

Blessed Edward Oldcorne Catholic College



Careers Update

2022

THE CAREERS &
ENTERPRISE
COMPANY



Schools Requirements

Subject	Action	Timing
Gatsby Benchmarks	<ul style="list-style-type: none">• Begin using all Benchmarks• Meet all Benchmarks	2018 end 2020
Careers Leader	Named person appointed	Sep 2018
Independent careers advice	Pupils provided with advice in years 8 - 13	ongoing
Employer encounters	One encounter per year (min) in years 7 - 13	end 2020
Education and training providers	Opportunities provided to access all pupils in years 8 - 13	ongoing
Careers Programme	Published for young people and parents	Sep 2018

Changes to careers for 2020





The point of these changes nationally



	Gatsby Benchmark	Definition	Category
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 pupils, teachers, governors and employers.	Talks And Websites
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 best use of available information.	CV Workshops
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.	Mock Interviews
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 career paths.	Mentoring
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 activities including visiting speakers, mentoring and enterprise schemes.	Employability Workshops
6	Experiences Of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	Enterprise Activities
7	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.	Employer-Delivered Classroom Learning
8	Personal Guidance	Every pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.	Workplace visits and experience
			Work Shadowing
			Volunteering and Citizenship

Source: Good Careers Guidance (2014), Sir John Holman; Deloitte What Works Project

GATSBY BENCHMARK 1

A stable careers programme

WHAT GOOD LOOKS LIKE

Every school 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 an appropriately trained person responsible for it.
- The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

WHY THIS MATTERS

- This benchmark provides a foundation for the other seven benchmarks.
- A stable programme to prepare young people for the opportunities, responsibilities and experiences of later life is a core statutory responsibility for schools.
- Inspiring careers and enterprise activities in a stable careers programme improves motivation, attendance and attainment.
- A stable careers programme enables young people to make well-informed decisions about education, training, apprenticeship and employment opportunities. It also helps them cope with challenging labour market conditions. We know that young people are three times more likely than adults to be unemployed.
- Delivering social mobility and justice relies on opening doors for all young people. The government has endorsed the fact that "great careers guidance provides the first rung on the ladder of opportunity, helping everyone to achieve their full potential". (DfE, 2017, p. 3)
- A stable careers programme can play a part in promoting social mobility for the benefit of young people, their families and wider society.

WHAT THIS MEANS IN PRACTICE

- The careers programme has strong backing from the headteacher or principal, senior leaders and governing body. It needs to be embedded into the structures of the school and its position should be recognised and secure. This means the programme can continue to be developed to meet the needs of students. It is not entirely dependent on the goodwill of individuals or vulnerable to competing education priorities.
- The programme is coordinated and led by an appropriately trained and supported Careers Leader. A Careers Leader is responsible and accountable for the delivery of their allocated school's programme of career advice and guidance. It is a senior role that requires the person doing it to have a clear overview of the school's careers provision and to make sure that the school meets the Gatsby Benchmarks by the end of 2020. See '[Understanding the role of the Careers Leader](#)' for full details.
- Students, parents, teachers and employers know what is in the programme. The programme is set out clearly on the school's website and promoted through the school's social media accounts and newsletters and other media outlets. Students should discuss the program in the school council and parents should know what to expect in the meetings arranged for them throughout the year. Messages for teachers are reinforced through the staff handbook, meetings and curriculum guides. Employers invited to participate in the programme clearly what to expect, how their contributions fit in and how they will benefit.
- A plan for how the careers programme will be implemented is included in an annual careers plan which includes priorities from the overall school development plan. This makes it easier to evaluate the achievement of the programme at the end of each year.
- Students, parents, teachers and employers provide regular and systematic evaluative feedback on the participation in activities via questionnaires, surveys and focus groups. This feedback is then used to inform decisions about the future development of the programme and feeds into the whole-school process of evaluation.

The Gatsby Benchmark Toolkit

GATSBY BENCHMARK 1

A stable careers programme

AN EXAMPLE OF A STABLE CAREERS PROGRAMME

Lilian Baylis Technology, an 11-19 school in south-east London, has created a programme that aims to transform the life chances of all students by supporting the development of healthy, confident and independent young adults. The governing body supports the programme through a designated link governor and the commitment of the senior leadership team is reflected in the school development plan.

The school's careers plan clearly sets out the roles of the:

- assistant head
- team leaders
- pastoral leaders for each key stage
- head of KS3
- Careers Leader
- access project worker.

Good communications and teamwork underpin activities and support for students. The programme includes activities for all students from years 7 to 13 that are delivered through:

- assemblies
- enrichment activities
- tutor time
- the personal, social and health education programme (PSHE)
- employer encounters
- workplace experiences.

Year 10 students take part in employer-inspired extended projects and students with special educational needs and disabilities benefit from employer links to improve their transitions at age 16-18. The Enterprise Advisers act as critical friends and are helping the ongoing development of a programme that has a high impact on students.

The school has completed the Compass evaluation and is using it to drive improvement. They have contracts with an external guidance provider to offer information, advice and guidance. They have also completed the Kirkland Rowell survey with parents, who rated the school as outstanding for:

- developing young people's confidence
- explaining how to help their children
- providing post-16 careers advice.



GATSBY BENCHMARK 1

A stable careers programme

TOP TIPS FOR SCHOOLS

1. Ensure your careers provision is tailored to the needs and circumstances of your students.
2. Write a careers plan, publish it on your website and commit to making all stakeholders aware of it and keeping it up to date.
3. Take advice from the governing body to ensure that the programme considers their knowledge of the changing labour market.
4. Appoint a lead or coordinator with sufficient status and expertise to maintain and develop a stable careers programme.
5. Ensure that the programme design and delivery is embedded in school structures and not invested solely in the goodwill of individuals.
6. Promote the importance of the careers programme to students, parents, teachers and employers so that they know what to expect and how they can contribute to its success.
7. Undertake regular evaluation of the programme with a clear intended purpose, for example, reports for the senior leadership team and the governing body should be used to inform future decisions about the programme.

TIPS FOR EMPLOYERS

Find out what your school's needs are and see where your expertise most.

Be a critical friend – support and challenge the school to develop a stable careers programme.

Help to build a long-term relationship and to contribute to all aspects of school life.

Ensure your staff are briefed before taking part in activities.

Respond to the school's evaluation and act on feedback to do things better or better next time.

Help schools develop a programme that takes into account the trends in your sector and the wider economy.

Use your networks to encourage others to contribute to the careers programme and to take on key supporting roles.

Recognise and reward existing employer engagement and make sure that it has a positive impact and streamline where appropriate.

EXAMPLE RESOURCES

Practical guides to developing a stable careers programme:

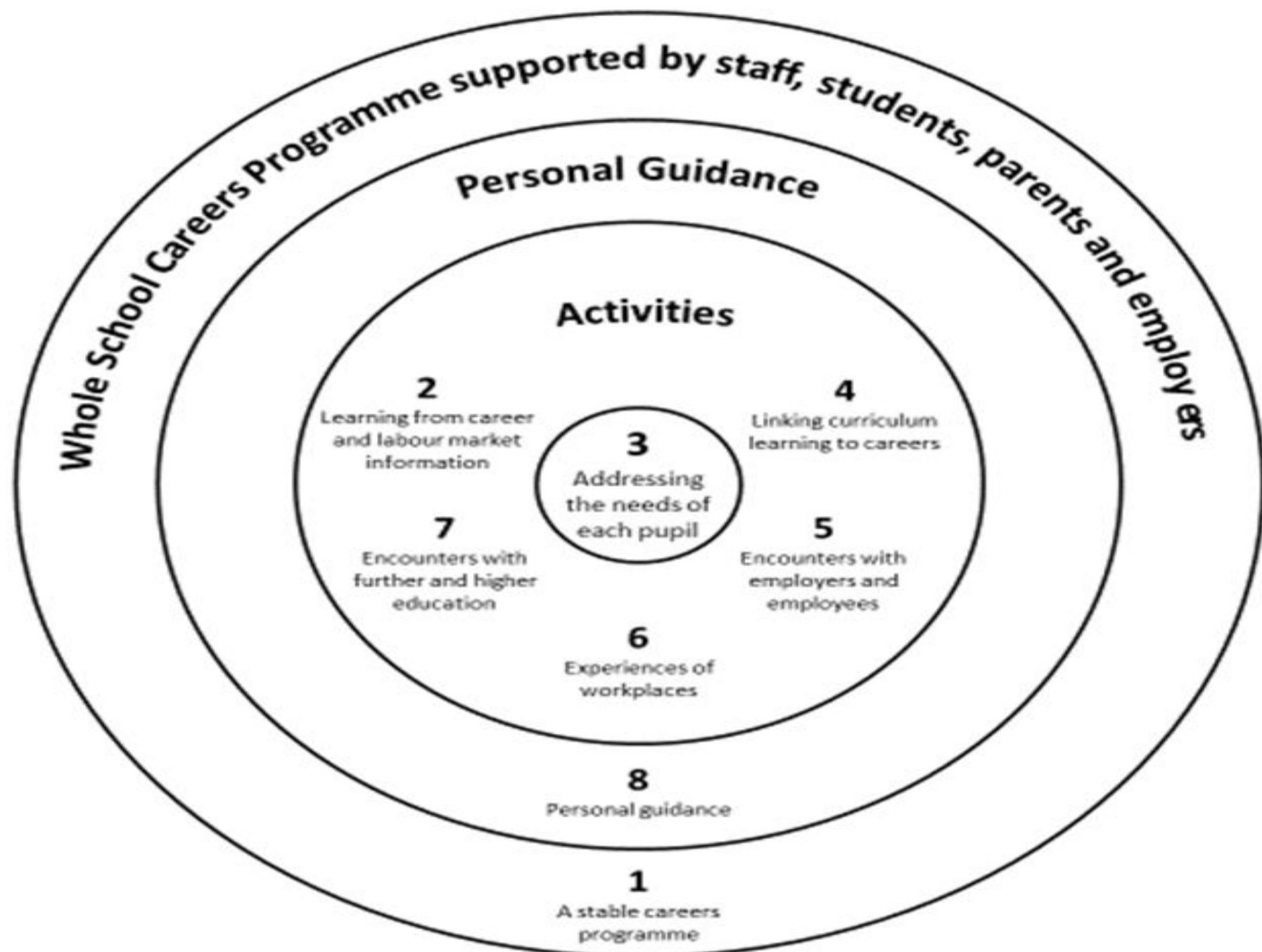
- [Compass evaluation tool](#) – an online tool to help schools measure their effectiveness against the eight Gatsby Benchmarks
- [Moments of Choice, The Careers & Enterprise Company](#)
- [Framework for careers employability and enterprise education](#) (March 2018)
- [Good Careers Guidance](#) (Gatsby, 2014)
- [Careers Education in the classroom – the role of teachers in making young people work ready](#) (TeachFirst, 2015)
- [Access Toolkit](#) (TeachFirst, 2016)

Links to relevant programmes and providers who can support a school:

- [The Careers & Enterprise Company Enterprise Adviser Network](#)
- [Business in the Community's Business Class programme](#)

Alignment to Ofsted/National requirements:

- [Ofsted school inspection handbook](#)
- [Ofsted further education and skills inspection handbook](#)
- [Careers guidance and inspiration in schools, Statutory guidance for governing bodies, school leaders and school staff \(Department for Education, 2017\)](#)
- [The Quality in Careers Standard is a supportive resource and national standard awarded by a range of licensed awarding bodies.](#)





start

Search

Q

Teacher View

My Profile

World of Work

What To Study

Where To Learn

Employability

Log Out

Cheryl Corbin

Teacher

Edit Info

Profile Progress

My Activities

Complete activities so that you're better prepared to make your education and career-related choices.

Completed Activities

1

About Me

Tell us about yourself and we can suggest jobs that might interest you.

My Interests

0

My Work Preferences

0

My Skills

0

My Qualities

0

My Likes

Explore your choices and select your favourite Job Roles, Industries and Qualifications.

My Careers

0

My Qualifications

0

My Activities

OPENING YOUR EYES

Which jobs suit my interests and work preferences?

Personalise your profile by rating skills, qualities, work preferences and interests to generate some job suggestions.

Open Activity

See all modules and activities

Jobs You Should Know About

Project Manager

Graphic Designer

Production Manager

Data Analyst

Games Designer

See more jobs I should know about

My Locker

Add a locker entry

What do you want to add to your Locker, Cheryl?

Go

Skills Show 2018

14.07.2019

Edit

Delete

Navy Talk in school small group session

14.07.2019

Edit

Delete

View All

My Action Plan


Add a Goal

What do you need to do, Cheryl?

Go


Featured Articles

One giant leap for your career!




With technology developing at such a rapid pace, find out how you could futureproof your career with a Microsoft Digital Apprenticeship.

Kickstart your career into racing



Want to work with horses or the exciting world of sport? Then check out careersinracing this National Careers Week!

Work Experience at CERN, How Cool is That?



Fancy doing work experience in the largest scientific experiment in the world?

School Leaver Opportunities with BP

COMPASS +

THE CAREERS LEADER DASHBOARD

Gatsby Benchmark	% achieved in latest evaluation i	% achieved	% achieved in previous evaluation	Indicator i
1 - A stable careers programme	<div><div>100%</div></div>	100%	-%	➡
2 - Learning from career and labour market information	<div><div>100%</div></div>	100%	-%	➡
3 - Addressing the needs of each pupil	<div><div>90%</div></div>	90%	-%	➡
4 - Linking curriculum learning to careers	<div><div>100%</div></div>	100%	-%	➡
5 - Encounters with employers and employees	<div><div>100%</div></div>	100%	-%	➡
6 - Experiences of workplaces	<div><div>25%</div></div>	25%	-%	➡
7 - Encounters with further and higher education	<div><div>100%</div></div>	100%	-%	➡
8 - Personal guidance	<div><div>100%</div></div>	100%	-%	➡

Students

[2021 GCSE results – Student & Parent support page](#)[Careers](#)[Careers hub \(including Pathways\)](#)[Extra curricular sports clubs](#)[Fixtures Calendar](#)[Home learning](#)[Library](#)[Musical Instrument & singing lessons](#)[Revision Year 7](#)[Revision Year 8](#)[Revision Year 9](#)[Revision Year 10](#)[Revision Year 11](#)[Start Profile \(Careers\)](#)[Summer bridging activities](#)

Careers Hub

START PLANNING YOUR FUTURE TODAY

[Choices magazine \(KS3\)](#)

[Choices magazine Issue 2](#)

[Year 9 Pathway page](#)

[Student START PROFILE page](#)

[Career links](#)

[Careers in Worcestershire](#)

[Past Student's stories](#)

[T Levels](#)

[Exploring-Uni-Guide](#)

[Virtual -WEX-Guide](#)

[What is.... a key growth sector?](#)

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Significant impacts due to Covid-19

- Visits out planned for benchmark 5 and 6 were cancelled for year 9
- Taster days at WSFC and HOW cancelled for year 10
- Careers fayre - benchmark 2,3,5,6 for year 7 and 8 cancelled
- ICT and MFL careers days benchmark 2,3,5,6 for year 9 10 and 11 cancelled
- Skills show cancelled for year 10
- Lockdowns have reduced time to meet with students for individual action plans
- Careers google classrooms very effective for those students that use them

Updates summer half term:

- Ambition week for all students – HODs provided with resources
- Year 9 employers day – live sessions and Q and A
- Year 9 work experience pilot virtually on health care
- Year 10 careers day. Virtual talks. Interviews and application forms
- Jane seen all year 11 and all have a destination for September

Compare your school to other institutions

This graph compares your Gatsby Benchmark progress to key national and regional statistics.

Gatsby Benchmark	Your result i	% schools fully achieving this Benchmark nationally	% schools fully achieving this Benchmark in [HUBs] <div>Worcestershire ▾</div>	% schools fully achieving this Benchmark in [LEPs] <div>All LEPs ▾</div>
1 - A stable careers programme	✓	27%	81%	27%
2 - Learning from careers and labour information	✓	52%	76%	52%
3 - Addressing the needs of each pupil	In progress	25%	26%	25%
4 - Linking curriculum learning to careers	✓	45%	69%	45%
5 - Encounters with employers and employees	✓	58%	90%	58%
6 - Experiences of workplaces	In progress	52%	79%	52%
7 - Encounters with further and higher education	✓	30%	50%	30%
8 - Personal guidance	✓	61%	79%	61%

Moving forward





DESTINATIONS OF STUDENTS LEAVING YEAR 11 IN 2020 (UPDATED MARCH 2021)

WORCESTERSHIRE

Category	Total (Mar 2021)		Total (Nov 2020)	
	Number	%	Number	%
F.T Education - Total	5429	89.4	5482	90.3
School Sixth Form	2202	36.3	2204	36.3
Sixth Form College	979	16.1	992	16.3
F.E. College	2221	36.6	2259	37.2
Other Post-16 Education	27	0.4	27	0.4
Non-employed Training	80	1.3	59	1.0
Employment - Total	343	5.6	315	5.2
Apprenticeship	279	4.6	262	4.3
Employment with training leading to NVQ 2 and above	17	0.3	13	0.2
Other employment	47	0.8	40	0.7
Not Settled - Total	163	2.7	159	2.6
Voluntary and Part-Time Activities	26	0.4	17	0.3
NEET Available (Unemployed)	101	1.7	115	1.9
NEET Unavailable	36	0.6	27	0.4
Others including moved out of contact, no response and refused to participate	56	0.9	56	0.9
TOTAL	6071	100.0	6071	100.0

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CATHOLIC COLLEGE

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DeMontford University
University of Worcester
Bath Spa University
University of South Wales
University of Plymouth
Birmingham City University
Staffordshire University
University of Gloucestershire
UWE Bristol
Worcester Sixth Form College class of 2019
Cardiff University
University College Birmingham
University of Leeds
Cardiff Metropolitan University
Nottingham Trent University
University of Huddersfield
Blessed Edward Oldcorne class of 2017
Oxford Brookes University
University of Wolverhampton
University of Birmingham
Harper Adams University
Aberystwyth University
University of Brighton
University of Kent
Aston University





Ibrahim Chowdhury

Business Level 3 Extended Diploma

Blesses Edward Oldcorne Catholic College

I studied Business A Level in my first year at College, which didn't quite go to plan. It was at this point I realised that an applied course, where there are no exams, only coursework, would suit me better. I decided to restart my College course and enrol on to the Business Level 3 Applied course. The course is all coursework based and this style of work really suited me as it allowed me to apply my knowledge into real life situations. The course is full-time so I can get really engrossed in to my research in to the business world.

After College, I plan to go to Worcester University to study Business Management

Thank you!