

## Careers Education, Information, Advice and Guidance at Shenley Brook End School 2023 -2026

At Shenley Brook End School we believe that alongside supporting our students to reach their academic potential, the need to develop their skills and competencies is also essential to ensure they leave us as rounded young people who are ready to be successful and happy as they progress along their individual pathways. The Pathways and Employability programme embeds the development of these qualities within the school through targeted events, activities and a holistic approach to our student's education.

This plan outlines a 3-year strategy to achieve excellent careers and pathways education, is a continuation of the 2020 - 2023 plan and builds on the success achieved during this period.

The plan also meets the requirements of the 8 Gatsby Benchmarks, is aligned with both the 5 Dimensions Trust Secondary School Improvement Plan and The School Improvement Plan while also embedding the whole school ethos of Belong, Believe, Become allowing are students to grow in confidence as they progress on their pathway journey through the school.

The Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and Labour Market Information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with Further and Higher education
8. Personal Guidance



### **The Aims of the Pathways and Employability programme:**

- Nurture meaningful connections within the wider community and “Make Milton Keynes our Classroom”.
- Developing the skills that current and future labour markets demand.
- Linking curriculum learning to careers.
- Supporting individuals to make successful transitions at Post 16 and Post 18.
- Holistic development of all students through the ASK Framework.

Trust Improvement Plan	School Improvement Plan	Overall Aim Pathways and Employability Programme	Impact Measures	Key Actions	Responsibility
<p>Holistic</p> <p>Developing an optimally sequenced, holistic curriculum which equips our young people with valuable attitudes and skills as well as knowledge.</p>	<p>Objective 1.3 To further embed the graduation certificate and the 5D Bacalaureate in students' daily experience.</p>	<p>Staff use Magenta principles to link the curriculum to career pathways and embed this approach in lesson plans and curriculum maps.</p> <p>Staff <b>and students</b> engage in additional CEIAG opportunities through ENTHUSE, Arts Marks Platinum, <b>CLPS</b>, MK2050, Arts Awards and <b>Year 10 and Year 12 Work Experience</b>.</p>	<p><b>Links to CEIAG can be identified in lesson plans/schemes of work for each year group in all subjects.</b></p>	<p><b>Careers Champions continue to work with the Careers Leader to identify and embed opportunities.</b></p> <p><b>Subject Leaders support Careers Champions to ensure that curriculum/CEIAG links are added to lesson plans/schemes of work.</b></p> <p><b>CPD opportunities are made available to staff to grow awareness and confidence when making links between curriculum and CEIAG.</b></p>	<p><b>AHA/CWR/ZPE/Subject Leaders</b></p>
<p>Holistic</p> <p>Developing an optimally sequenced, holistic curriculum which equips our young people with valuable attitudes and skills as well as knowledge.</p>	<p><b>To continue to embed TENSILE within the language of learning allowing students to take personal accountability for their skills/personal development.</b></p>	<p><b>All students have a record of their skills and competencies in their Unifrog Lockers.</b></p> <p><b>All students can articulate their career aspirations and the behaviours needed to achieve success along their chosen pathway. Students understand the importance of developing</b></p>	<p><b>Students in Years 7 and 9 are able to create a personalised record of achievement using their Unifrog Locker to gain the 5D Bacalaureate.</b></p> <p><b>Staff regularly identify student's TENSILE skills in lessons, creating a greater awareness of personal</b></p>	<p><b>Staff across all curriculum areas reference TENSILE when appropriate during lessons.</b></p> <p><b>Continuous Implementation Learning Walks by CWR, GMC and ZPE to ensure consistently good teaching.</b></p>	<p><b>CWR/JBE/ZPE/GMC</b></p>

		<b>their skills and competencies.</b>	<b>development for individual students.</b>		
Holistic  Developing an optimally sequenced, holistic curriculum which equips our young people with valuable attitudes and skills as well as knowledge.	<b>Students engage in a range of extra-curricular activities that allow them to develop their skills and competencies further.</b>	<b>Students understand the importance of extracurricular activities in developing their TENSILE skills.</b>	<b>Students in all Year groups are provided with opportunities to attend extra-curricular activities to further develop their interests and TENSILE skills.</b>		
Staff  To be renowned as an inspiring place to work.	Objective 4.2 To ensure that all members of SBE feel the benefit of being part of the 5D Trust.	<b>Staff are able to collaborate across subject areas to share examples of best practice linked to CLPs and employer engagement across the 5D Trust.</b>  <b>All staff feel confident when discussing employer engagement and are fully supported by the 5D Trust Careers Leader.</b>	<b>Time is allocated for CPD sessions, allowing curriculum teams to discuss embedding CEIAG within the curriculum and share best practice.</b>  <b>Support provided by the Careers Leader and external professional bodies such as the STEM Ambassadors Hub.</b>	<b>A minimum of 1 CPD session per academic year focused on embedding careers within the curriculum.</b>	<b>CHO/CWR/ZPE/AHA</b>
Academic  High quality student outcomes that are the by-product of a great	Objective 2.2  Students understand effective strategies for	<b>Staff are aware of how academic attainment links with pathway planning through knowledge of education and training</b>	<b>Students will have both an aspirational and safe career pathway that is clearly linked to their academic progress by the</b>	<b>Form Tutors will hold 1:1 Pathway meetings with students during Year 11 and Year 12 to discuss their next steps and link</b>	<b>CWR/GMC/AHA</b>

<p>educational experience.</p>	<p>learning and revising their subjects.</p>	<p><b>pathways and can articulate this to students and parents.</b></p>	<p><b>end of Year 11 and Year 12.</b></p>	<p><b>this to academic attainment, identifying any additional support that might be needed for a student to obtain the Level 2/Level 3 grades required.</b></p> <p><b>100% of students in Years 11 and 12 understand the academic requirements for their next step and how to achieve them.</b></p>	
<p>Parents</p> <p>Our partnership with parents has a clear impact on students and the wider community.</p>	<p>Objective 4.1 - To engage in a truly meaningful dialogue with parents to enhance our work in partnership</p>	<p><b>Parents and carers are aware of the aims of the Pathways and Employability programme as their child progresses through the school.</b></p> <p><b>Parents state that SBE School is preparing their child for a successful future through quality CEIAG provision.</b></p>	<p><b>Parents and carers are informed of details of the education and training landscape and the individual stage of their child within this, at each parent’s information evening. This will allow our parents to gain information and knowledge about how each key stage links to the next and to support their child with pathway planning decisions.</b></p> <p><b>The Careers Leader will continue to produce the half termly Pathways and Employability newsletter.</b></p>	<p><b>Simple but key information provided as context at all parent/carer information evenings regarding the education and training landscape.</b></p> <p><b>The Pathways and Employability newsletter will be sent to all parents/carers every half term.</b></p> <p><b>Parents/carers will be encouraged to take part in the delivery of the Pathways and Employability programme.</b></p> <p><b>70% of parents are happy with the Pathways and Employability programme</b></p>	<p><b>AHA/CWR</b></p>

				according to the Parent survey.	
<p>Community</p> <p>Every student grows through learning, taking part and volunteering in community activity.</p>	<p><b>Make Milton Keynes our Classroom</b></p>	<p>The school will continue to build links with local employers and education providers, maximising opportunities through Connective Learning Projects.</p> <p>The school will continue to offer both a Year 10 and Year 12 Work Experience programme.</p>	<p>The school will continue to work with the Cornerstone Employer group and the SEMLEP Careers Hub to further develop links with local and regional businesses.</p> <p>The Careers Leader will also continue to build relationships with local and regional education and training providers to maximise opportunities for our students.</p>	<p>Subject areas in Years 7,8,9 and 10 will continue to offer CLPs during the academic year.</p> <p>The Chief Education Officer will continue to engage with the Cornerstone Employers group to maximise links with local employers to enrich and enhance our student's academic experience, allowing them to view the links between their school experience and the wider community.</p>	<p>CHO/AHA/CWR</p>
<p>Growth Plan</p> <p>Creating an ambitious, distinctive vision and providing compelling reasons for others to join us while also raising internal aspirations, doubling our</p>		<p>The 5D Trust will become a centre of best practice for CEIAG delivery, and this becomes a unique and central feature of our schools.</p>	<p>All schools working within the 5D Trust are working towards or hold the Quality in Careers Standard.</p> <p>All schools within the Trust meet 100% of the Gatsby Benchmarks.</p>	<p>The 5D Trust Chief Education Officer and Careers Leader will continue to work with SLT members across the Trust to ensure the sharing of best practice in all schools.</p>	<p>CHO/AHA</p>

influence every two years.					
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