

# Careers Education & Guidance Programme (Aspire Engage Achieve)



**Campion School**

## **Campion school careers Provision**

Campion School is a mixed secondary school located in the heart of Sydenham in Leamington Spa. With its small-sized community, the school has built a reputation for its thriving Sixth Form, which attracts students from nearby communities such as Whitnash, Radford Semele, Bishop's Tachbrook, and Heathcote in Warwick. Despite its location in a disadvantaged area known for higher levels of deprivation, the school has a strong track record for its students' positive destinations, with its overall positive destinations above the national average.

To support its students in achieving their goals, Campion School has developed a comprehensive careers policy. The primary aim of this policy is to provide equal opportunities for all students, regardless of their social backgrounds, and prepare them for successful adult life. The school recognises the importance of exposing its students to the local economy and its shift towards digital technology, and as such, has established partnerships with local employers, such as local gaming companies like Playground Games. In addition, the school has built relationships with local colleges and universities, including the University of Warwick, Coventry, Sheffield, and Loughborough University, as well as WCG (Warwickshire College Group), Stratford upon Avon College, and training providers such as the Coventry & Warwickshire Chamber of Commerce Training. The careers policy at Campion School extends beyond academic and vocational experiences to support the broader development of its students. The school takes a humanistic approach to its delivery, focusing on the spiritual, moral, social, and cultural development of its pupils. To achieve this, the school offers students access to various career options and requirements, opportunities for work-based learning, such as internships and apprenticeships, and workshops and events focused on career development. Individual counselling from trained professionals is also available. Student engagement is a crucial aspect of Campion School's careers policy. The school encourages its students to take advantage of the career resources offered and provides opportunities for them to participate in career-related activities and events. To ensure the policy remains practical and relevant, the school regularly reviews and evaluates its approach to career development and makes necessary adjustments based on data and feedback from students, educators, and other stakeholders.

In conclusion, Campion School is committed to providing its students with the support they need to make informed decisions about their futures. The comprehensive careers policy is an essential tool in this effort, and the school's comprehensive approach to career development is critical in helping its students achieve their career goals and succeed in their chosen careers.

## Gatsby 1.

### **A Stable Careers Program for Overcoming Learning Barriers**

Our school's demographic and high levels of social exclusion create numerous learning barriers for our learners. To address these challenges, we have developed a stable careers program that is grounded in theories and models of guidance.

The objective of our careers plan is to raise aspirations, challenge stereotypes, and encourage our students to explore a wide range of careers. Through career education and guidance, we aim to empower our students to make the most of their talents, skills, and attributes so that they are ready and equipped for employment or further education. Our use of the (Watts, 1977) Dots model aims to enable our students to identify and articulate their motivations, skills, and personality. The Dots model consists of four components: self-awareness, opportunity awareness, decision-making, and transition learning, which help students understand "the self, opportunities, and considered choices." In addition to using the Dots model, we also support our learners through various stages of their career development by providing work-related activities. These activities help our students make informed decisions about their career goals and progression and enable them to become active members of society, free from social exclusion. We deliver our careers program through Life Skills days (PHSE) and specific career days that adhere to the benchmarks.

To measure the success of our careers plan, we will implement a comprehensive evaluation process. This process will assess the effectiveness of our use of the Dots model, work-related activities, and career education and guidance. The evaluation will consist of the following steps:

1. Data collection: We will collect data through various sources, including student surveys, teacher assessments, and feedback from employers and industry experts. This data will provide us with valuable information about the impact of our careers plan on student aspirations, career choices, and career readiness.
2. Data analysis: The collected data will be analysed to identify trends and patterns in student attitudes towards careers and the effectiveness of our careers plan. This analysis will help us to identify areas of strength and areas for improvement in our careers plan.
3. Student Outcome Assessment: We will assess the impact of our careers plan on student outcomes by tracking the progress of our students as they transition from school to further education or employment. This will include monitoring the number of students who are able to secure employment in their chosen field and the number of students who go on to pursue further education.
4. Feedback from stakeholders: We will gather feedback from key stakeholders, including students, teachers, parents, employers, and industry experts. This feedback will provide us with valuable insights into the effectiveness of our careers plan and will help us to make any necessary improvements.
5. Review and revision: Based on the results of our evaluation process, we will review and revise our careers plan to ensure that it remains effective in raising aspirations, challenging stereotypes, and empowering our students to make informed career decisions. This review will be conducted by the SLT and School Governors, who will

take into account the results of our evaluation process, feedback from stakeholders, and any relevant changes in the careers landscape.

By implementing this comprehensive evaluation process, we aim to ensure that our careers plan remains relevant, effective, and responsive to the needs of our students. This process will help us to continuously improve our careers provision and provide our students with the support and guidance they need to succeed in their chosen careers. Our careers program is designed to help students transition through various stages of their career development and serves as a working document that can be evaluated and revised as necessary by the SLT and School Governors. Our school is committed to developing and maintaining the careers provision by ensuring that we have a dynamic careers plan. Through this plan, we aim to provide our students with the support and guidance they need to overcome learning barriers and succeed in their chosen careers.

## **Gatsby 2.**

### **Addressing the needs of each pupil**

At our institution, we are committed to providing our students with a comprehensive understanding of career and labour market information. Our approach is influenced by Holland's 1997 theory on career decision-making, which suggests that people's interests and abilities become dispositional over time and can be used to predict their future choices and behaviours. To this end, we have structured activities for our students to engage with labour market information and research from years 7 to 13. Each year group is given dedicated time to explore their skills and interests using online psychometric programs such as U-Explore START and iCloud, which provide a virtual glimpse into the world of work. Additionally, we have a dedicated careers website where students can complete various skills modules, leading to a level 1 in employability skills. However, we recognise that students may feel overwhelmed by the numerous platforms available, such as Start, Grofar, and Be-Ready, which is why we are continually reviewing and refining our approach. Tutors guide the students through these "lessons" during tutor time, focusing on self-awareness, work preferences, goal setting, and employability. Each year has a different theme, and the goals set are determined by the year group. For example, year seven students focus on self-awareness, year eight students focus on work preferences and job suggestions, year nine students are introduced to employability skills and goal setting, year ten students focus on work experience, post-16 options, and apprenticeships, and year eleven students focus on action planning and confirming destinations. In the sixth form, we focus on personal development, encouraging students to contribute to society through volunteering and charitable activities.

For our SEN and vulnerable students, we arrange visits to employers and local colleges to introduce them to the world of work and further education. We also plan to introduce a career software platform that supports these students through aesthetic learning using videos and role-play. We understand that some employers may need to prepare to accommodate these students, and we are continuously networking to address this issue. We also use the virtual world platform of the Start program to give our students a virtual look at the world of work and

are exploring new technologies, such as VR, to support these students further. We support our SEN students with visits to local colleges in years 9 and 10, allowing them to have an understanding of the size of the colleges and the support available to them. We have a strong working relationship with Warwickshire College and regularly take our vulnerable students to explore their options after college.

### **Gatsby 3.**

#### **Addressing the needs of each pupil**

We are committed to meeting the needs of every student in our school and helping them to explore their career options. To achieve this, we have taken a proactive approach to engaging parents and carers in their child's career journey. This includes providing online career materials and resources that they can use to support their child's growth and development. To identify students who may have barriers to learning, we have established regular communication with parents and carers through our Priority Pupils meeting. This meeting, which is attended by the Head Teacher, Careers Lead, Head of Pastoral, and Head of the Curriculum, provides an opportunity for us to discuss students' attendance and behaviour in school, as well as any external barriers they may be facing, such as addiction, poverty, neglect, or mental health issues. We have also implemented targeted strategies to help students overcome these barriers and build their self-esteem and career aspirations. For example, we organise visits to Warwick University for students who may be socially excluded or think the university is out of reach. These visits allow them to explore the university and dispel any myths they may have heard, opening their eyes to the possibilities that await them. We also provide additional support and travel costs to enable them to visit their university of choice, helping them to fulfil their long-term career aspirations. In addition, we have scheduled intervention sessions to support students who may be struggling with mental health issues such as anxiety or depression. These sessions are designed to help students overcome their fears about school, develop effective exam techniques, identify their strengths, and understand their learning styles.

To challenge stereotypes, we invite professionals from various industries to speak with year 7 and 9 students and explore their careers. This allows students to dispel any myths they may have heard about different industries and to gain a better understanding of the many career paths available to them. In some cases, it is not just students who need to be informed, but parents as well. For example, a parent may have misled their child about a career path, such as engineering, and told them that it is only for men and a male-dominated environment. To address this, we invite parents to the school to speak with our careers advisor, who will discuss current trends in the labour market, the world of work, and qualifications. They will also signpost them to useful websites and resources that will allow them to explore the world of work and understand the changing landscape and challenges faced by young people today. We also support all students with an Educational Health Care Plan (EHCP) and provide regular career guidance to all students from years 7 to 13. This includes an early introduction to the world of work and regular meetings with our careers advisor. Additionally, our careers advisor attends the students' Annual Reviews to ensure they are on track to achieve their academic and career goals. To better monitor and track our career provisions, we have recently introduced the careers management platform (Grofar). This platform enables us to monitor all career activities for students from years 7 to 13, including post-16 and 18

destination reports. Students can use the platform to set action plans and goals, track their progress, and log their achievements. All staff have access to the platform, allowing us to ensure that all students benefit from our careers plan and make changes based on feedback.

In conclusion, our goal is to help all students explore their career options and overcome any barriers they may face along the way. By working closely with parents, providing targeted support and resources, and leveraging technology, we are confident that we can help each student reach their full potential.

#### **Gatsby 4.**

##### **Linking curriculum learning to careers**

At our school, we believe in the importance of preparing our students for their future careers. That's why we have implemented a comprehensive careers plan that involves linking curriculum learning to real-world careers. Our aim is to provide students with an understanding of the various career opportunities that are available to them and help them make informed decisions about their future.

All students from years 7 to 11 are involved in STEM days that the science department leads. These days are carefully timed into the school's careers plan each year, and subject leaders have done their part in supporting their staff members. The subject leaders have used PowerPoint presentations designed for their specific subject and incorporated the Gatsby Benchmarks as indicators. They have also created lesson plans that allow their staff to deliver dedicated careers sessions related to their specialist subject. Two lessons per year are dedicated to each year group from years 7 to 13, giving students a comprehensive understanding of the connection between their studies and potential careers. In addition to the dedicated lesson plans, we have organised a series of sessions where professionals from various industries come to speak to our students about their careers. For instance, the geography staff arranged for a geologist and aerial photographer from National Geographic to speak to our students about their work exploring polar ice caps. Meanwhile, the drama and art departments have had guests from the fashion, and costume-making industries come to talk about how their subjects have helped them achieve success in their careers. These sessions are designed to engage our students and provide them with an insight into the broader world of work and the various opportunities that are available to them. When it comes time for students to choose their options, year eight students are presented to by subject leaders and informed about the skills they can acquire from that subject and how those skills can be applied in the world of work. This is an ongoing process that continues for years 8, 9, 10, and 11. Our 6th-form students are also given the opportunity to participate in one week of work experience linked to their career aspirations or subject strengths. This allows them to gain hands-on experience and develop a deeper understanding of the connection between their studies and potential careers. Some of our students also attend summer schools for medicine related to STEM subjects and attend Warwick University for their Pathways to Law and Business. Although we have been successful in delivering careers education in the curriculum, some of our subject areas still face challenges in attracting guest speakers. For example, the Modern Foreign Languages and Music departments are having difficulties finding professionals in

these fields to come and speak to our students. Despite this, we still have many students who are interested in these subjects, especially music and participate in these activities in their spare time.

Leamington is home to a thriving gaming industry, and there are numerous opportunities for graduates specialising in the creative disciplines associated with the industry. Our school has established good links with leading gaming companies such as Code Masters, Sega Games, and Playground Games. These companies have talked to our students from years 9 to 13 about the skills needed to enter the industry and provided valuable insight into the world of gaming. To ensure that our careers plan is effective, we regularly track our career provision using the Careers management tool Grofar. This allows us to evaluate our progress and make changes where necessary to provide the best possible career education for our students.

In conclusion, linking curriculum learning to careers is a vital aspect of preparing our students for their futures. Our school's comprehensive careers plan, which involves dedicated lesson plans, guest speaker sessions, work experience, and ongoing support, provides students with a clear understanding of the connection between their studies and potential careers. We believe that this education will empower our students to make

Gatsby 5 & 6

### **Encounters with employers / Experiences of the workplaces**

The school is committed to providing its students with a variety of experiences and encounters with employers, as well as opportunities to visit and explore various workplaces. To that end, the school is working closely with its enterprise adviser to develop and maintain strong relationships with local businesses and employers. One of the ways in which the school is achieving this is through organising and hosting workplace visits for different year groups. For instance, in recent years, the school has organized trips to Playground Games and Exient Games for students from years 9, 10, and 11 to experience and learn about the games and design industry in action. These trips provide students with valuable insight into the practical workings of the industry and an opportunity to see what working in the sector would be like. In addition, the school is also planning a careers fair which will provide students with the chance to meet and engage with local employers. The fair will also allow the school to further strengthen its relationships with these employers, supporting the school in placing its students for work experience. The fair will also enable students to explore different career options, ask questions and gain a deeper understanding of the world of work. To further enhance the students' experiences and exposure to the world of work, the school also visits the skills show at the NEC. The show is an excellent platform for students to meet with a wide range of employers and their employees, learn about different career paths, and gather information about the latest industry trends. The school's careers practitioner also attends professional career fairs such as the National Careers Show run by Prospects and the careers fair held locally at Leamington Town Hall, run by the local council, to gather information about local opportunities and employers willing to engage with schools. This helps to keep the school updated and informed about the latest trends and advancements in various industries, as well as provides opportunities for professional development. All students in year ten are entitled to

work experience, and the school encourages them to find placements in areas of interest to them. Meanwhile, year 12 students are required to undertake compulsory work experience placements, which they typically organise themselves, in areas of their choice. The careers practitioner provides support and guidance to these students, including advice on how to find and apply for work experience placements, as well as techniques for interviews to help them secure their desired placement.

In conclusion, the school is dedicated to providing its students with a range of experiences and encounters with employers and various workplaces to help them make informed decisions about their future careers. The school's work in this area is ongoing and continues to evolve as the needs and interests of its students change.

## **Gatsby 7.**

### **Encounters with Further & Higher Education**

At our school, we believe that providing a comprehensive careers program is essential for our students' future success. That's why we work hard to bring various universities and colleges into our classrooms and give our students hands-on experiences with higher education institutions. Starting with year 12 students, they receive an introduction to university life by exploring the cost of living and learning about the realities of student life. This helps to dispel any myths and gives them a more accurate picture of what university life is like. Additionally, these students receive an introduction to writing personal statements, which is an important aspect of the university application process.

Year 13 students are given numerous opportunities to explore their chosen universities. They attend university fairs such as What University and UCAS University events, where they can meet with university administrators and ask relevant questions to support their decision-making process. Furthermore, we pay for transportation for our vulnerable students to attend their university of interest, ensuring that everyone has equal opportunities to engage with these institutions. Another highlight for our year 13 students is a visit from Loughborough University, where they receive real insight into student financing and learn about the various options available to them. We also make sure that our younger students are exposed to university life from an early age. Year 7, 9, and 10 students have the opportunity to visit Warwick University and take a tour of the campus. During these visits, they receive sessions in a lecture theatre and learn about the myths and realities of university life. Warwick University also provides inspiration and guidance to our year seven students, encouraging them to think about the university as a viable option for their future. Our school has established strong links with Warwickshire College, and they regularly come into our school to deliver sessions on personal statements and CV writing to our year 12 and 13 students. In addition, students from years 8, 9, and 10 visit the college campus for open days, where they get to try out various vocational subjects such as construction, hair styling, and beauty. Our SEN students also receive these experiences, with separate visits arranged to provide a comfortable and inclusive environment. Although we make every effort to provide all of our students with opportunities to engage with higher education and further education providers, the capacity for visits is limited. However, we strive to ensure that all students, from year seven onwards,



have some interaction with these institutions. We do this by making the most of our career days and inviting universities and colleges to participate in these events. Currently, we are working towards increasing students' exposure to university and college visits by taking slightly larger targeted groups.

In conclusion, our school is committed to providing a comprehensive careers program for our students, with a strong focus on exposing them to higher education and further education providers. Through a combination of visits, talks, and hands-on experiences, we aim to equip our students with the information and inspiration they need to make informed decisions about their future.

## **Gatsby 8.**

### **Personal Guidance**

We have a dedicated Careers Advisor who is based full-time in our school and is responsible for providing comprehensive career advice and guidance to all students. Our students are given full access to this advisor and can book online appointments through our GROFAR platform. Each year, all students in years 11, 12, and 13 will have a personalized 1:1 interview with the Careers Advisor, during which they will receive a tailored action plan, a paper copy of which will be provided for them to refer to and which will also be uploaded to GROFAR for easy access. Students who have either an Education Health and Care Plan (EHCP) or are Looked After Children will have a copy of their action plan sent to the SENCO and the pastoral lead for Looked After Children, respectively, for presentation and discussion at their review meetings. The aim of these meetings is to review the students' pathways and assess their progress and achievements in school. All students will have access to the GROFAR platform, which will provide them with the ability to book appointments with the Careers Advisor, access their action plan and destination information, and receive feedback after their 1:1 session. In addition, all staff members have access to the students' profiles, which they can use to view the students' action plans and destination information. It is our goal to further embed the use of GROFAR for evaluation and to ensure that all students actively engage with the process by implementing more stringent procedures to guarantee that assessments are consistently taking place. GROFAR is a comprehensive careers management tool that we use to track Alumni, Community Engagement, 1:1 Careers Interviews, Work Experience, Careers Activities, and Business Engagement. It is a central database that is linked with our SIMS and other MIS systems, making implementation simple and efficient. GROFAR serves as the core of our careers management program, providing a student database and inbuilt resource library, as well as tools to manage careers events, log the outcomes of IAG meetings, collect destination data, and share CEIAG resources.

The student passport feature of GROFAR allows students to build a record of their achievements throughout their time in school, including annual action plans, career activities, attendance at events, and the results of IAG meetings. This passport is accessible to tutors,

mentors, SLTs, and careers staff, and can be embedded in PSHE lessons or used as a personal achievement log. GROFAR also makes the work experience process more manageable, with tools to help students find placements, log daily activity, and record feedback from employers and other stakeholders.

With GROFAR, we can also keep track of our students as they move on, using our communication, email tools, and dedicated Alumni portal. This allows us to reconnect with them and encourage them to support the school and provide valuable examples from the world of work, through pledges and services. Our business engagement tools make it simple to engage with employers and seek their support and services. The mailing tools, sign-up forms, and business portal help us to keep track of our engagement with businesses and celebrate their contribution to our school. In conclusion, GROFAR has made our tracking of careers provision more efficient, but it is crucial that we continue to educate our staff on its use and ensure that they are fully utilizing its features. In addition, we regularly evaluate all our provisions through direct feedback from students using the GROFAR portal, ensuring that we are providing the best possible support for our student's future careers.

### **Planned Evaluation.**

Regular training and updates for staff: Ensure that all staff members are knowledgeable about the capabilities and features of GROFAR and are using the software to its full potential. This can be done through regular update sessions and briefings.

Direct feedback from students: Obtain direct feedback from students about their experience with GROFAR and the 1:1 career advice and guidance they received. This can be done through the GROFAR portal, where students can provide feedback after their 1:1 session.

Review of data entered into GROFAR: Regularly review the data entered into GROFAR to ensure that it is accurate, up-to-date, and complete. This will ensure that the platform is being utilized to its fullest and that all students are receiving the best possible advice and guidance.

Assessment of career plans and destinations: Regularly review the career plans and destinations of students to evaluate the effectiveness of the 1:1 career advice and guidance. This can be done through the student passport in GROFAR, which records annual action plans, career activity, and IAG meetings.

Alumni engagement: Monitor and evaluate the engagement of alumni through the Alumni portal in GROFAR and the use of communication and email tools. This will provide insight into the impact of the career advice and guidance received by students after they leave school.

Business engagement: Evaluate the level of business engagement and support through the business engagement tools in GROFAR. This will provide insight into the effectiveness of the school's efforts to connect students with employers and build strong relationships.

User satisfaction survey: Conduct regular user satisfaction surveys to assess the overall satisfaction of students, staff, and stakeholders with GROFAR and the career advice and guidance provided. This will provide valuable feedback for the continuous improvement of the platform and the career advice process.

By implementing these evaluation steps, the school can assess the effectiveness of GROFAR as a careers management tool and the career advice and guidance provided by the dedicated career advisor. This will ensure that all students receive the best possible support on their career paths.