



CAREERS STRATEGY September 2018



Our Vision

An inspiring careers programme fully embedded within the curriculum, delivered throughout our students' learning journey. Our students leave with a clear direction and pathway; they are open-minded and ambitious, equipped with the confidence to overcome barriers and seize opportunities that lead them to a life of rewarding and fulfilling careers.



Summary Statement

At Cowes Enterprise College, all students are given the information, guidance and skills they need to make highly effective choices for their future. From Year 7 onwards students are offered a variety of opportunities to develop their career aspirations, through established partnerships with local businesses and universities, ensuring our students make well informed plans and decisions about their futures. In December 2017, the Government released their Careers Strategy, which provided that by September 2018,

'Every school and college needs a Careers Leader who has the energy and commitment ... to deliver the careers programme...'

Cowes Enterprise College employs a full time IAG, Careers and Enrichment Coordinator who is one of the very few Careers Leaders in the country to have undertaken the Teach First Careers and Employability Leadership Programme (CELP). Through a wide partnership and variety of experiences, our students are able to make an informed choice about their options post 16.

Students at Cowes Enterprise College have access to a range of careers support delivered through a variety of delivery methods such as interactive workshops, careers fairs, employer talks, guest speakers, and trips to colleges and universities. All students have a one to one guidance appointment delivered by an impartial qualified careers adviser from Island Futures in Years 11, 12 and 13. Students can request a guidance appointment at any time throughout their academic life and students will be offered support at key transition points such as Year 9 options, Year 11 career planning and into the Academy Sixth Form. Parents are able to attend appointments and careers guidance specialists attend parent evenings to provide any further careers support.



Cowes Enterprise College is committed to delivering Careers Education Information Advice and Guidance (CEIAG) in line with the Gatsby Charitable Foundation's Good Career Guidance. This sets out the eight 'Gatsby Benchmarks' which are acknowledged as best practice and which all schools must work towards, and achieve by the end of 2020. Whilst careers provision is well-established and a priority for our academy, the purpose of this strategy is to set out the key objectives for the next 3 years, which will enable Cowes Enterprise College to deliver its vision of:

An inspiring careers programme fully embedded within the curriculum, delivered throughout our students' learning journey. Our students leave with a clear direction and pathway; they are open-minded and ambitious, equipped with the confidence to overcome barriers and seize opportunities that lead them to a life of rewarding and fulfilling careers.

1. <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>
2. Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation
3. <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>

At Cowes Enterprise College we have four key careers objectives:



1

Raise the profile of careers to all investors; everyone is aware of the role of Careers Leader and how Careers and Employability fits in to our students' education

2

Every teacher is a teacher of careers and is clear about the role they play

3

Students take ownership of the Careers and Employability element of their education and understand the value in preparing for their future

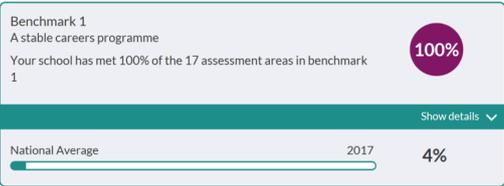
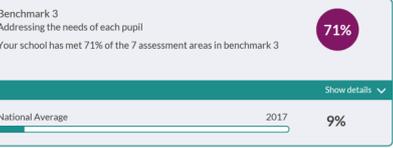
4

Every student to have a purposeful encounter with an employer, every academic year, to learn about the world of work

The strategy sets out where Cowes Enterprise College is currently, using a SWOT analysis, as well as a summary of the Compass Report, an online self-evaluation of careers and work experience provision set against The Gatsby Benchmarks and the national average. The strategy will then describe the key objectives in detail and explain how different stakeholders involved in careers and employability will work together to achieve these objectives over the next 3 years.

Current State of Careers and Employability Provision

Evaluation of careers and work experience provision set against The Gatsby Benchmarks.

<u>Benchmarks and compass tool results May 2018</u>	GATSBY STATEMENT	<u>Current State</u>	<u>Areas for Development/Actions</u>
<p>1. A Stable Careers Programme</p> 	<p>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</p>	<p>Full time Careers Leader in post. Currently undertaking the Teach First CELP to develop the Careers Strategy Policy statement on website OAT appointed Governor for Careers.</p>	<p>Staff engagement to incorporate careers across the curriculum. Dates of careers events/ activities to be put on the school calendar. Careers section on school website to communicate to parents and external stakeholders. Development of careers education driven by middle leadership.</p>
<p>2. Learning from Career and Labour Market Information</p> 	<p>Every pupil, and their parents, should have access to good quality information about future study options and labour market information. They will need the support of an informed adviser to make the best use of available information.</p>	<p>CEC provides impartial careers advice through Island Futures representative who works in school 2 days a week, providing 1:1 interviews to Y11 and Sixth Form students (and other students upon request) Students (and parents) are informed of Open Days etc. of other local providers e.g. IW College. IW College have Visited year 11 students to present vocational options open to them within IW College.</p>	<p>Website to include section promoting links for vocational training options including alternative providers.</p> 
<p>3. Addressing the Needs of Each Pupil</p> 	<p>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.</p>	<p>1:1 careers interviews at 'key points' (Y11 & Sixth Form) with impartial Careers Advisor – service bought in from Island Futures. No 6th form NEET in past 2 years through relentless 1:1 careers IAG and thorough monitoring by 6th form pastoral team.</p>	<p>Tutors and class teachers to receive further training and development time by end December 2018 to ensure careers education in integral to learning schemes.</p>

Evaluation of careers and work experience provision set against The Gatsby Benchmarks.

<u>Benchmarks</u>	<u>GATSBY STATEMENT</u>	<u>Current State</u>	<u>Areas for Development/Actions</u>
<p>4. Linking Curriculum Learning to Careers</p> 	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.</p>	<p>5 key events this year related to STEM (Physics Festival, CHIPs & RYS Maritime Fair, BAE Roadshow)</p> <p>A number of aspirational events with local universities and businesses (Employable Me, Learn With US)</p>	<p>T&L team to incorporate careers focus into curriculum planning for 2018/19</p> <p>Profile of Careers to be raised through departmental meeting, strategy to be shared with staff, so that everyone understands their role.</p>
<p>5. Encounters with Employers & Employees</p> 	<p>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.</p>	<p>Y9 Insight to Work Day</p> <p>Y10 & Y12 Work Experience – a week with a range of employers</p> <p>Solomon Theatre ‘Choices’ production for Y10 students about choices after school and pathways</p>	<p>Develop/expand links with employers to create more opportunities by using Enterprise Adviser and parents, alumni and staff friends/family.</p>
<p>6. Experiences of Workplaces</p> 	<p>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.</p>	<p>Y9 – Insight to Work Day</p> <p>Y10 – Week of Work Experience</p> <p>Y12 – Careers in Healthcare Induction Programme (CHIPs) and full week of work experience in July.</p>	<p>Planned work place visits for student groups with the assistance of Enterprise Advisor. Visits to focus on KS3 prior to GCSE options. First visits to take place for Year 8 by July 2018.</p>
<p>7. Encounters with Further & Higher Education</p> 	<p>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.</p>	<p>Y7-10 Learn with US programme, Southampton University</p> <p>SUN events (HE Exhibition, Parent Talks, residential etc. for NCOP students) .Year 12 visit to UCAS conference</p>	<p>Apprenticeships ‘job club’ set up with assistance from Island Futures for 6th form. Statutory requirements being addressed with strategy and policy creation. Further partnership with IOW college to ensure our students have full access to the course that is right for them.</p>
<p>8. Personal Guidance</p> 	<p>Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal 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.</p>	<p>1:1 careers interviews – Island Futures</p> <p>Y10 group work to explore post-16 options</p> <p>Career Pilot tool launched with year 9</p>	<p>Career skills matrix to launch with year 12 in October 2018.</p> <p>Y8 tutor and PSHE programme to include careers education.</p>

Cowes Enterprise College Key Objectives for 2018-2021

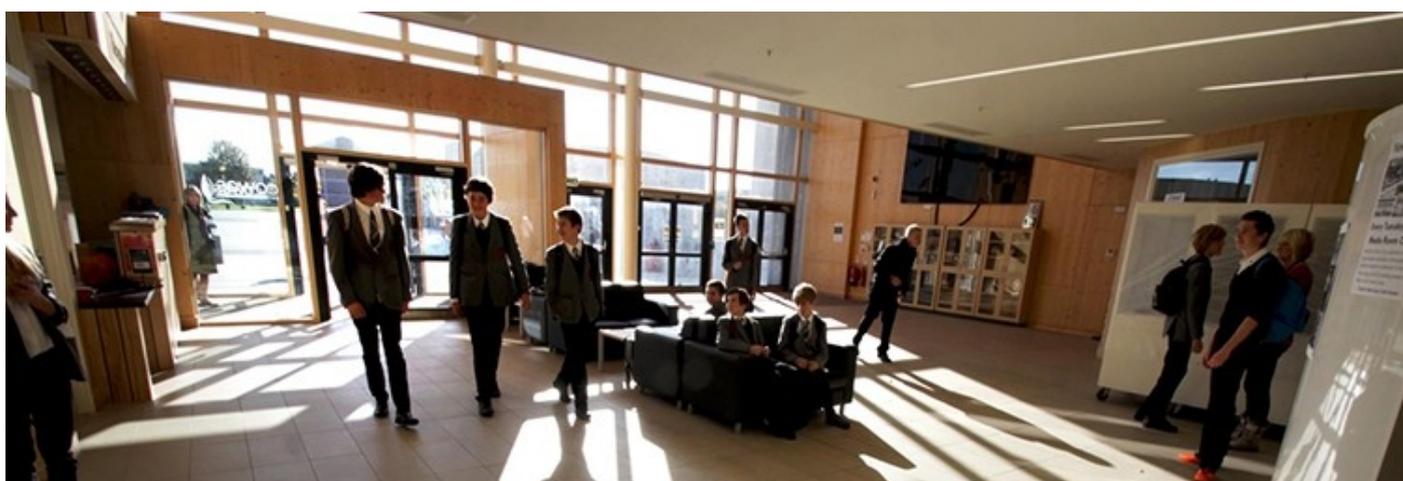
Our Vision

An inspiring careers programme fully embedded within the curriculum, delivered throughout our students' learning journey. Our students leave with a clear direction and pathway; they are open-minded and ambitious, equipped with the confidence to overcome barriers and seize opportunities that lead them to a life of rewarding and fulfilling careers.

Cowes Enterprise College Careers Strategy Objective:	Goals/targets and KPIs	Milestones/Responsibilities
<p>1. Raise the profile of careers to all investors; everyone is aware of the role of Careers Leader and how Careers and Employability fits in our students' education</p>	<p>Introduce and consolidate careers leadership and responsibility structure.</p> <p>Incorporate Careers into Whole School Strategy</p> <p>Integrate all careers activities into the school calendar (e.g. work experience)</p> <p>Whole Careers section on website –</p> <p>Careers section in Newsletter e.g. profile of a teacher, upcoming events and the benefits</p> <p>Increase visibility of Careers education around academy (posters, populate Careers board, ask students what they want to see)</p>	<p>AP Careers to deliver key training information to teaching staff.– Follow up training delivered through middle leadership by November 2018</p> <p>Completion of careers strategy as living document within CEC by September 2018.</p> <p>VP Calendar/AP Careers regular liaison to ensure updated calendar.</p> <p>Careers Hub, linked to outlook for upcoming events, tabs/sections – AP Careers to gather a staff working party to consult on design and content. Include the careers strategy with really clear and effective signposting– Jan 2019</p> <p>Library resource improved with distinct areas for Careers education by KS. New resources acquired subject to budget review. AP Careers /Librarian completed by Jan 2019</p>

Cowes Enterprise College Key Objectives for 2018-2021

Cowes Enterprise College Careers Strategy Objective:	Goals/targets and KPIs	Milestones/Responsibilities
<p>2. Every teacher is a teacher of careers and is clear on the role they play</p>	<p>CPD on Employability Skills (Enabling Enterprise resources, Teach First Access Toolkit)</p> <p>All teachers regularly linking their subject to potential future careers.</p> <p>All teachers regularly referencing Employment skills in lessons</p> <p>Volunteers in the classroom (alumni, employers etc.)</p> <p>Staff steering group/taking on the role of 'Careers Champions' (<i>possibly Form Tutors for year groups</i>)</p> <p>Staff regularly contributing to Careers board/Newsletter etc. to coordinate with careers team</p> <p>Incorporate careers into schemes of learning for KS3 and 4 so that there is a THREAD for careers work to continue throughout the curriculum Yr 7-13</p>	<p>Training information for NQT and middle leadership. AP Careers October 2018</p> <p>Vocational course development review in place for December 2019. review KS3 curriculum to reflect future career paths with a vocational slant.</p> <p>Data base of CEC alumni created by January 2018. Close links with enterprise advisor facilitating school visits and student voice work. Jan 2019.</p> <p>Focus on receiving and delivering most up to date information for students. Creation of Apprenticeship job club. AP Careers September 2018</p> <p>Careers blog on website– Careers page completed by October 2018– AP Careers</p> <p>Review of schemes currently underway with further work scheduled for 2018– VP– T&L and AP Careers to collaborate.</p>



Cowes Enterprise College Key Objectives for 2018-2021

Cowes Enterprise College Careers Strategy Objective:	Goals/targets and KPIs	Milestones/Responsibilities
<p>3. Students take ownership of the careers and employability element of their education and understand the value in preparing for their future</p>	<p>Capture/enable tracking of each students' experience and identify gaps.</p> <p>Students to contribute to Office 365 careers blog</p> <p>Increase in students putting themselves forward for activities</p> <p>Assemblies to all Year groups to talk about value/relevance of CE</p>	<p>Led though tutor time programme– close termly liaison between VP pastoral and AP careers. Ready for October 2018 with pilot Year 8 group. Rolled out to all KS3 by Jan 2019. Whole academy by September 2019.</p> <p>Student working group created via student leadership strategy. Tutor programme to include career elements and inter class activities to include within website. Pilot September 2018.</p> <p>Working closely with Teacher IC rewards– strategies for rewarding participation in careers activities. Review Jan 2019.</p> <p>Year teams to work with AP careers to ensure careers element included in assembly programme at start of each half term.</p>



Cowes Enterprise College Key Objectives for 2018-2021

Cowes Enterprise College Careers Strategy Objective:	Goals/targets and KPIs	Milestones/Responsibilities
<p>4. Every student to have a purposeful encounter with an employer, every academic year, to learn about the world of work</p>	<p>Increase parental involvement: 'Parents as employers'</p> <p>Faculties to arrange at least one careers talk in the classroom or one visit out for their subject per academic year</p> <p>Activities to include, e.g. CV writing in English, health and safety in tutor time or skills-based activity in tutor time e.g. communications before Work experience to best prepare; Yr 11 presenting to Yr 10 about how to make the most of Work experience.</p> <p>Increase pool of employers; governors, parents, alumni</p> <p>Increase diversity of employers in terms of representatives and sectors e.g. women/ethnicity/backgrounds etc.</p> <p>Increase the range of activities e.g. talks, volunteering in the classroom, visits out to employers etc.</p>	<p>Parent information evenings used to recruit and extend suitable links with parents as employers. AP Careers to work with SLT when organising parent information evenings from September 2018.</p> <p>Working with VP T&L and SLT line management– ensuring that target is met and included within subject development plans. AP careers to review termly from September 2018.</p> <p>SLT line management and middle leadership development programs to inform and educate staff of statutory duties within government careers strategy. AP careers to ensure inclusion of this through SLT strategy meetings from September 2018.</p> <p>Working closely with Enterprise advisor to extend contacts within industry and business. Gain support of partner organisations such as careers company for south England. Full review of employment opportunities by July 2019.</p> <p>Continue to develop links with University/ Apprenticeships bodies and employers through advise from Enterprise advisor. Initial meetings taken place. Regular meetings with SMART targets and action points in place by October 2018.</p>

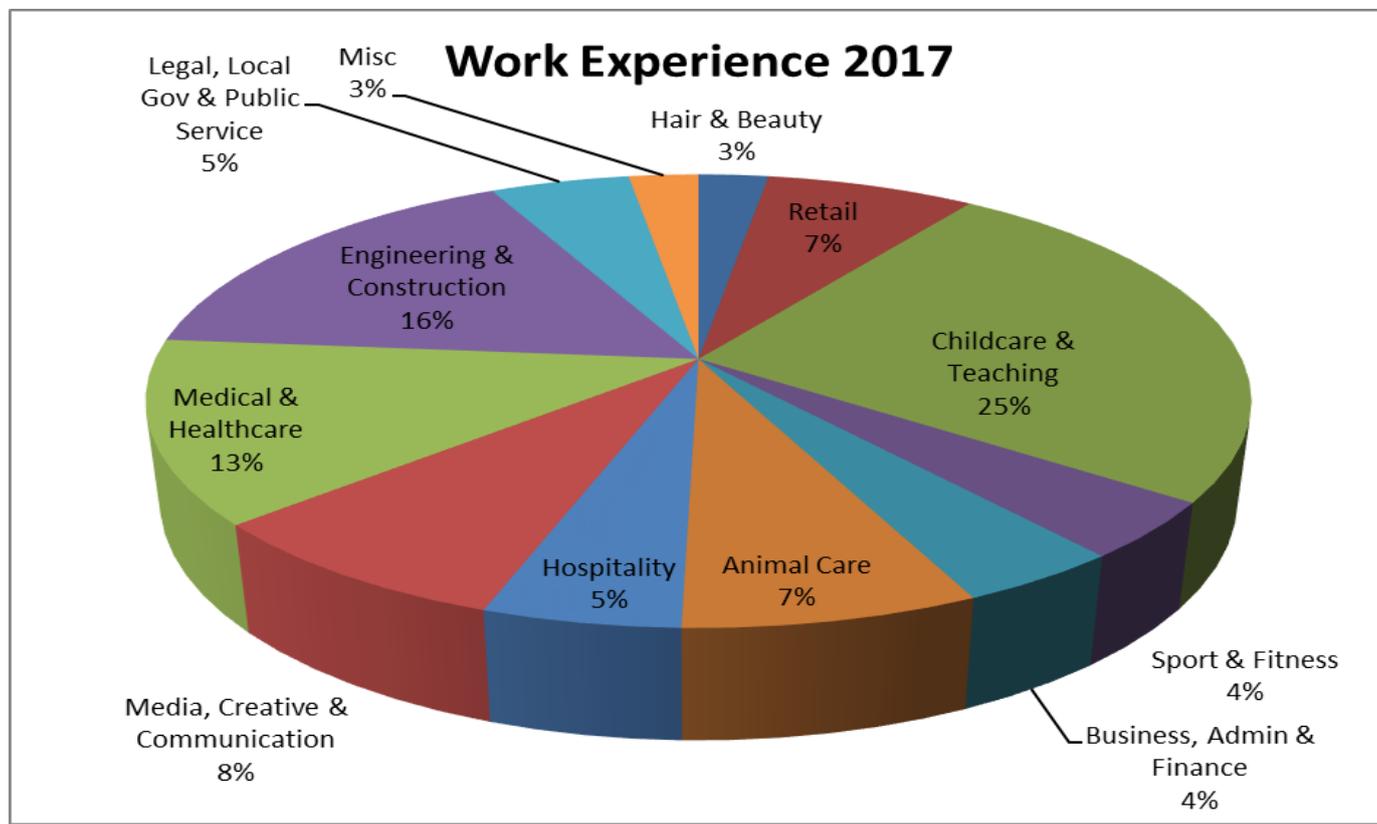
Stakeholder and Employee Engagement

The importance of young people experiencing, from an early age, regular, diverse and real-world encounters to the world of work is a consistent theme across the research into best practice. Effective and lasting partnerships with business are essential if a school is going to enable every child in their school to access such experiences and encounters. The ability to develop and manage relationships with external organisations and business is a core skill for every careers leader in order to establish such partnerships.

Work Experience



We currently have a significant Employer Database, established relationships over the last 10 years that we can tap into. Predominantly, this is used for work experience opportunities, both in Y10 and Y12 and covers a vast range of experiences for students, from local schools and business providers to national and international organisations e.g. the NHS, BAE Systems, Gurit and the Ellen MacArthur Foundation. Our employer database covers a diverse range of industries, acknowledging the needs of all students.



In addition to supporting our work experience programme, employers are engaged in other events such as:

'Employable Me'

The focus of this highly interactive Y10 event was for students to participate in a range of workshops with employers, to discover and develop 'employability' skills: teamwork, problem solving, resilience, written and verbal communication, entrepreneurial, good work ethic and leadership. This event was well-received by, not only our students, but students were invited from all of the Island's secondary providers. Student feedback acknowledged that they found these workshops interesting and recognised that the skills could be applied to all aspects of their lives and career pathways.

Business 'Dragon's Den' Pitches

As part of our BTEC Business Studies, students research and develop a business plan, which they can then deliver to active members of our business community, in the style of 'Dragon's Den'. This encounter with employers give the students an opportunity to put the skills developed in the classroom, into practice, and develop their confidence in communicating.

Noel Turner Physics Festival

An exciting and inspirational event designed to enthuse Island students about the impact of physics on our lives, and to showcase the vast range of science and technology-based careers they can work towards. At the first Noel Turner Physics festival in 2016, over 1000 students attended and participated, last year, up to 3000 young people from across the Island attended. Students can attend presentations and workshops in the following applications of Science, Aerospace Engineering, ICT Infrastructure and engineering, Women into Science and Engineering, Marine technologies, Space, Creative digital technologies, Medical technologies and Robotics and manufacturing.



Island Careers Forum.

The Careers Forum is comprised of Careers Leaders from each of the Island's Secondary providers, along with key representatives from Island Futures, Hampshire Futures, the Careers and Enterprise Company and the National Careers Service. Local employers and providers of opportunities locally and nationally are invited to attend and discuss relevant careers guidance related issues and opportunities, as well as sharing best practice.

Developing Careers provision further at Cowes Enterprise College

To achieve Objective 4, every student having an encounter with an employer every year, stakeholder and employer engagement needs to be continuously developed and expanded on. Every meaningful link with an external business creates another valuable opportunity for students. This can be achieved in a number of ways:

Staff: Recognition that colleagues will also have contacts (friends/family/people they have worked with previously) who could add to the pool of resources that we have –they may work in industries that we do not already have represented etc.

Parents: Currently, parents of our students are an untapped resource. It would be extremely beneficial to create an opportunity for them to share with us the companies they work for, their skills/knowledge and develop further opportunities from this. Actions such as a simple message through our newsletter/Facebook page, inviting parents to share their knowledge of workplaces, tell us who they work for, put us in touch with useful contacts, would be an achievable way of expanding our current database.

Former students: Our students go on to have very successful and interesting careers in a diverse range of industries, by creating an alumni database to keep in touch with students after they have left us, and inviting them back to the College to talk about their experiences, would be a valuable resource to use when delivering messages on careers to current students.

Focus: It would be extremely beneficial for Island students to hear from parents/ex-students who live on the Isle of Wight, but work on the Mainland. The Solent can be seen as a huge barrier to achieving career goals, in terms of the time it takes to cross and the cost of commuting. For students to understand that it is achievable and how other people make it work, would hopefully raise aspirations and help our students to overcome that potential barrier.

Communication plan:

Predominantly through our newsletter/Facebook (for parents) but there is also an opportunity at Parents/Open Evenings to present at the outset our vision and rationale for wanting to involve them on a wider scale – their investment in their child's education and preparation for work life.

Monitoring and Evaluation

To ensure that the strategy is being implemented we have set a review date to be included within academy review cycles and calendar. Review panel will take information and views from representatives at all stakeholder levels and be in the form of a formal recorded meeting.

Monitoring will take place termly through line management at middle and senior leader level. The impact of our careers strategy will form a section of the subject quality assurance procedure and expectations are that action points will be included within the subject improvement plans. Subject improvement plans are reviewed through the Principal's review.

Through effective and robust evaluation of careers provision in the classroom, students can be better prepared for work experience and related activities. For each individual event/activity, students should be asked to complete a before and after survey, to assess immediate impact of the event on their knowledge, skills and confidence. Students will record the impact of the career activity within their career portfolio. They can then be increasingly independent and informed as to which career intervention/activity will be best suited to their needs.

Outcomes: It is aspirational that staff request to be involved in careers, and for students to be signing up to events and activities. Through implementing the strategies key objectives, and evaluating the careers provision in the College, we expect to see a continued and increased improvement in attainment, progress and aspirational destinations for students.

Equality, Diversity and Inclusion

Ensuring that the vision, objectives and action plan truly support every single student at Cowes Enterprise College, no matter what their background, experience or need. Since opening in September 2014 no student has left the sixth form without securing a place in education, employment or training. National outcomes for this (DFE SFR 29/2017) NEET measure are 6%. In partnership with the Ormiston Academies Trust (OAT) Access Champion we have seen a significant increase in the proportion of students attending HE provision from 2015 to 2017 and continuous improvements in enrolment in Russell Group Universities, from 7% to 16%. Nationally this figure is 13%.

To ensure continued success, we continue to focus on the following:

- Challenging stereotypes – Women in Engineering, STEM workshops for all
- Links to EDI policies (EA 2010, SEN Code of Practice, PP, Prevent)
- Relentless focus on Pupil Premium students- selected to take part in events – offered additional support to ensure the face no barrier to accessing careers education and activities such as work experience applications and trips.
- SUN funding – targeting NCOP students and making events available to them free of charge
- Bursary for Sixth Form students to cover the cost of visiting university open days, UCAS application fees/ exhibitions, interviews etc. and any materials required for these.

Whole-School Approach

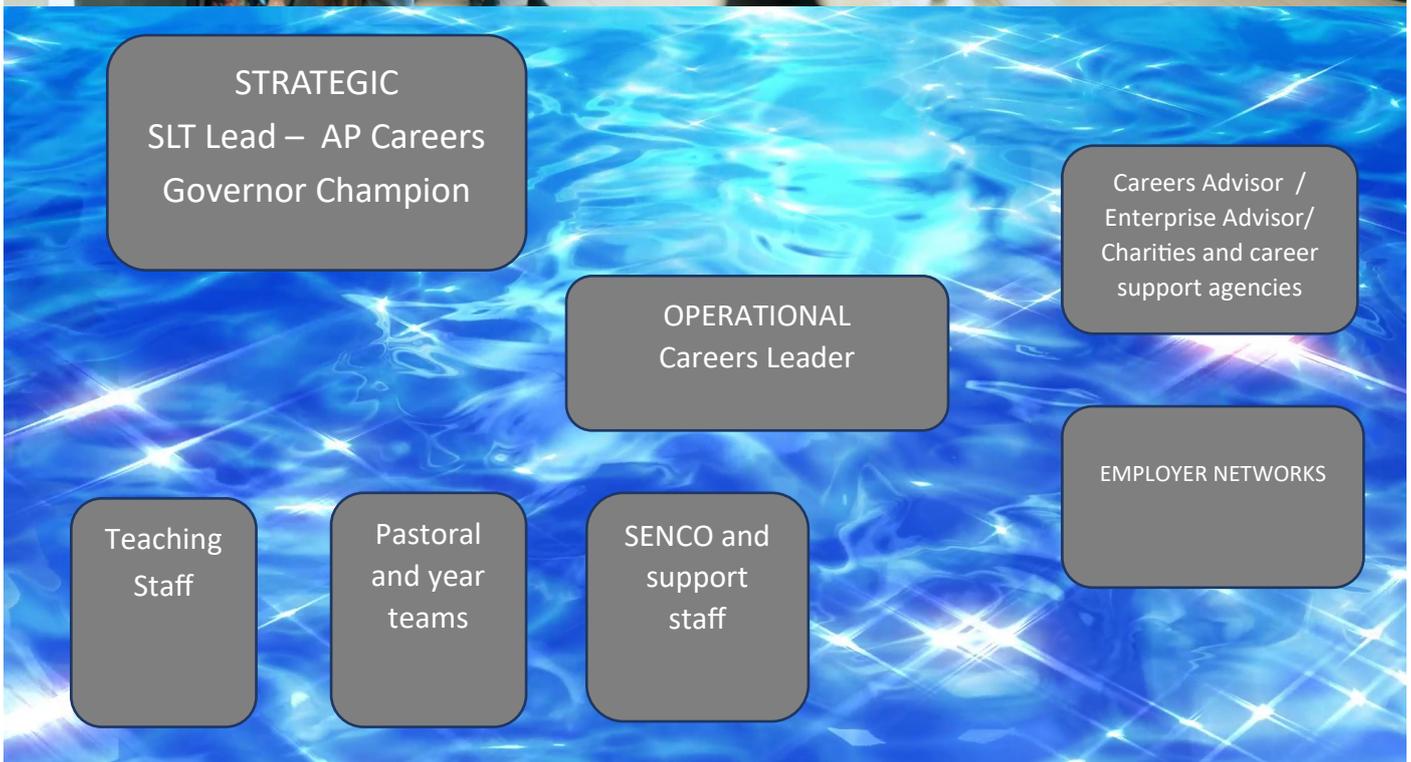
The role of all staff, the teachers, the Careers Leader, the SLT Lead and governor link in delivering effective careers and employability learning.

In addition to the range of opportunities that students have outside of our academy, to make these continually more effective, careers education needs to be further integrated into the curriculum, so that the students do not see their careers provision as separate to their education, but complementing their academic studies. Our students must be exposed more often to discussion, support and focus on future pathways and preparing for working life, to discuss how their subjects relate to careers within particular industries. The language of careers and employability skills and opportunities needs to be part of our day-to-day values, to be a common lexicon, woven into the fabric of our academy. This is key to achieving all four objectives of our careers strategy.

Whole-school approach is vital for our students to be able to relate their learning in the classroom to their future careers paths, to understand the relevance of their education in the wider scheme of everyday and working life – this will improve engagement and outcomes.

It is important to have buy-in from teachers and support staff in school, to promote and support careers events and activities to students (rather than see them as simply an interruption to classroom time), to encourage students to approach their careers education with a positive atti-

Stakeholders: First and foremost, our students:



The existing provision for careers at Cowes Enterprise College provides a wide range of excellent opportunities for students, however, to ensure that the students gain the most from these opportunities, Careers needs to be embedded into the curriculum. A task undertaken by the whole school community. Each member of staff has a responsibility and a role to play. It is therefore vital that staff understand how important they are in helping the school to achieve our key objectives.

Principal signature, governance and review date

The Careers and Employability strategy should be regularly monitored and refined to achieve the wider aims. This should be a meaningful governance process.

The governance should mean there is clarity or ownership and clarity of who needs to review and when.


.....
Rachel Kitley (Principal)


.....
Sue Waters (OAT Governor)

Review date: July 2019



Cowes Enterprise College

Provider Access Policy Statement

Policy Version Control

Policy prepared by	OAT Model Policy
Responsible person/committee	IAG, Enrichment & Careers Officer
Date Implemented	January 2018
Description of changes from the model policy (if any)	

Policy type	Mandatory OAT Policy
Policy prepared by (name and department)	Paula Arrowsmith – School Improvement Team
Last review date	New policy
Description of changes	New Policy
Name and date of executive approval	Executive Team – January 2018
Date released	January 2018
Next review date	January 2019

1. Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2. Student entitlement

Students in years 7 -11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

3. Management of provider access requests

3.1 Procedure

A provider wishing to request access should contact, Jodie Gibson - IAG, Enrichment & Careers Officer

Telephone: 01983 203121 Email: jodiegibson@cowesec.org

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 7		Students embark on the University of Southampton's 'Learn with US' outreach programme, providing students with an insight into studying at university, which continues through to Year 11.	BAE STEM Roadshow
Year 8		Students spend time preparing for their option choices by considering their personal strengths and interests, decision making skills and careers research.	
	Autumn Term	Spring Term	Summer Term
		Introduction to Kudos, an online resource for students to begin exploring their career options	
Year 9	Royal Yacht Squadron Maritime Careers Fair	Participation in Insight to Work Day where students visit local employers	
Year 10		One week of Work Experience Solomon Theatre production, 'Post-16 Choices' 'Employable Me' Careers Event Visits to local colleges and training providers during National Apprenticeship Week	Careers Group Work delivered by Island Futures
Year 11	1:1 Careers Interviews with Ian Riley, Island Futures		
Years 12 & 13	Year 12 Attendance to the UCAS and SUN Higher Education Exhibitions University admissions support provided by Russell Group universities Mock Trial Competition	Careers In Healthcare Induction Programmes (CHIPs)	



Achieving more together

Please speak to our named IAG leader (Jodie Gibson) to identify the most suitable opportunity for you.

The academy policies on safeguarding and visitors set out the school's approach to allowing providers into school as visitors to talk to our students. These can be found on the school website.

4. Premises and facilities

The school will make the sports hall, atrium, and classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the IAG or a member of the pastoral team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Reception.

Cowes Enterprise College

Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.

Benchmark 1
A stable careers programme

Your school has met 100% of the 17 assessment areas in benchmark 1

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.

Your whole-school careers programme:

	Achieved?
Is written down	✓
Is approved by the board of governors	✓
Has the explicit backing of senior leadership	✓
Has resources allocated to it	✓
Has systematic monitoring in place	✓
Has both strategic and operational elements	✓
Is published on your school's website	✓
Is on the school's website with information aimed specifically at:	
Students	✓
Teachers	✓
Employers	✓
Parents/Carers	✓
Is evaluated for effectiveness at least every 3 years	✓
Is evaluated using systematic feedback from:	
Students	✓
Teachers	✓
Employers	✓
Parents/Carers	✓
Has an identified lead individual with strategic responsibility for overseeing the programme	✓

100%

A guide to delivering on Benchmark 1

Download a guide to understanding this benchmark and developing your careers activities.

[Download guide to Benchmark 1 \[PDF\]](#)

[Download SEND guide to Benchmark 1 \[PDF\]](#)

[Find an activity provider](#)

[Hide details ^](#)

National Average 2017 4%

Benchmark 2

Learning from career & labour market information

50%

Your school has met 50% of the 2 assessment areas in benchmark 2

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.

Your school:	Achieved?
Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions.	✘
Encourages parents and carers to use career path and labour market information to aid the support given to their children.	✔

A guide to delivering on Benchmark 2

Download a guide to understanding this benchmark and developing your careers activities.

[Download guide to Benchmark 2 \[PDF\]](#)

[Download SEND guide to Benchmark 2 \[PDF\]](#)

[Find an activity provider](#)

Hide details ^

National Average

2017

30%

Benchmark 3

Addressing the needs of each pupil

71%

Your school has met 71% of the 7 assessment areas in benchmark 3

Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.

Your school:	Achieved?
Provides a careers programme that:	
Raises aspirations of all students	✔
Challenges stereotypical thinking (In terms of gender etc)	✔
Keeps systematic records on each pupils' experiences of career and enterprise activity	✘
Enables pupils to access accurate record about their careers and enterprise experiences	✘
Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school	✔
Shares above mentioned data with the local authority	✔
Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students.	✔

A guide to delivering on Benchmark 3

Download a guide to understanding this benchmark and developing your careers activities.

[Download guide to Benchmark 3 \[PDF\]](#)

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National Average

2017

9%

Benchmark 4

Linking curriculum learning to careers



Your school has met 0% of the 4 assessment areas in benchmark 4

Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.

Your school: Achieved?

All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of:

English lessons	✘
Maths lessons	✘
Science lessons	✘
PSHE lessons	✘

A guide to delivering on Benchmark 4

Download a guide to understanding this benchmark and developing your careers activities.

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National Average

2017

13%

Benchmark 5

Encounters with employers & employees



Your school has met 100% of the 1 assessment area in benchmark 5

All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.

All/the overwhelming majority of pupils: Achieved?

Have at least one meaningful encounter with an employer every year they are at your school ✔

A guide to delivering on Benchmark 5

Download a guide to understanding this benchmark and developing your careers activities.

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National Average

2017

37%

Benchmark 6

Experiences of workplaces

100%

Your school has met 100% of the 2 assessment areas in benchmark 6

It's important for pupils to experience the workplace environment to understand the context in which they could one day be working.

All/the overwhelming majority of pupils:

Achieved?

Have had a meaningful experience of a workplace by the end of year 11



Have obtained a meaningful experience of a workplace during years 12 and 13



A guide to delivering on Benchmark 6

Download a guide to understanding this benchmark and developing your careers activities.

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National Average

2017

39%

Benchmark 7

Encounters with further and higher education

16%

Your school has met 16% of the 6 assessment areas in benchmark 7

Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.

By the time they leave school all/the overwhelming majority of pupils:

Achieved?

Have had meaningful encounters with sixth form colleges



Have been provided with information about the full range of apprenticeships, including higher level apprenticeship



Have had meaningful encounters with general further education colleges



Have had meaningful encounters with independent training providers



Have had meaningful encounters with universities



Have had at least two meaningful visits to universities to meet staff and students



A guide to delivering on Benchmark 7

Download a guide to understanding this benchmark and developing your careers activities.

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National Average

2017

8%

Benchmark 8
Personal guidance

100%

Your school has met 100% of the 2 assessment areas in benchmark 8

Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained to an appropriate level.

All/the overwhelming majority of pupils:

Achieved?

Have had an interview with a professional and impartial careers adviser by the end of year 11



Have had at least two interviews with a professional careers adviser by the end of year 13



A guide to delivering on Benchmark 8

Download a guide to understanding this benchmark and developing your careers activities.

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National Average

2017

46%



THE CAREERS &
ENTERPRISE
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