



## Careers Strategy October 2021

At Cowes Enterprise College, our mission is to educate for life. We ensure all students receive the experiences, information, guidance and skills they need to make well informed choices for their future. From Year 7 onwards students undertake a variety of opportunities and career learning embedded into the curriculum to develop their career aspirations, employability skills and understanding of labour market information. Through established links with local businesses, universities, alternative education providers and local careers and enterprise partnerships, Cowes Enterprise College students are supported to make plans and navigate the routes to fulfilling career decisions. This includes direct response to Government guidance issued in July 2021 which stated:

*'With the government's reforms to technical education and skills and the impact of COVID-19 on the labour market, there will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.'* [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1002972/Careers\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf)

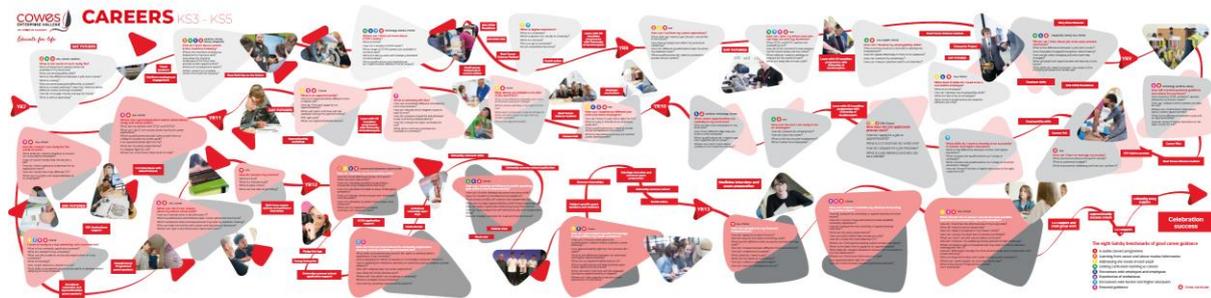
Students at Cowes Enterprise College have access to a range of careers support delivered through a variety of delivery methods such as interactive workshops, careers fairs, employer presentations, guest speakers, workplace visits and trips to universities and other education providers. All students have one to one guidance appointment delivered by an impartial qualified careers adviser from our careers partnerships in Years 11, 12 and 13. Students can request a guidance appointment at any time throughout their academic journey and are offered support at key transition points such as Year 9 options, Year 11 career planning, and into the Academy Sixth Form. The partnership with independent careers advisors enables a smooth flow of data and targeted support for vulnerable and high achieving pupils reflected in the consistently low NEET figure and positive destinations of both year 11 and 13.

We believe best practice careers education and CIAG should be embedded into the curriculum across the board from year 7-13. Our careers education programme is delivered through the Maritime Curriculum in KS3 embracing the rich local heritage and placing demanding academic concepts and techniques into 'real life' settings using our close ties with the maritime industry. Pupils develop interconnected, rigorous knowledge across a range of subject areas and have the opportunity to, for instance, see the coastal features in real life through maritime field trips in geography, work on their sailing dinghy prototypes in design technology and visit the Mary Rose in history. The theme of maritime and marine is not a discrete subject, but is woven through various subject areas as part of the broader curriculum. Up to 10% of lessons in years 7, 8 and 9 are currently linked to this theme. The Everyone Matters (E1M) subject is a personal development programme delivered from year 7-13. Students are helped to learn more about the world and how to keep themselves safe, healthy and positive. This includes many opportunities for CEIAG related learning including employability skills and making informed decisions for the future. This is further supported by the Cowes Charter delivering a universal offer to all students in years 7-13 which encourages exceptional personal development

including careers and wellbeing support for every year group. Enrichment at Cowes is not a bolt-on but the informal element of our wider curriculum.

Our fully mapped and embedded careers education curriculum is available to view via the link:

### [Cowes Enterprise College Careers Snake 2021](#)



The careers team is managed by a member of the Senior Leadership Team David Sanchez-Brown, Assistant Principal, Head of Sixth Form and named Careers Leader. He is supported by Helen Flaherty, Post 16 Mentor Inc CEIAG. Cowes Enterprise College currently partner the services of an independent career's advisor and a Progression coach. This is in partnership with the local authority Isle of Wight Council's Island Futures service who have the statutory responsibility for RPA compliance.



In July 2021 Cowes Enterprise College was awarded the Quality in Careers Mark, the single national quality award for CEIAG for young people assessing the impact and outcomes of career related encounters and activities. The Quality in Careers Mark requires the eight Gatsby Benchmarks to be met or exceeded. Through professional and independent external assessment, it offers national accreditation for the CEIAG provision of a school, college, or work-based learning organisations.

Cowes Enterprise College is fully meeting the eight Gatsby Benchmarks in line with the [Gatsby Charitable Foundation's Good Career Guidance](#) which are acknowledged as best practice an working within [CDI Framework for careers, employability and enterprise education](#). Whilst careers provision is well-established and a priority for our academy, we strive for perpetual improvement and set out the following key objectives:

**At Cowes Enterprise College we have four key careers objectives**

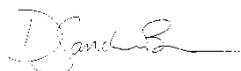
1. All teaching staff trained to offer careers support and can signpost students to appropriate careers information, guidance advice and resources.
2. Students follow a planned and progressive programme of careers education from year 7 to 13 which is both integrated into the curriculum and offers bespoke events.
3. Ensure students understand and are able to use an increased range of social, digital, and print resources available to help them prepare for their chosen pathway.
4. Every student to have a purposeful encounter with an employer every academic year to learn about the world of work.

Cowes Enterprise College Careers Strategy Objective:	Goals/targets and KPIs	Milestones/Responsibilities
<p>1. All teaching staff trained to offer careers support and can signpost students to appropriate careers information, guidance advice and resources.</p>	<p>By January 2022 at a strategic level to ensure and continue to develop the CPD needs of all staff particularly in light of the updated Careers Guidance and access for education and training providers published by DfE on 15th July 2021.</p>	<p>OAT Futures careers portal embedded into curriculum subjects on a rota basis.</p> <p>Virtual training resources for careers education and CIAG available via the academy CPD library.</p> <p>SharePoint Careers resource site for staff members.</p>
<p>2. Students follow a planned and progressive programme of careers education from year 7 to 13 which is both integrated into the curriculum and offers bespoke events.</p>	<p>Careers learning is regularly linked to the curriculum in lessons.</p> <p>Schemes of work containing careers are an accurate depiction of the local and national labour market</p> <p>By September 2022 at a strategic level to ensure that the updated CDI Framework for Careers Education, Enterprise and Employability is mapped against current CEIAG provision and delivered accordingly.</p>	<p>Videos introduced. Walk throughs to quality assure.</p> <p>Regular reviews of LMI conducted</p> <p>Careers learning mapped to new framework.</p>

<p>3. Ensure students understand and are able to use an increased range of social, digital, and print resources available to help them prepare for their chosen pathway.</p>	<p>Social networking platforms including LinkedIn and Fledgeling are promoted.</p> <p>The Careers Hub is fully functioning</p> <p>Students are aware of main sources of information and this is available on the website</p> <p>By July 2022 At an operational level to ensure that all learners understand and can actively use the most accurate, reliable and reputable sources of careers information particularly the work of key stakeholders eg the National Careers Service, Amazing Apprenticeships and the ASK Services delivered by ALPHI. It is recommended that learners can demonstrate competency in setting up and using account for vacancy alerts and other opportunities eg UCAS and the Apprenticeship Service GOV.UK in Key Stage 4 and updated in Key Stage 5 prior to leaving.</p>	<p>Creation of student facing careers hub</p> <p>Sixth Form student mentors staff Careers Hub at key points in the academic year.</p> <p>Development of academy wide assemblies at key times such as careers week and transition points.</p> <p>Embed employer encounter resources and learning opportunities into all curriculum areas with a focus on the learning platforms and resources available such as OAT Futures.</p> <p>By September 2022, at an operational level to ensure learners are able to research and evaluate progression pathways by harnessing social media networks such as Linked In and are able to produce and publicise professional digital career profiles for future networking purposes at KS4 and KS5.</p>
<p>4. Every student to have a purposeful encounter with an employer every academic year to learn about the world of work</p>	<p>Work with large employers to provide encounters across different areas.</p> <p>Engage with local networks to provide work experience placements.</p>	<p>NHS and Isle of Wight Council, Engineering and Maritime sectors</p> <p>New employer database built</p> <p>Embed employer engagement learning opportunities in all curriculum areas throughout the year in all year groups.</p>

Review Date: October 2024

Signed:



D.Sanchez-Brown, Assistant Principal, Sixth Form and Careers.

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark achievement	Latest Evaluation	Total
1-A stable careers programme	100%	100%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	100%	100%
4-Linking curriculum learning to careers	100%	100%
5-Encounters with employers and employees	100%	100%
6-Experiences of workplaces	100%	100%
7-Encounters with further and higher education		100%
8-Personal guidance		100%

Reached 1% - 99% Reached 100%

This report was generated from Compass+ for Cowes Enterprise College, An Ormiston Academy, by Helen Flaherty on

September 29th 2021 at 13:52.

If you think there is something wrong with the content of this report, please contact us at [compassplus@careersandenterprise.co.uk](mailto:compassplus@careersandenterprise.co.uk).

## Summary and judgement taken from Cowes Enterprise College Quality in Careers Mark assessment July 2021:

“The strong focus and priority by the SLT and buy-in from the Governing Body to CEIAG is hugely impactful at CEC. The assessor was impressed by the branding of Careers Learning at all Key Stages as part of the Everyone Matters Programme and across the wider curriculum. It was clear that the strong, strategic, qualified and experienced team internally and externally has had immense benefits to the learners and curriculum staff. The provision is planned, coherent, comprehensive, incremental and publicised.

The CEIAG team is broad and balanced and complementary and each member works to their considerable strengths. There is a winning combination of professionals leading strategically and operationally. Mr Sanchez-Brown, Assistant Principal and a Teach First Careers Education Leader, Mr Riley, a CDI Professionally Registered Careers Adviser, and a Progression Coach, Ms Heap funded by Island Futures Service and the European Social Fund. A successful triage guidance system led by Ms Flaherty, a Level 3 IAG practitioner and Career Mark Leader ensures that those most at risk of NEET including the most vulnerable are made a priority.

It is apparent that the strong employer engagement with the Enterprise and Skills Company and HE networks ensures that learners are aspirational, optimistic and focussed on their personal career journeys. Learners are able to identify major employers on the Isle of Wight, the mainland and more globally.

The destination figures at KS4 and KS5 are exceptional – 0% NEET for 3 years and likely to be sustained for 2021 leavers despite the challenges of the 2019 COVID pandemic and is a testimony to the tireless work and dedication of the CEIAG team. The CEC has a clear commitment to social mobility and widening access agenda supported by initiatives such as the University of Oxford UNIQ Scheme and the work of The Sutton Trust and the Step Project for those more vulnerable and at risk of NEET. Traineeships are valued as an important step into the world of work.

The results of the evaluation framework using the Compass + tool is impressive and exceptionally high – 100% of the Gatsby Benchmarks are in place for 1, 2, 4, 5, 6. The other three benchmarks score 87% - 90%. It was evident that learners were flourishing, happy and purposeful and aware of the need to be adaptable, resilient, and agents of change economically and politically. Curriculum teaching and learning leads have ensured that careers learning is embedded in their subjects, providing relevant contexts and resources for the learners to aid their motivation, engagement and positive destinations post CEC and for lifelong learning.”

