

Career Connect Quality Award for Careers Education, Information, Advice and Guidance Assessor Report

Organisation: Liverpool Life Sciences University Technical College, Liverpool

Named Contact: Lyndsay MacAulay, Coordinator

Sue Burke, is an Independent Careers Adviser commissioned by the UTC. They are also supported by an Independent and Impartial Careers Adviser from Career Connect.

Assessor: Kath Wyke, Lead Assessor, Career Connect.

External Assessor: Andrea Farrell, Quality and Workforce Development Team, Career Connect.

Introduction: The Liverpool Life Sciences University Technical College (UTC) opened in September 2013. It has an extensive catchment area, with students joining the school from 6 local authority areas and 97 different secondary schools.

Liverpool Life Sciences UTC has a statutory duty to secure independent and impartial careers guidance for pupils in Years 8-13 (Statutory Guidance, DfE, revised September 2015, Education Act, DfE, 2011) and although careers education is no longer a legal requirement they continue to make provision in this area. The UTC's policy is also framed to help prepare for Raising the Participation Age (RPA) and to benefit Pupil Premium students. The UTC has a strategy and Delivery Plan for CEIAG and takes account of the Ofsted Common Inspection Framework's guidance on Careers Education, Advice and Guidance, understanding that this is a discrete area for inspection.

Delivery of CEIAG is through an innovative programme called 'Build My Future' which supports learners in identifying opportunities, make realistic decisions and build both their employability skills and contacts. Through the extensive employer engagement and brokerage opportunities provided by the UTC, students learn how to effectively market themselves to potential future employers. Students work towards accessing degrees in a wide range of subjects including Life Sciences, Chemistry, Physics, Engineering, Pharmacology Medicine, Nursing, Physiotherapy, Veterinary Science and many more. Other opportunities available to learners are Apprenticeships or, via the UTC's direct partnerships/ links with employers, a job.

The diverse and up to date range of careers education, work related learning and enterprise activities' which make up the UTC's comprehensive programme caters for all students. In addition, Lyndsay has carried out an audit across the curriculum whereby teaching staff were asked for their responses to questions around how much of what they teach links directly to current labour market trends and provides direct engagement with both employers and the broad range of learning pathways and opportunities' for all students. This exercise has proved invaluable and has enabled the UTC to identify any further gaps and have an overarching understanding of what is being delivered in the subject areas. This development, in the long term aims to meet employer demand, respond to skill shortages across Merseyside and beyond, but most importantly to bridge the gap between the skills and the knowledge that a young person needs to succeed.

Students at benefit from a planned curriculum and a programme of additional activities to help them make well informed and realistic choices that are right for them, helping them to achieve positive destinations, make successful transitions and continue to develop their employability skills. The offer of face to face guidance is provided by Sue Burke, an independent and impartial Careers Adviser; this is complimented by support from an independent and impartial Careers Adviser employed by Career Connect.

There are wide ranging examples of how the UTC works in Partnerships through a number of activities both within the curriculum and as extra-curricular projects. (Examples are clearly referenced and evidenced in the UTC's Quality Award Portfolio).

Model of CE/IAG provision: King David has an up to date Careers Education and Guidance (CEG) Policy and Equality and Diversity Policy in line with current legislation. The policies have clear reference points and a comprehensive inter-relationship.

Students in years 7 to 13 follow a designated careers education programme which progressively prepares them for the world of work. The school has evidenced the effective links it has with employers and local educational partners and includes speakers, hands on sessions and a range of interactive resources and activities which sparks their imagination and helps them to consider their future progression routes and options. Students are encouraged to continue their own research beyond the Careers Education lessons and are given access to websites and on-line resources.

There is a whole school, coherent approach to CEIAG and work related learning activities. There is also clear evidence of staff training and awareness of CEIAG policy and delivery. King David has a clear management structure including a named Governor (Lisa Beaver), Senior Manager link (Emma O'Halloran, Assistant Head), CEIAG Coordinator (Jayne Jones), Careers Adviser (Karen Meagher). The Careers Coordinator, Jayne Jones has developed a programme of activities that support the individual needs of students, promoting self awareness and personal development.

Students are introduced to the broad range of career and learning opportunities including registering to the National Apprenticeship Service website and attend talks on progression routes to universities and employer talks. The CEIAG programme is comprehensive and is constructed around taught careers education, assemblies', such as Apprenticeship Week, Enterprise and Careers Week with the aim of ensuring that all students leaving King David are confident in their transition into further learning or work. The programme is planned, monitored and evaluated by the Careers Coordinator.

Commentary

Principle 1 – Management and Organisation

Strengths: King David benefits from a comprehensive, up to date CEIAG programme which is clearly integrated throughout the curriculum and reflects the recommendations made by the ACEG Framework (April 2012), and the more recent document Careers Engagement: A Good Practice Briefing for Schools and College (NFER, April 2014) which was published as a result of the revised Statutory Guidance: Careers Guidance and Inspiration in Schools (DfE, April 2014). The school has also taken account of the more recent revision of the Statutory Guidance (DfE, 26th March 2015) and the Ofsted CIF and has made plans for September 2015 accordingly.

Jayne Jones recently conducted a CEIAG Curriculum mapping exercise and has also conducted a Careers Education Information, Advice and Guidance Training Needs Analysis with staff to identify gaps in knowledge. This information has been collated and Jayne has met with the Deputy Head (responsible for staff development) about how they can support the implementation of the recommendations made.

Students are encouraged to get involved with enterprise initiatives, industry events, FE and HE events; as well as being offered the opportunity to experience a variety of additional initiatives provided by the school to enhance their personal development.

Jayne meets with the Head, Brigid Smith who is responsible for commissioning independent and impartial guidance service for students in Y7 to Y13. Review meetings take place on a regular basis and take account of the continuous evaluation of the independent and impartial service provided. CEIAG is also a regular agenda item at Governor meetings where governors are kept well informed of developments and plans for the future.

There is a careers education, information, advice and guidance area on the school website which is kept up to date, well ordered and is accessible to all staff, students and parents and outlines the student entitlement clearly for each year group.

Jayne has confirmed that the profile of CEIAG had been raised in school as a result of undertaking the Quality Award and that staff now had a much clearer understanding of their responsibility to deliver CEIAG and how it could be a way of helping them to achieve targets, rather than a bolt on activity.

Areas for development: Take account of requested staff training needs in relation to CEIAG. The Careers Coordinator, Jayne Jones should take advantage of appropriate INSET / Twilight sessions delivered by Career Connect. These will be delivered at the Head Office and via webinar.

Ensure that relevant staff are aware of Ofsted CIF changes in relation to CEIAG and the revised Statutory Guidance for Careers Guidance (DfE, September 2015).

Principle 2 – The Careers Education, Information, Advice and Guidance Programme

Strengths: Careers Education is delivered via the PSHE programme at King David. Jayne Jones has provided evidence of activities and schemes of work from all year groups. This is complemented by Citizenship and Enrichment activities.

Students are actively involved in evaluating activities; feedback is collated and informs the CEIAG Development Plan; it feeds into review meetings and the School Improvement Plan.

King David works with a wide range of partners to enhance delivery of the programme; this includes working with specific organisations such as:

- Career Connect
- University of Liverpool
- Oxbridge
- World Skills UK
- Barclays
- The RAF
- Kaplan Finance
- Jarvis
- Speakers for Schools
- Liverpool John Moores University
- Santander
- National Apprenticeship Service
- Getrag Ford
- NHS

The CEIAG programme is enhanced by a range of employer activities, visits and alumni visitors to the school. This work is well supported by the Careers Adviser, who meets the Careers Development Institute (CDI) requirement of being qualified to a Level 6 in IAG equipping her to deliver high quality, independent and impartial Careers Guidance.

The school were involved in Liverpool's International Festival of Business where students became volunteers and benefited greatly from the experience.

Students also have the opportunity to work towards achieving the Duke of Edinburgh Gold Award.

All teaching and non-teaching staff understand the process for booking a Careers Guidance appointment with Karen Meagher from Career Connect.

Areas for Development:

- Further links with the National Careers Service
- Consider developing the role of Student Careers Ambassadors.

Principle 3: Provision of Information Resources

Strengths: The Careers Resource Centre is fully accessible to students and there is visible signage across the school to ensure that all young people are aware of the Guidance Services available to them (provided by Karen Meagher). Students have access to study tables, chairs and ICT equipment. The Careers area contains paper based materials organised according to Occupational Information. HE institution prospectuses are available on-line (this is the most reliable way of ensuring that information is current). The school also provides full access to the Connected portal which includes up to date LMI resources and work related information regarding Apprenticeships, HE and FE. Portal resources can be accessed from all computers and remotely.

Area for Development: Continue to populate the Careers area of the school website area with up to date information for both students and parents.

Principle 4 – Partnerships Working

Strengths: There is evidence of King David's wide range of partners in industry, education, including FE Colleges and HEI's. Jayne Jones works well with the link Governor to continue to seek out employer and voluntary programmes to help to raise awareness to students of the demands of the labour market as well as where future opportunities will be. Jayne uses Jobs for Tomorrow resources, provided by the LEP effectively.

The school has evidence of engagement and consultation with parents and carers on their views of CEIAG, ensuring that they are well supported and aware of student entitlement in IAG and enterprise activities. Parents are particularly helpful in offering their professional services to provide talks to students and Jayne has developed a comprehensive list of contacts.

The ethos of the school is to ensure that learners have opportunities to find out about the full range of options in order to be able to make well informed choices.

Area of Development - Continue to further develop the excellent employer networks and sharing of good practice with school networks, such as CEIAG Meetings via the LA and take advantage of any CPD offered via twilight sessions by Career Connect.

Principle 5 – Monitoring, Reviewing, Evaluating, Developing and Improving

Strengths: Jayne Jones has done an excellent job of monitoring, reviewing and evaluating CEIAG activities; this includes an audit of CEIAG, targeted surveys to staff, students and parents. All career related events both internally and externally are closely monitored and evaluated; including the guidance services provided by Karen Meagher. All of this work is embedded in the annual review process which informs the Careers Development Plan and School Improvement Plan. This work also helps to identify any gaps in service delivery and helps inform review meetings with Career Connect the independent, impartial IAG service ensuring targeted independent and impartial support is provided which makes for comprehensive delivery and ensures the careers budget is allocated in the most beneficial and effective way. Jayne presents findings in the form of an annual CEIAG Report to Governors which is informed by the clear monitoring, evaluation and review processes which results in a thorough, structured approach which will become cyclical.

Areas for Development: Continue this cyclical process and ensure continued capture of good practice.

Principle 6 – Outcomes for Young People

Strengths: Evidence of outcomes for young people is provided via comprehensive Destination Data. The school carries out a survey in Sixth Form to capture where learners are going in their future. This is in line with the demands of the Destination Measure / RPA.

Jayne makes excellent use of alumni at King David and has provided clear evidence of previous students volunteering to be involved in career related events.

The school also displays around the school visual information on the university destinations of the previous year's 6th form leavers. This is particularly inspiring and motivational to current learners and helps them to consider where they want to study and how they can get there.

Areas for Development: Continue to analyse destination trends to ensure that they inform curriculum delivery and give students the broadest exposure to appropriate pathways.

Additional Comments: King David provides an outstanding programme of CEIAG, Work Related Learning, Citizenship and Enterprise which continues to evolve. Jayne Jones, the Careers Coordinator has developed a seamless programme of activities which help to support student progression towards successful destinations.

King David is now in a well-managed cycle of CEIAG improvement and evaluative practice, with school and students benefiting from:

- A wide range of CEIAG opportunities and activities
- Strategic leadership of CEIAG which engages both staff and students
- A whole school approach to Careers Education and Labour Market Information delivery
- Effective partnerships with stakeholders and opportunity providers including HE, FE, Employers and local networks and forums (including excellent parental / alumni support)
- A culture of disseminating and sharing best practice.

Career Connect will continue to offer Careers Guidance support to King David

Signed: ...Kath Wyke **Date:** ...8th September 2015