



**Ravenshall**

all different | all equal | all important

**PROGRAMME OF CAREERS  
EDUCATION AND GUIDANCE**

## Careers Education at Ravenshall

Ravenshall are committed to providing each and every pupil in the school with high quality careers education and guidance.

Employability skills and careers education make up part of the fabric of the school with teachers embedding it into their curriculum offer as a matter of course.

All pupils are given the opportunity to access quality careers and transition advice from our qualified careers advisor.

At Ravenshall you are entitled to receive a planned programme of career education, information, advice and guidance, and all staff take responsibility for ensuring that this is so.

Ravenshall is a member of the Kirklees Careers Hub and are committed to the development of Careers Education across the region. This is also a fantastic resource for the school providing a vast number of opportunities, business partners and advice to enrich and support the provision our pupils already access. .





## KS3 – YR6

### KS2 YR6

Curriculum incorporates work related learning topics. Visits from a variety of professionals happen during the year.

Pupils make 2 trips out across the year to observe and interact with different working environments.

Transition events are planned to inform all pupils of the potential pathways into KS3 and beyond. Parents / Carers are invited to attend transition meetings and transitional review as part of the EHCP review.

## KS3 – YR7 / YR8

### KS3 / KS4

Vocational pathways are delivered as part of the VLA initiative implemented across KS3 providing all pupils with bespoke, careers focused learning opportunities, such as horticulture, catering, sports leadership.

Pupils are an integral part of the school community in the roles they fulfil on the Student Council. Pupils are school ambassadors and peer mentors, coaching and leading others, making democratic decisions on behalf of the student body.

## KS3 – YR9

### KS3 YR9 –

As in Yr 7 and 8 pupils access the VLA Curriculum which is entirely Vocational, pupils are immersed in practical hands on learning opportunities equipping with a bank of employability skills and an understanding of a range of different vocations.

Yr9s also play an active role in the school community, shaping and leading / influencing change across the school through the school ambassadors, student council and a variety of pupils voice activities.

Pupils will receive 1 CSI Lesson a week focused on work related learning, employability skills. The rest of the time is used for developing an invaluable bank of qualities necessary for the world of work, decision making, leadership, an awareness of community, the local area and the world around us.

Outside companies such as recruitment agencies, banks, hospitality, retail etc come in to deliver workshops and talks and presentations in assemblies.

Careers Interview – Katherine Jones C&K Careers.

**Transition events are planned to inform all pupils of the potential pathways into KS4 and beyond.**



**KS4 – YR10**

**KS4 Yr10** – Extended work placements in Ravenshall. Office / Cleaning / Grounds / Kitchen / ETA?  
Pupils complete a block of work experience within the school.

Every child capable of doing so completes this on a rotational basis. For the pupils for which this is more beneficial, this will be extended.

All pupils receive two Careers interviews with C&K careers representative across the year.

Focused CSI sessions are delivered to cover specific work related learning.

Careers focused assemblies with guest speakers delivered to all KS4 and KS5 Pupils.

**Transition events are planned to inform all pupils of the potential pathways into KS5 and beyond.**

Vocational learning opportunities are delivered as part of the Pathways curriculum implemented across KS4. This provides all pupils with bespoke careers focused learning opportunities, such as horticulture, catering, sports leadership, Art, DT, Performing Arts and Creative Media, Communication, Peer mentoring, STEM.

Pupils are an integral part of the school community in the roles they fulfil on the student council. Pupils are school ambassadors and peer mentors, coaching and leading others, making democratic decisions on behalf of the student body.

**KS4 – YR11**

**AS Above with the addition of:**

**KS4 Yr11** - Work experience placement with partner businesses and organisations.

**KS4 / PFA** – Group extended placements with partner businesses. Supported by a staff member groups of students spend and extended work experience placement with a partner business.

College/ FE options visits.

Transition meeting with Key Staff re: onward journeys.

A minimum of 3 Careers meetings over the year.

Visits to careers events including STEM specific events.

Delivery of accredited courses covering preparation for work .

CSI sessions may have guest speakers and will look at CV writing, personal statement writing and form filling as part of the delivery.

Transition reviewed as part of the EHCP review meeting which the C&K careers advisor will also attend.

Mock Interviews will take place during the year.  
There is a strong enterprise theme in the KS4 curriculum with a successful charity shop and café which operates on site, run by our young people.



PFA – YR12  
/ YR13

PFA: - The curriculum delivered to the PFA students is mainly vocational in its content. Pupils are developing themselves as individuals and young adults preparing for adulthood by engaging in a huge range of activities centered around independence.

Enterprise is a key feature of PFA. Within the curriculum PFA learners develop skills in Catering and Hospitality, Horticulture and Design Technology, through these subjects they produce products to sell and develop transferable employability skills in customer service, functional Maths and English, health and safety within the work place, and food safety awareness among a wide variety of other things.

PFA also complete a work experience placement with partner businesses and organisations.

We strive to offer group extended work placements with partner businesses. Supported by a staff member groups of students spend and extended work experience placement with a partner business. PFA will be completing a placement focusing on animal care specifically horses later on in the year.

Learners participate in:

- College/ FE options visits.
- Transition meeting with Key Staff re: onward journeys.
- A minimum of 3 Careers meetings over the year.
- Visits to careers events including STEM specific events.

We deliver accredited courses covering preparation for work .

CSI sessions have guest speakers and look at CV writing, personal statement writing and form filling as part of the delivery.

Transition is reviewed as part of the EHCP review meeting which the C&K careers advisor will also attend.

Mock Interviews will take place during the year.

There is a strong enterprise theme in the PFA and KS4 curriculum with a successful charity shop and café which operates on site, run by our young people.

PFA learners will also be launching the pilot of their very own pop up restaurant which will operate off site and replicate the conditions and expectations of this place of work giving our learners real life experience.

# Gatsby Benchmark 1:

<b>A STABLE CAREERS PROGRAMME</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers 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.

## CURRENT PROVISION

- Careers programme features on the school website for all of the above parties to access.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation / Action Points
Complete 'Compass Evaluation' to establish where current provision is against the Gatsby Benchmarks.	Complete online evaluation.  Set up the online tracking system.	BE / JS	10/06/2018	1.5 hrs	Results of evaluation
Ensure a rigorous, engaging, measurable careers programme for KS3/ KS4 and PFA is planned and ready for implementation starting in Sept 18.	Show leadership team action plan.  Ensure planning can be integrated into the new timetable.	BE / JS	29/06/2018	3hrs	Careers action plan which meets the Gatsby Bench marks.
Ensure staff are fully briefed as to the part they play in the delivery of the Careers programme.	Talk to all members of staff concerned. Share careers plan, resources and assessment/ methods of measuring outcomes and impact.	JS / BE	20/11/18	Meeting Time	Staff Feedback / Successful implementation of a thorough careers programme. Pupil voice.
Ensure all published information is up to date.	Regular updates made to reflect progress and changes.	JS / BE	Ongoing		
Social media presence pointing employers to information on the website.	BE / JS to work with SF re social media platforms and implementing them.	BE/ JS/ SF	Ongoing	RC support	Amount of uptake / interest / support gained through social media interest.

## Gatsby Benchmark 2:

### LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every pupil, 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 the 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.

### CURRENT PROVISION

- All pupils are provided up to date, relevant labour market information through their CSI and PSD lessons
- Pupils also receive careers interviews where this information is also shared with them by a trained careers professional.
- Pupils all complete a period of work experience so they are able to experience the current labour market first hand.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
All Yr9 / 10/11/12/13 pupils should have access to up to date careers education and labour market information and allocated a suitable amount of time and support to make use of the information provided.	Research suitable labour market information and publish on the school website for parents and businesses to obtain.	BE / JS – working with KH			
	Separate section to the website / Our own sub site with up to date careers information. Information for employers / parents and young people.	BE / JS			
To provide opportunities for young people and their parents carers to meet with industry professionals, employers and Colleges with regard to possibilities / options / advice.	Coffee , Cake and Careers Event.	BE / JS / CJ	Jan 19	Planning Team Meeting Time Website update Marketing materials.	Parental feedback Tweets Increases range of onward journeys.

### 3 ADDRESSING THE NEEDS OF EACH PUPIL

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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 for at least three years after they leave the school.

## CURRENT PROVISION

- Pupils also receive careers interviews where this information is also shared with them by a trained careers professional.
- Pupils all complete a period of work experience so they are able to experience the current labour market first hand. These placements challenge our young people but are organised with the pupil and their individual needs at the centre of the placement.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Collate information on pupils future endeavors.	Develop a centralised data base of pupils onward journeys.	JE / DJ	Ongoing		An up to date record of case studies and information.
Develop links to gather information.	Establish a link with colleges and next step providers to share information with us re: our pupils progression. This will be done with each pupils full permission adhering to data protection rules (GDPR)	JE / DJ	Ongoing		An up to date record of case studies and information.
Increase public awareness of Ravenshall achievements.	Publish Alumni news, case studies and updates on the school website.	BE / JS / JE / DJ / RC / SC / SF	Ongoing		Increased awareness of transition success. Increased interest in the school from employers, post 16 and sixth form providers and service providers and agencies.



## 4 LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance

of STEM subjects for a wide range of career pathways.

– 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.

### CURRENT PROVISION

- Pupils engage in Work Related Learning opportunities within all their lessons. Vocational pathways provide opportunities for pupils to develop transferable work related skills across all key stages.
- Pupils participate in careers and work related learning focused drop down days. These are 'off timetable' days that provide ALL learners with practical hands on learning experiences often with outside agencies, visitors, and industry professionals.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Widen pupils awareness of career options and sectors where they may be possible career or volunteering opportunities.	Increase visits and offsite experiences for pupils with a WRL focus.	Whole staff.	Ongoing	Buses, Risk Assessments / integration into medium and long term planning.	Learners Increased awareness of possibilities and opportunities demonstrated through feedback and discussion in CSI lessons as well as evidence of discussions had in Careers advice meetings.

## 5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every pupil 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 opportunities 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.

## CURRENT PROVISION

- Pupils participate in careers and work related learning focused drop down days. These are 'off timetable' days that provide ALL learners with practical hands on learning experiences often with outside agencies, visitors, and industry professionals.
- Vast number of enterprise projects take place throughout the year across all Key stages.
- Pupils complete a work experience placement in Yr11 and Yr13.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Increase number of learning opportunities which involve employers and employees.	Increase visits from employers and employees to take part in CSI sessions and Assemblies.	KH	Jan 19	N/A	Increases awareness of careers. Increased number of partnerships with businesses. Website and social media updates following these positive experiences and opportunities.
	Ensure All pupils can access employers and employees on Drop Down Days.	AB	Jan 19	N/A	Timetabling. DDD books.
	In house work experience placements.	JS / BE	Feb 19	Support of different individuals who take on different roles around school.	Work experience logs / records AQA unit awards Accreditation Media updates.

## EXPERIENCE OF WORKPLACES

Every pupil 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.

## CURRENT PROVISION

- Vast number of enterprise projects take place throughout the year across all Key stages.
- Pupils complete a work experience placement in Yr11 and Yr13.
- All pupils complete a work experience placement.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Introduce careers interviews to year 10 Pupils to appease their anxieties around year 11 and begin their thinking around the next steps they might like to take. This may also help to influence their Work Experience choices.	Liaise with Catherine Jones to book appointments.	JS	JAN 19	NA	Timetable of interviews. Parents informed of interviews via dojos. <ul style="list-style-type: none"> <li>• Careers interview log completed.</li> <li>• Increased awareness amongst year 10 of careers and next steps options available to them.</li> </ul>
Increase visits with a WRL Focus.	Staff to embed in their curriculum planning and organise a trip or visitor to come in.	ALL	Ongoing		<ul style="list-style-type: none"> <li>• Increased number of WRTL opportunities experienced by learners.</li> <li>• Learners pursuing a broader range of transition options.</li> </ul>

## ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All pupils 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.

### Current Provision:

- All PfA pupils attend the 'Local Offer Live' Event.
- Trips are organised for PfA to visit colleges and other services available to them when they leave at the end of Yr13.
- All KS4 pupils attend a local careers event at Elland Road, where they meet and see the broad range of experiences and opportunities available to them.
- All KS4 make college visits over the course of the year to inform decisions and support the college application process.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Increase exposure to opportunities and next step provisions at KS4 and PfA.	PfA to attend the Elland Road event with KS4.	BE / JE	Oct 18	Risk assessment / Calendar update / letter home/ buses booked.	<p>Pupils aspirations raised. Increased number of applications to a broader range of providers.</p> <ul style="list-style-type: none"> <li>• Feedback from parents</li> <li>• Feedback from pupils</li> <li>• Applications</li> <li>• Interview follow ups.</li> </ul>
	Invite college staff and other providers into assemblies / lessons to talk about their venue / institution.	BE / JE	Dec 18	Time to approach colleges etc.	<p>Uptake of professionals to come and speak in school.</p> <ul style="list-style-type: none"> <li>• Increased enthusiasm about next steps from the pupils.</li> <li>• Increased awareness of opportunities among KS4 and PfA pupils.</li> <li>• Better informed parents.</li> </ul>
	Attend the 'get up to speed' event in Sheffield – PfA and KS4.	BE / JE	DEC 18	Buses Supporting adults.	<p>Pupils aspirations raised.</p> <ul style="list-style-type: none"> <li>• Feedback from parents</li> <li>• Feedback from pupils</li> </ul>

PERSONAL GUIDANCE

Every pupil should have opportunities for guidance interviews with a Careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

– 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.

**Current Provision:**

- All PfA pupils currently access careers interviews at 2 – 3 key points during the academic year. This happens during Year 12 and Year 13
- KS4 All pupils receive interviews with a trained careers advisor in Year 11 to support their transition choices moving into the next phase of their education or training.
- All pupils in KS4 and PfA receive informal interviews with their class teachers during CSI time which is supported and informed by input from our trained advisor.

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators Evaluation
Introduce careers interviews to year 10 Pupils to appease their anxieties around year 11 and begin their thinking around the next steps they might like to take. This may also help to influence their Work Experience choices.	Liase with Catherine Jones to book appointments.	JS	JAN 19	NA	Timetable of interviews. Parents informed of interviews via dojos. <ul style="list-style-type: none"> <li>• Careers interview log completed.</li> <li>• Increased awareness amongst year 10 of careers and next steps options available to them.</li> </ul>