



## **BLATCHINGTON MILL SCHOOL**

### **CE-IAG PROGRAMME - UPDATED JUNE 2024**

Careers education at Blatchington Mill School is delivered through a programme of scheduled activities, combined with special events. It combines units of study which develops students' self-awareness, common employability skills as well as increasing their knowledge and understanding of progression through different education pathways. All of this is built on our solid belief that all learners can achieve great careers with the right preparation, experiences and skills development.

#### **Vision and Purpose**

Our vision is to support and inspire all of our students to have high aspirations by ensuring that they have the understanding and experience needed to succeed in their learning and so later, in employment.

We use the Gatsby Benchmarks as an evidence informed approach to provide our careers and guidance provision. We link this with our school ethos in order to personalise the approach to each student within our community. We believe that a positive experience and knowledge of the world of work can lead to greater achievements, inspiring our students to look beyond their immediate environment.

The Blatch school motto is : involvement, achievement and care. These values significantly input into our careers programme interlinking in all areas of the school to signal the need for individual and collective responsibility, and a desire to achieve great things.

In class, teachers develop a culture of positivity towards learning, linking this to their desired or possible career paths. In form time, teachers support our learners in developing key skills that prepare them for the world of work. We use a holistic approach, alongside a more bespoke programme where it is needed, creates an all inclusive career programme.

Learning is a power for good, and a persons' career can reward this learning and provide the setting to change the world for the better.

#### **National and Local Expectations**

We are committed to meeting national and local expectations in relation to careers by:

1. Providing impartial careers guidance for students in Years 8 to 11 (as required by the 2011 Education Act and the 2018 Careers Strategy). In implementing this duty we will pay

particular regard to the DfE's principles of good practice (page 26 the statutory guidance, Jan 2018) and Ofsted's inspection criteria for evaluating careers provision in schools.

2. Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

3. Supporting the implementation of the Brighton & Hove City Employment and Skills Plan <https://www.brighton-hove.gov.uk/jobs/skills-and-employment> through connecting learners with the local labour market and supporting them on their journey from learning to earning.

### **Current Priorities**

Our careers strategy is informed by our evaluations based around the evidenced best practice associated with Gatsby's 8 Benchmarks for Good Careers Guidance:

#### **Benchmark 1: Having A stable careers programme**

Our careers programme is undertaken in form time as tutor time activities. This is embellished through subject specific content within departments where careers are an integral part of learners' progress.

#### **Benchmark 2: Learning from career and labour market information**

We aim to provide regular and up to date information in regards to labour market information on a local and national level. Learners, parents, students and staff are regularly given updates on the movement within the labour market and how they can access employment or use this information to inform our delivery and guidance for learners in our care.

#### **Benchmark 3: Addressing the needs of each pupil**

As an inclusive school, we take addressing the needs of all of our learners incredibly seriously and use our programme to inform and support all learners. We provide a more bespoke experience for those within our community who need additional information and guidance, as well as create opportunities for real life experiential learning in regards to any learners who may need this. We use local and national market information and post 16 educational developments to provide the best opportunities appropriate to inform our delivery to ensure we address the needs of each pupil.

#### **Benchmark 4: Linking curriculum learning to careers**

Our school recognises the positive impact of linking specific careers to the day-to-day learning experience of young people within our community. Our Heads of Subject implement the use of **Characters and Skills** to employment pathways within their specialist curriculum areas.

### **Benchmark 5: Encounters with employers and employees**

Within their school journey, all students will have meaningful encounters with employers and employees within a variety of settings. These experiences are a mixture of in school and offsite learning opportunities. We are developing our network of employers and employees so if you feel that this is something you can support with, please email our Careers Advisor ([chall@blatchingtonmill.org.uk](mailto:chall@blatchingtonmill.org.uk)).

### **Benchmark 6: Experiences of workplaces**

All learners will have experienced an experience of a workplace before they become Year 11 learners. Experience of work is delivered in a variety of ways and consideration is given to what is most appropriate and inspiring for the individual. This could be experienced through workshops in lessons, planned in conjunction with those in the relevant industries; in an extra-curricular setting or by visiting a workplace itself. To us, the experience of the processes, skills and tasks reflective of a specific industry are most valuable in ensuring our learners have an accurate picture of the specific industry they are interested in.

### **Benchmark 7: Encounters with further and higher education**

We aim to provide all students with the opportunity to meet post 16 education providers for all possible pathways they can access after their GCSEs. In addition to this, we aim for many students to experience and engage with higher education providers.

### **Benchmark 8: Personal guidance**

We have a tradition of providing excellent guidance and all students will engage in this at key points in their learning journey. Our guidance is led by impartiality and is individual to the learner we are working with. Learners can expect to have guidance in advance of their GCSE option choices and then again before they make their post 16 choices in Year 11.

In addition to these aspects, priorities in school are:

- i. Supporting individual aspirations, improving attainment and ensuring positive destinations for students when they leave the school and later.
- ii. Meeting the needs of all students including specific groups including looked after children, young carers, Pupil Premium students and students with special educational needs.
- iii. Developing students' career awareness and skills, especially those associated with career adaptability, resilience, enterprise and employability.
- iv. Improving young people's working lives by helping them to identify important values associated with employment, including contributing to the wellbeing of others and society through their paid and voluntary work and working in environmentally sustainable ways.
- v. Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support.

vi. Working with others outside the school to meet students' career development needs; amongst others these might include, parents/carers, alumni and education, community and business partners.

### **Summary of the Careers Programme**

We are continuing to use the 'Skills Builders Accelerator' programme which links us up with a large community of schools, colleges, employers and organisations. The skills builder framework will be used to create a sustained learning experience where learners build skills systematically throughout their time with us at Blatchington Mill. Each student will build on skills learnt previously following the [Skills Builder Framework](#).

### **At KS3 we cover the following units of work or activities:**

- a. Students follow the skills builder programme which develops transferable skills with a careers focus.
- b. NHS competition - creating a poster and job description for a job in the NHS
- c. Activities in curriculum areas and form time based around National Careers Week in March
- d. Engaging in tasks linked to British Science Week in March
- e. Engaging in Success Beyond School with sessions delivered virtually by investIN.
- f. Developing students' awareness of all post 16 opportunities. .
- g. Developing students' awareness of subject options in Year 9 and KS4, specifically those offered at BMS, courses & levels.
- h. Career of the week information slides delivered during tutor time.

### **At KS4 we cover the following units of work or activities:**

- a. Students build their skills for employment through a series of skills building sessions in form time.
- b. Students develop awareness and understanding of careers, jobs and different types of occupation. ICT based support packages are available to help with this.
- c. Ensuring students are aware of post-16 opportunities such as Taster and Open-days where these are available.
- d. Developing students' awareness of student finance (especially relating to student-loans / attending university).
- e. Identifying students with specific needs (in conjunction with the Learning Support team) who qualify for targeted individual careers support and mentoring and provide this.
- f. Students hear from an array of different adults about their careers up to now and any advice they may have for specific career paths.
- h. Apprenticeship Day - drop down day for students to consider their post-16 options, including apprenticeships.
- i. Developing students' understanding of ALL post 16, post 18 and employment opportunities including apprenticeships and the new T levels.
- j. Providing and promoting our Year 11 Transition and Progression Evening (where students and their parents can meet with as many post-16 providers as we can recruit to the event). Promotion of ALL post-16 provider promotion events and open-evenings.
- k. Dedicated programme delivered in form time to support preparation for post-16 interviews.
- l. Completion of applications to college and / or employment, letters of application and preparation for interviews.

- m. Students analyse their progress after the Year 11 mock exams and compare this to their ambitions for post Year 11.
- n. Hello Futures event publicised to all students and parents/carers for students to engage in meaningful presentations and discussions from employers and employees within the local area.
- o. Specific sessions on how to write a CV, how to fill in an application form and advice around post 16 provider interviews.

Post 16 providers and employers are all welcome to attend our Year 11 Transition and Progression Evening; to secure a place, they need simply to contact Caroline Hall ([chall@blatchingtonmill.org.uk](mailto:chall@blatchingtonmill.org.uk))

Students can request a meeting with our careers advisor Caroline Hall through the Year 11 Office or by contacting the Head of Careers.

### **Monitoring the Impact of Careers Education**

The impact of our careers education programme is measured as follows;

- Use of Compass + to evaluate progress and success against Gatsby Benchmarks.
- Year 11 destination data
- Through feedback gained from students, parents and carers, school staff and local employers.

The Careers Programme is continually being developed and this document will next be updated June 2025.