



Fulham Boys School Careers plan

The Fulham Boys School

2019/2020



Foreword

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than those faced by previous generations. Whilst knowledge of traditional career pathways are extremely valuable, young people also need to prepare for a future where new sectors are emerging as quickly as some old sectors are declining. To do that we pride ourselves on examining career pathways rigorously whilst developing essential enterprise skills that will ensure our students are able to adapt and thrive in these times of great change.

This careers plan sets out how the Fulham Boys School intends to provide a fit for purpose careers programme. The plan defines the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths.

This careers plan is based on the DfE document, "Careers strategy: making the most of everyone's skills and talents 2017", "Careers Guidance and Inspiration in Schools" dated March 2015 and subsequent guidance for schools and colleges the careers plan addresses the eight Gatsby Benchmarks, in particular Benchmark 1. Using the careers plan enables us to track the career activities and interventions we provide for all of our students.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent and impartial information, advice and guidance regarding all options both within the school and after leaving the school to best highlight all career pathways available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them to thrive as enterprising men of character who can make a positive impact on the world.

Links with our Enterprise Coordinator and Adviser network introduces and ensures that each year group will benefit from meaningful employer engagement within our programme. They support the school in working towards and in meeting the Gatsby Benchmarks.

Student Entitlement Statements



Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them. Students create a career action plan at the beginning of the year which they will reflect on at key points throughout the academic year.
- Students have optional access to independent and impartial advisers via drop in sessions. By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.
- Students are invited to talk to a range of employees and employers through trips and FBS working lunches.
- Explicit links are made between our curriculum and the world of work during, 'What's the point of... Week'.
- Students develop our 6 Enterprise skills through the curriculum, PSHCE and Enterprise week.
- Progress is recorded and evidenced on Enterprise logs.
- Students are invited to apply for a viva to be awarded the Bronze, Silver or Gold Enterprise award.

Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages through the creation of their action plan.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school. Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students are taught to be financially literate through external providers.
- Social and business enterprise are cultivated and evidenced in Enterprise logs.
- Students are invited to talk to a range of employees and employers through trips and FBS working lunches.
- Explicit links are made between our curriculum and the world of work during, 'What's the point of... Week'.
- Students develop our 6 Enterprise skills through the curriculum, PSHCE and Enterprise week.
- Progress is recorded and evidenced on Enterprise logs.
- Students are invited to apply for a viva to be awarded the Bronze, Silver or Gold Enterprise award.



Year 9 Careers Entitlement

- Careers Entitlement Students encouraged to reassess personal strengths with a focus on transferable skills as well as reflect on various career pathways especially with regards to their GCSE options through the research and completion of their action plan.
- What is important in a career? Students are encouraged to investigate/research different jobs and careers locally, regionally and nationally during bespoke year group PSCHE sessions.
- Financial Literacy as well as decision making is developed through taking part in part in Young Money week.
- Students should begin to think about GCSE options in terms of career pathways and plan their future within the school. They will be made aware of places of study from the ages of 14, 16 & 18 as well as other qualification routes.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students given interview experience through SLT GCSE options interviews. Students are invited to talk to a range of employees and employers through trips and FBS working lunches as well as a bespoke year 9 speed networking event.
- Students with Additional Learning Needs meet with the SENCO to discuss KS4 pathways and an alternative curriculum where appropriate. Parents are contacted and included in this process.
- Explicit links are made between our curriculum and the world of work during, 'What's the point of... Week'.
- Students develop our 6 Enterprise skills through the curriculum, PSHCE and Enterprise week.
- Academic and careers progress is recorded and evidenced on Enterprise Logs.
- Students are invited to apply for a viva to be awarded the Bronze, Silver or Gold Enterprise award.



Year 10 Careers Entitlement

- Students begin to explore 6th form options a higher education through researching and completing their action plan.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students begin CV and cover letter writing. Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport & Enterprise logs. Students are invited to talk to a range of employees and employers through trips and FBS working lunches as well as a bespoke year 9 speed networking event.
- Explicit links are made between our curriculum and the world of work during, 'What's the point of... Week'.
- Students develop our 6 Enterprise skills through the curriculum, PSHCE and Enterprise week.
- Academic and careers progress is recorded and evidenced on Enterprise Logs.
- Students are invited to apply for a viva to be awarded the Bronze, Silver or Gold Enterprise award.
- Students have a careers mentor who will follow a 'career conversation' framework (Cambridge University)
- Students complete work experience and record progress on Grofar Work Experience Log.

Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form, technical education and apprenticeships as well as complete their Intended destination form. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements into 6th forms & apprenticeships.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing as well as encouraged to have a completed CV and cover letter during bespoke year group PSHCE time.
- Students are kept up to date with post 16 deadlines. Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport & Enterprise logs.
- Cause for concern students (underperforming academically & high risk NEETs) given Head of House/ SLT mentor to provide academic and career pathway guidance.
- Destination data is recorded and tracked on Grofar.



Year 12 Careers Entitlement

- Students are reminded of different options and the qualifications on offer throughout higher education, jobs, gap years, apprenticeships etc.
- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- ALN/ disabled students are given bespoke careers support the the charity SCOPE.
- Academic and careers progress is recorded on Student Passport. Disclaimer This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users The Fulham Boys School Careers Service.

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Activities and Events

Careers Events and Activities

All Students will have access to a wide range of careers focused events and Enterprise opportunities activities. All careers activities will be posted on Enterprise google classrooms which are bespoke for each year group. The student codes can be found below:

Year 12 - vvbpc3

Year 11 - adaqry

Year 10 -9cngd3

Year 9 - pkqffc2

Year 8 - uq1a3o

Year 7 -uxzuaa



Roles and Responsibilities

Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the school are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2017 (in particular; has a named Careers Leader, a Provider Access Policy, the careers programme published on the school's website and is working towards the Gatsby benchmarks).
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers manager to deliver interview, business game and other work readiness activities during the year.
- Support the careers leader to deliver interview, business game and other work readiness activities during the year.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the Curriculum leader for careers education to ensure students make a smooth transition to year 12 and are supported onto the right pathway.
- Act as the school's designated UCAS advisor and coordinate all university access programs



SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
 - Provide support to SEN students to help them generate their individual careers action plans.
 - Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
 - Ensure the careers leader understands the school's statutory responsibility to students with SEN.
 - Generate individual career action plans as part of the Education Health and Care plan.
- ### Curriculum leader for careers education responsibilities
- Ensure SEN students are given suitable guidance about a range of careers which would be appropriate and accommodating of their needs.
 - Support student with the production of a communication profile to inform employers of their needs.

Curriculum leader for careers education responsibilities

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Audit current teaching practices (in relation to careers) against the NFER good practice and strategies and the CDI Framework for careers, employability and enterprise.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Make explicit links between curriculum and careers (Gatsby 4)
- Provide opportunities for 'meaningful encounters' between students and employers/ workplaces.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.



Careers Service Evaluation

Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
Student Needs	End of year survey to understand how well we met our students needs and to identify improvements.	16 Sep 2020
Business Engagement	End of year survey to understand how we can improve our relationships with local businesses.	16 Sep 2020
Careers Programme Review	Year end review of how well the school has delivered the careers programme, summarising the feedback from stakeholders.	16 Sep 2020