter - STEM - The Big Idea			
Year 9	Online Careers Guidance - Unifrog Careers Fortnightly form spotlights	1,2,3,8	Future Careers Options Marketplace Planning your future GE Engineering engagement - carousal	1,2,3,4,5,6	Think Higher - University and Higher Education Army Engagement	1,3,5,6,7
Year 10	Online Careers Guidance - Unifrog Fortnightly form spotlights	1,3	Walsall College taster day DHL/OUTBOUND - CV Writing Interview skills LMI	1,2,3,5,7,8	DHL/OUTBOU ND - Residential Army Engagement Day	3,5,6
Year 11	Research and learn about Careers and Post 16 options Online Careers Unifrog Careers LMI Writing Personal Statements Applying to Post 16	1,2,3,4,5,7, 8	Careers Adviser Appointments Applying to Post 16 Providers Managing Transition, wellbeing Film and Careative Industries Employer	1,3,4,7,8		

	Providers Information about virtual open events Careers Adviser Appointments Careers Fair - Millenium Point GE Engineering Assembly - next steps Click Through - Digital Skills Day employer engagement Careers Advisor Appointments		Encounter (In School)			
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## **Monitoring and Evaluating Careers Programme**

Most of the activities implemented within the school are delivered through the PSHCE Curriculum and both one-off and ongoing events / activities designed in collaboration with external agencies, organisations and employers. With such a structured programme, monitoring and evaluation as a process becomes straightforward and our focus is therefore on ensuring the quality of provision and using evaluative and summative comments to inform future planning and activities.

To evaluate our careers programme we need to set out what we want our end results to be, what we want our students to achieve by the end of their full-time education. The aims of our programme are simple:

- 1) For our students to know what opportunities are available in the local area
- 2) For our students to aim for the highest level in all employment, apprenticeships and higher education
- 3) For students to know the different career pathways / routes they could follow
- 4) For our students to know what they need to do to follow their chosen career route

## **Areas of Improvement**

- We have not engaged fully with LMI and communicated this with parents or students effectively, some of this is due to links with outside agencies lost following lockdown and the changes in management in Careers.
- Students have not had the opportunity to have a meaningful encounter with an employer every year that they are at school. We have mainly targeted Year 10 in the past through careers fairs, work experience and mock interviews. We need to rebuild connections with the local area and bring in more outside agencies for building aspirations lower down the school.
- Not all students have had the opportunity to engage with sixth form colleges and universities. We do not have a sixth form attached to us and the local sixth form does not cater for all of our students' needs. We do find however that some students go to this sixth form for convenience or because they are not sure what is on offer from other sixth forms in the area because they do not travel and access their open events.
- We have not established a tracking system, nor have we pulled everything together across the school to get an overview of where individual students are in terms of their career development.
- Not all school staff are aware of exactly what the Gatsby Benchmarks are and what the statutory requirements are and what we need to achieve, this is also including departments knowing the necessity of teaching the students about careers in their subjects when they are under time constraints with their subject content.