



Greenford High School Careers Strategy

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At Greenford High School we understand the importance of great careers education to broaden students' horizons, address inequality, and help students to reach their potential. Our careers curriculum statement of intent and overall vision are set out below.

Careers Education Information, Advice and Guidance Curriculum Statement of Intent

- To provide a broad, balanced and impartial education in careers and future pathways that empowers students with the knowledge to make informed decisions.
- To embed into the curriculum opportunities for students to develop and use employability skills that will allow them to flourish in the world of work.
- To make links between subject areas and careers education to ensure that students see how their academic studies can link to future study and employment.
- To help students develop into reflective individuals who are empowered to choose their own path through an awareness of their personal qualities and goals.
- To give students the opportunity to grow their own networks and develop their cultural capital through careers activities and events which broaden their horizons.
- To provide comprehensive and accessible careers provision which supports the needs of all students.
- To equip students with the knowledge and skills they need to be fully prepared for their next stage of education whether they choose to go on to university, a college or an apprenticeship.

Careers education: Why does it matter?

- Moral responsibility to all pupils
- Closing disadvantage gap
- Ofsted new framework...

New Ofsted Framework 2019: the new "Personal Development" judgment guidance specifically mentions providing an effective careers programme. This is an integral part of the quality of the curriculum here at Greenford High School.

The Gatsby Benchmarks are 8 standards regarding careers provision all secondary schools are expected to meet by the end of 2020. Meeting these will help us fulfil our statutory duty as a school. It will help us expand our students' horizons and equip them for success in the future.

Vision

Students will leave Greenford High School ready with thorough knowledge of the many paths available to them. They will be informed and enthusiastic about the road ahead with the skills and confidence to continue their journey with success

What this will mean in practice:

Students will feel informed about the many different paths ahead. This will come from a range of avenues: Google Classroom announcements and opportunities, Futures in 15 interviews, specialist support groups, personal guidance interviews with Clare, displays, accessing the website, discussions with form tutors etc.

All staff will feel equipped to talk about future career paths and study options (especially those relating to their subject) with students.

All students will have a range of encounters with employers through the careers fair, Futures in 15 interviews, PSHE, and assemblies to help inform their future choices.

All students will have experiences of work places (once at KS4 and once at KS5).

Current Careers Provision

Whilst there are a number of strengths to careers provision at GHS, we recognise that there is still work to do in order to fully meet all of the Gatsby Benchmarks and to actualise our vision for careers education. Our strengths as a school are benchmarks 2, 4 and 5. We have worked hard over the last few years to ensure that students are gaining information about careers through a variety of different channels and that careers education is embedded into the curriculum. We are particularly proud of our progress in benchmark 5 since 2019, largely due to the creation of our recorded lecture series Futures in 15. It has been significant that, during two years of restrictions due to Covid-19, that we are able to claim a high score for employer and employee encounters for our students.

A recent focus of improvement has been on benchmark 1. Two years ago our percentage completion of that benchmark was 47% but with consistent effort in acknowledging the need for a clear and cohesive careers plan, we have put actions into place - including sharing information with relevant stakeholders - that has driven our score up to 88%. We still acknowledge the need to improve our work on feedback on the delivery of a consistent careers strategy to improve this benchmark further.

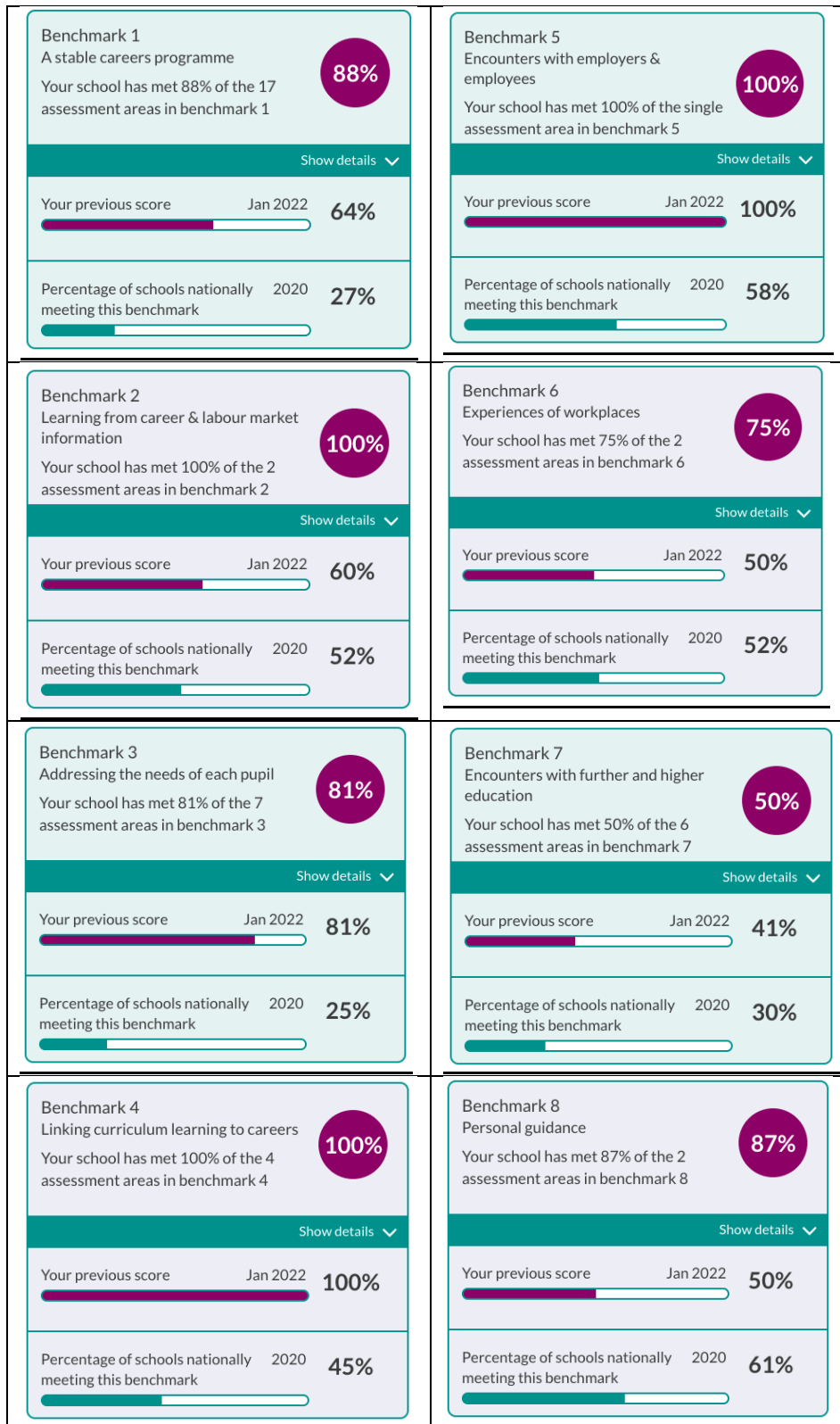
Areas of our provision that we recognise require development are benchmarks 6, 7 and 8.

To address benchmark 6, we are working as a school on building our external network of employers in order to offer students experiences of the workplace. We are also working with Connexions to organise work experience for particular cohorts within year ten in order to help those students find meaningful work experience that they might not be able to find on their own.

Covid-19 has had some impact on benchmark 7, and we also recognise that this is an area of our careers provision that has previously been 'hands-off' in approach. The Careers Lead is now working closely with the Post 16 team and Year 11 Heads of Year to provide students with the information and experiences benchmark 7 requires.

To develop our provision towards benchmark 8, we currently work with Ealing Connexions to provide students with individual guidance. We will continue to work with our careers advisor in order to reach more students providing them with individual guidance, and have increased our careers advisor's days spent at GHS resulting in every year group; we now have sixty more students than last year meeting with Clare Rodway regularly from each year group.

Current State of Careers provision at Greenford High School- reviewed March 2021



Current State of Careers Education at Greenford High School

Gatsby Benchmark	Area of strengths	Areas of development
<p style="text-align: center;">1 A stable careers programme 88%</p>	<ul style="list-style-type: none"> ● Named careers leaders and link governor ● Link governor updated on recent careers provision ● Working towards generating a whole school careers programme that meets all benchmarks ● Systematic cycles for Post 16 Careers Provision in place ● Specific information for students, teachers and parents published on website ● Evaluated annually ● Receives feedback from students and teachers 	<ul style="list-style-type: none"> ● Communicating careers programme to parents and receiving feedback from them ● Receiving feedback from employers ● Ensuring all staff, pupils and parents have both knowledge of and investment in the careers programme
<p style="text-align: center;">2 Learning from career and labour market information 100%</p>	<ul style="list-style-type: none"> ● Pixl edge lessons which provide LMI now terms 'Character and Careers' with more specific career relevance, specifically of soft-skills ● Most Y11 and P16 students receive personal guidance interviews where LMI is disseminated; 60 from every other year group also receive LMI in small group sessions ● Excellent information provided about future pathways by Post 16 team ● Termly assemblies by CL that help to disseminate LMI ● LMI displays around school and in every department ● Futures in 15 lecture series ● PSHE access to LMI 	<ul style="list-style-type: none"> ● LMI to be embedded further into the curriculum
<p style="text-align: center;">3 Addressing the needs of each pupil 81%</p>	<ul style="list-style-type: none"> ● Post 16 tutor groups and UCAS process sorted in accordance with academic interests and ability ● CA meets with all SEN and at risk of NEET students in Y11 and Y12 ● WES has targeted P16 groups for Medicine, Dentistry, Veterinary, and Oxbridge ● Careers Programme raises aspirations of all students in an unbiased way ● Post 16 tracking system using in-house data site called 'proact' 	<ul style="list-style-type: none"> ● Greater collaboration needed between CL and SENCO More Able Leader, PP leader etc. to work together to put interventions in place for these groups ● Keep systematic records on each pupils' experiences of careers activities ● Enable pupils to assess accurate records

	<ul style="list-style-type: none"> • CA maintains accurate data on pupils three years after leaving GHS 	
<p>4</p> <p>Linking curriculum learning to careers</p> <p>100%</p>	<ul style="list-style-type: none"> • LMI displays in all departments • Some departments arranging careers talks (especially Media and DT) • Knowledgeable staff who are able to talk about future pathways in their subject • Overwhelming majority of students have meaningfully experienced careers in English, Maths, Science and PSHE • National Careers week focussing on careers inside the classroom • Post 16 three days off timetable in Summer 2 for UCAS and department talks 	<ul style="list-style-type: none"> • LMI and careers information to be incorporated into lessons where appropriate • All departments to update resources and material with relevant LMI eg. displays and to arrange careers talks • Careers to be embedded into the PSHE programme in Year 10
<p>5</p> <p>Encounters with employers</p> <p>100%</p>	<ul style="list-style-type: none"> • Whole school careers event in calendar • Some departments arranging careers talks • Futures in 15 Lecture Series – one encounter a week at least, with opportunities for questions • Careers Fair in the pipeline 	<ul style="list-style-type: none"> • Careers fair needs to be planned in each year into the school calendar • Further work with pastoral teams and form tutors to make the fair meaningful
<p>6</p> <p>Experiences of workplaces</p> <p>75%</p>	<ul style="list-style-type: none"> • Ordinarily many trips run by all departments that have the potential to incorporate experiences of workplaces- though these have been suspended recently due to Covid • The Y12 student helper programme provides some experience of workplaces – increased in size this year • Pipeline plan for key groups of SEN/PP Year 10s to have work experience arranged for them • CA provides information about sixth form colleges to Y11s • Alumni talks about apprenticeships 	<ul style="list-style-type: none"> • Plan needs to be developed with SLT that will provide experiences of workplaces for KS3/4 and KS5 students • Guest speakers to give information on sixth form colleges / apprenticeships / independent training advisors • Visits to universities arranged by school
<p>7</p> <p>Encounters with further and higher education</p> <p>50%</p>	<ul style="list-style-type: none"> • Y12 progression fair allowing students to meet with higher and further education providers, planned for Summer 2 this year 	<ul style="list-style-type: none"> • More opportunities needed further down the school for students to meet with higher and further education professionals

	<ul style="list-style-type: none"> • P16 students strongly encouraged to attend university open days 	
<p>8 Personal Guidance</p> <p>87%</p>	<ul style="list-style-type: none"> • CA available for Y11 and A level students • SEN and at risk of NEET students seen by CA during Y11 • WES and Post 16 team giving Post 16 students personal guidance and support with destinations and careers, particularly apprenticeships • 60 students from each year group seeing CA in groups of 15 every term – the year group rotates so every year group is covered in the year except year 7 	<ul style="list-style-type: none"> • Extending provision to cover all Y11 and Y12 students

Long term Strategic Objectives

Based on our identified areas of strength and development as outlined above, we have identified 3 main long term objectives which will address our areas for development. Working towards these will be our main priority developing careers provision at Greenford High School over the next 3 years (2020-2023).

1. Ensure that all students have at least one encounter with an employer each year and two experiences of workplaces before leaving Greenford High School (Gatsby Benchmarks 5 and 6) – **partially complete**
2. Ensure that all teachers are able to share with confidence about how curriculum learning in their subject links to future pathways and relay this consistently to students (Gatsby Benchmark 4) – **almost complete**
3. Ensure that all students have access to up to date labour market information through a number of channels: VLE, Futures in 15, school displays, discussions with career advisor and Form Tutors, and are confident in using this to inform their choices. (Gatsby Benchmark 2) – **complete**

Implementation plan

Long-Term Strategic Objective 1:

Ensure that all students have at least one encounter with an employer each year and two experiences of workplaces before leaving Greenford High School

Link to Benchmarks: [5&6]

What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
<p>Year one 2020-2021</p> <p>All students will have at least one encounter with an employer through some or all of the following:</p> <ul style="list-style-type: none"> - Careers event - Assembly - Futures in 15 Lecture Series <p>An external database of employer contacts has been set up including consent forms to specify how each contact would like to be involved with GHS.</p>	<ul style="list-style-type: none"> - Work with SLT and Ealing Connexions to plan in a whole school careers event - Schedule assemblies for National Careers Week - Speak to staff about any contacts they have who would be willing to speak to students - Build employer list by using these contacts as well as speakers for schools etc. - Arrange after school or lunchtime talks with speakers and advertise to students- or virtually due to Covid 19 - Set up and monitor database using excel - Populate the database using staff contacts and research
<p>Year two 2021-2022</p> <p>All students have at least one encounter with an employer each year and KS5 students have one experience of a workplace before the end of Y13</p>	<ul style="list-style-type: none"> - Work with SLT and 6th form team to ensure that all Y12 students are able to find and complete a suitable work placement eg. Self-sourced, take your child to work day, or a role in school. - Work with HoDs so that each department has a shortlist of speakers who can come in to deliver subject specific careers talks
<p>Year three 2022-2023</p> <p>All students have at least one encounter with an employer each year and KS5 students have one experience of a workplace before the end of Y13 as well as KS3/4 students having one before the end of Y11</p>	<ul style="list-style-type: none"> - Work with SLT and KS3/4 teams to ensure either that a selection of Y10s attend a workplace visit - Work with HoDs so that each department has at least one scheduled careers talk for the academic year

Long-Term Strategic Objective 2:

Ensure that all teachers are able to share with confidence how curriculum learning in their subject links to future pathways and relay this consistently to students

Link to Benchmarks: [4]

What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
<p>Year one 2020-2021</p> <p>Heads of department will be aware of Benchmark 4 and what is required of them. They are able to share this information with their teams.</p> <p>Departments will have shared labour market information with students through subject specific displays which are present in all subject areas</p>	<ul style="list-style-type: none"> - CPD session with HoDs explaining benchmark 4 and what is required of HoDs - Meeting time arranged so that HoDs can disseminate information to their teams - Nomination of a "careers champion" in each department who can help to drive forward this agenda - Meeting with HoDs/ careers champions about what to include in LMI displays - Meeting time to complete displays - Monitoring of displays completed by CL
<p>Year two 2021-2022</p> <p>HoDs and subject teachers know how to and when to weave relevant LMI into subject teaching and opportunities for this will have been planned for in curriculum plans or statements of intent</p>	<ul style="list-style-type: none"> - CPD session with HoDs and careers champions regarding how to weave LMI into lessons inc. sharing of best practice from across the school - Meeting time planned in for HoDs to update curriculum plans to include opportunities for LMI to be shared
<p>Year three 2022-2023</p> <p>All staff will be confidently using LMI in lessons where appropriate. HoDs and subject teachers feel confident in their knowledge of future pathways resulting from study of their subject and will be communicating these with students</p>	<ul style="list-style-type: none"> - HODs CPD regarding weaving LMI into the curriculum and dissemination to depts for National Careers Week Benchmark 4 drive - CL to lead CPD for HoDs regarding future pathways - HoDs to adapt transition materials given in Y9 (for GCSE choices) and Y11 (for A level study) to include information about future pathways linked to specific subjects

Long-Term Strategic Objective 3:

Ensure that all students have access to up to date labour market information through a number of channels: VLE, school displays, discussions with career advisor and Form Tutors, and are confident in using this to inform their choices.

Link to Benchmarks: [2]

What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
<p>Year one 2020 - 2021</p> <p>KS3 students will have been given up to date labour market information through displays around the school, through the student VLE, and through the Futures in 15 lecture series.</p> <p>The Pixl Edge curriculum will have been updated so it provides KS3 students with LMI and employability skills</p>	<p>See above actions about departmental displays</p> <p>CL to update the student VLE an external website so that it contains reliable LMI</p> <p>Students to be shown how to use the VLE in tutor time and assembly</p> <p>CL to update Y7 and Y8 Pixl Edge lessons</p>
<p>Year two 2021-2022</p> <p>All students will have gained LMI through PSHE lessons and students in Y9 and 10 are able to meet the careers advisor in groups to gain LMI regarding sectors of interest.</p>	<p>CL to liaise with PSHE leaders to plan careers related PSHE lessons into the curriculum</p> <p>Y 9 and 10 students to complete a survey to show their interest in different sectors.</p> <p>CL and CA to run sessions for Y9 and Y10 students about different employment sectors based on their preferences</p>
<p>Year three 2022-2023</p> <p>Form tutors will have confidently supported the work being done in PSHE and by the Careers Advisor and are able to steer students in the direction of LMI resources and discuss their career aspirations with them at Raising Achievement Day</p>	<p>CPD with pastoral teams and form tutors to give them an overview of the LMI available and how to direct students in how to use this</p> <p>Resources to be produced to help FTs guide discussion surrounding careers at Raising achievement day.</p>

Internal roles and responsibilities

At Greenford High School we recognise that the responsibility for careers education and guidance does not fall on any one individual, and that a consistent school wide approach involving all members of staff is required to ensure that careers education is as high quality and meaningful for students as it can be. The table below lays out the roles and responsibilities of key members of the careers team.

Job Title:	Responsible for:	Accountability reports to:
Careers Leader	Overall oversight of school wide careers programme and strategy Training staff to ensure that they are confident in delivering careers education Keeping careers education on the whole school agenda Oversight of Post 16 careers programme and destinations support for further education and apprenticeships	Deputy head
PA to Assistant Head Teacher	Arranging meetings with the head teacher	Head Teacher
Enterprise Adviser	Giving expertise in their field Volunteering to attend events Attending LEAN meetings	Enterprise co-ordinator
Enterprise Coordinator	Assessing the school against the Gatsby benchmarks Working to help the careers lead to work towards the Gatsby benchmarks and with strategic guidance Sharing best practice from around the borough	Mayor of London
Careers Adviser	Provide 1:1 support to pupils Support all pupils in their knowledge about future pathways	Careers Leader
Head Teacher	Overall responsibility in ensuring the school is "Ofsted ready" and working towards the Gatsby Benchmarks	Governors
Deputy Head Teacher – Curriculum	Line managing Careers Leader Ensuring that there is sufficient careers embedded in the curriculum and that this is given time	Head teacher
Link Governor	Assisting with careers strategy and developing the external employer network of the school using contacts	Other governors
Curriculum Leaders	Ensuring that schemes of work provide links to the world of work and employability skills	Deputy Head
Staff Advocate – English	Seeking out links between their individual subject and the world of work.	HoD and Careers Leader
Staff Advocate – Science	Motivating colleagues in their department to engage with careers and employability	HoD and Careers Leader
Staff Advocate – Humanities	Creating and maintaining subject specific careers displays and materials	HoD and Careers Leader

Staff Advocate – PAVA (Performing and Visual Arts)		HoD and Careers Leader
Staff Advocate – Business/MFL/Computing		HoD and Careers Leader
SEND coordinator	Working with SEND pupils to ensure that they have a place with a p16 education or training provider Liaising with careers advisor to support SEN pupils	Deputy head
Tutors	Providing individual careers support to tutees Delivering content created by the careers leader	Careers Leader/ Heads of Year
PSHE Curriculum Coordinator	Ensuring that careers and employability skills are embedding in the PSHE programme by liaising with the careers co- coordinator	Deputy head
Pupil 'Careers Champions' (not in place yet)	Raising the profile of careers education across the school Enthusiasing pupils and publicising events Helping careers leader with administrative tasks	Careers leader

Plan to increase external network

As explained above, in order to help improve our provision for Gatsby Benchmarks 5 and 6, we are making the increasing of our external networks a priority. Our plans for so doing, as well as improving relationships with our existing stakeholders are detailed below.

Action	Status/Progress	Responsible	Deadline
Create online list of all employers due to attend careers fair or to participate in Futures in 15 to contact for future events	In Progress – going very well	WES	Ongoing
Conduct student survey regarding success of career groups	Completed	WES	July 2021
Speak to staff collating contacts that they may have who are willing to attend events	Completed	WES	January 2021
Work with P16 team to devise an action plan to maintain and improve alumni relations	In Progress	WES and P16 team	July 2021
Instruct HoDs to explore subject specific business partners	Not Started	WES and HoDs	July 2021
Explore external volunteer networks who are able to offer events eg speakers for schools, STEM ambassadors and amazing apprenticeships.	In Progress	WES	July 2021

Greenford High School Careers Programme

The careers programme set out below aim to provide students with a whole range of careers related experiences throughout their time at Greenford High School. Within the next 3 years we aim to deliver this programme in full to all students

Year 7					
Careers Focus	Measurable Outcomes	Activities	GB/CDI Framework reference (optional)	Monitoring	Evaluation
Who am I?	Students can articulate their character strengths and understand how these align with key employability characteristics through PSHE and the Pixl edge programme	Fortnightly Pixl edge sessions focusing on 3 key characteristics: Leadership, resilience, and organisation and how these can be used in the work place. We will focus on a number of case studies where students can gain LMI about various different professions eg. through use of I could videos	(GB 2 and 4)	Learning walks to ensure outcomes of lessons are being met. Checking to see if all Pixl activities have been completed	Survey at the beginning and end of the year to see the differences in student attitudes and knowledge before and after the programme
		Usually a drop down day with employers focusing on interview and assessment day skills based on key competencies. Employers host a panel session speaking about their career journey	(GB 2 and 5)	Being present to observe student interactions on the day to monitor if outcomes are being met.	Use of interview answer sheet to see if learning outcomes have been met.
		Attendance at whole school careers fair enabling students to meet a range of employers, and higher/further education providers. Students focus on speaking to employers about the key competencies they have learnt about eg. How do you show leadership in your job?	(GB 2, 3, 5,7)	Being present to observe student interactions on the day to monitor if outcomes are being met.	Student and employer surveys before and after to ascertain the impact of the event done via survey monkey with results collated by CL and used to plan future events.
		Three careers assemblies delivered by careers	(GB 2)	Planning dates with head teacher to ensure	Quick quiz at the end of the assembly to assess student

		<p>leader focusing on key employability skills</p> <p>Department specific careers talk arranged by HoD to look at possible career paths available in different subject areas</p> <p>Futures in 15 Weekly Interviews with Employers and Employees delivered through Google Classroom and in Extended Period 1/form time</p>	<p>(GB 2 and 4)</p> <p>(GB 2,4 and 5)</p>	<p>assembly can be arranged at an appropriate time in the school year</p> <p>Each HoD to plan a careers talk and book in by October ½ term for at least one year group. Plans to be submitted to CL</p> <p>Careers Leads to monitor views on YouTube videos</p>	<p>understanding of material covered</p> <p>Short interviews by CL with selected students after the event</p> <p>Careers Leads to receive questionnaires from students and staff for feedback on videos/success</p>
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Year 8

Careers Focus	Measurable Outcomes	Activities	GB/CDI Framework reference (optional)	Monitoring	Evaluation
Which skills do I need for the workplace and how can I develop them?	Students are able to articulate at least 5 "soft skills" required for the workplace and have developed an awareness of how to practice these in their everyday life through Pixl Edge lessons	<p>Fortnightly Pixl edge sessions focusing on 3 key characteristics: Leadership, resilience, and organisation and how these can be used in the workplace as well as specific information about progression routes. We will focus on a number of case studies where students can gain LMI about various different professions eg. through use of I could videos</p> <p>Usually a trip to Kidzania or another workplace visit where students can gain an understanding of a</p>	<p>(GB 2 and 4)</p> <p>(GB 2,5 and 6)</p>	<p>Learning walks to ensure outcomes of lessons are being met and Checking to see if all Pixl activities have been completed</p> <p>Being present to observe student interactions on the day to monitor if</p>	<p>Survey at the beginning and end of the year to see the differences in student attitudes and knowledge before and after the programme</p> <p>Student and employer surveys before and after to ascertain the impact of the event done via survey</p>

	<p>specific workplace and gain an insight into progression routes into different careers</p> <p>Attendance at whole school careers fair enabling students to meet a range of employers, and higher/further education providers. Students focus on speaking to employers about the key competencies they have learnt about eg. How do you show leadership in your job?</p> <p>Three careers assemblies delivered by careers leader focusing on ways to develop key employability skills.</p> <p>Y9 options assemblies and tutor time activities where students focus on picking GCSE options. All departments will make explicit links between studying their subject and the world of work</p> <p>Department specific careers talk arranged by HoD to look at possible career paths available in different subject areas</p> <p>Futures in 15 Weekly Interviews with Employers and</p>	<p>(GB 2, 3, 5,7)</p> <p>(GB 2)</p> <p>(GB 2 and 4)</p> <p>GB 2 and 4)</p> <p>(GB 2,4 and 5)</p>	<p>outcomes are being met.</p> <p>Being present to observe student interactions on the day to monitor if outcomes are being met.</p> <p>Planning dates with head teacher to ensure assembly can be arranged at an appropriate time in the school year</p> <p>HoDs to submit options booklet pages to CL to monitor that they have accurately used LMI to make links between studying their subject and the world of work</p> <p>Each HoD to plan a careers talk and book in by October ½ term for at least one year group. Plans to be submitted to CL</p> <p>Careers Leads to monitor views on YouTube videos</p>	<p>monkey with results collated by CL and used to plan future events.</p> <p>Student and employer surveys before and after to ascertain the impact of the event done via survey monkey with results collated by CL and used to plan future events.</p> <p>Quick quiz at the end of the assembly to assess student understanding of material covered</p> <p>Gain feedback from FTs to track engagement with formtime sessions . Longer term discussions with HoDs surrounding whether GCSE options choices had become more student appropriate</p> <p>Short interviews by CL with selected students after the event</p> <p>Careers Leads to receive questionnaires from students and staff for</p>
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		<p>Employees delivered through Google Classroom and in Extended Period 1/form time</p> <p>Careers advisor to hold group sessions with SEN students and those at risk of NEET, as well as high achievers about progression routes and to raise aspiration</p>	(GB 2, 3 and 8)	CA to submit list of students and registers to CL	<p>feedback on videos/success</p> <p>Feedback from CA and students via survey pre and post series of sessions</p>
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Year 9

Careers Focus	Measurable Outcomes	Activities	GB/CDI Framework reference (optional)	Monitoring	Evaluation
What is the world of work like?	Students are able to name at least 5 job sectors as well as a range of roles available in each.	<p>PSHE and tutor time sessions focusing on different job sectors</p> <p>Three careers assemblies delivered by careers leader focusing on local LMI eg. largest employers in West London. An in depth look into one sector and resources to go away and research other sectors.</p> <p>Attendance at whole school careers fair enabling students to meet a range of employers, and higher/further education providers. Students focus on speaking to employers about different employment sectors, and speak to higher</p>	<p>(GB 2)</p> <p>(GB 2)</p> <p>(GB 2, 3, 5,7)</p>	<p>Learning walks to ensure outcomes of lessons are being met</p> <p>Planning dates with head teacher to ensure assembly can be arranged at an appropriate time in the school year</p> <p>Being present to observe student interactions on the day to monitor if outcomes are being met.</p>	<p>Reference to PSHE PLCs to see that learning outcomes are met. Feedback from FTs and HOYs</p> <p>Quick quiz at the end of the assembly to assess student understanding of material covered</p> <p>Student and employer surveys before and after to ascertain the impact of the event done via survey monkey with results collated by CL and used to plan future events.</p>

		<p>education providers about routes into specific careers</p> <p>Usually access to tailored programme of monthly employer talks informed by survey of student career aspirations. Each speaker will provide an insight into their field</p> <p>Careers advisor to hold group sessions with SEN students and those at risk of NEET as well as high achievers about progression routes and to raise aspiration</p> <p>Department specific careers talk arranged by HoD to look at possible career paths available in different subject areas</p> <p>Futures in 15 Weekly Interviews with Employers and Employees delivered through Google Classroom and in Extended Period 1/form time</p>	<p>(GB 2, 3 and 5)</p> <p>(GB 2, 3 and 8)</p> <p>GB 2 and 4)</p> <p>(GB 2,4 and 5)</p>	<p>being present to observe student interactions on the day to monitor if outcomes are being met.</p> <p>CA to submit list of students and registers to CL</p> <p>Each HoD to plan a careers talk and book in by October ½ term for at least one year group. Plans to be submitted to CL</p> <p>Careers Leads to monitor views on YouTube videos</p>	<p>Informal student feedback after the talk</p> <p>Feedback from CA and students via survey pre and post series of sessions</p> <p>Short interviews by CL with selected students after the event</p> <p>Careers Leads to receive questionnaires from students and staff for feedback on videos/success</p>
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Year 10

Careers Focus	Measurable Outcomes	Activities	GB/CDI Framework reference (optional)	Monitoring	Evaluation
What do I want to do?	Students are able to build on their knowledge of the world of work and begin to	Attendance at whole school careers fair enabling students to meet a range of employers, and higher/further education providers.	(GB 2, 3, 5,7)	Being present to observe student interactions on the day to monitor if	Student and employer surveys before and after to ascertain the impact of the event done via survey monkey with results collated by CL and

<p>articulate the kinds of fields that may interest them in the future.</p>	<p>Students focus on speaking preselected employers and education providers who can help them to understand how to progress in sectors that interest them</p> <p>PSHE sessions focusing on locally available progression routes into different job sectors</p> <p>Usually access to tailored programme of monthly employer talks informed by survey of student career aspirations. Each speaker will provide an insight into their field</p> <p>Three careers assemblies delivered by careers leader focusing on post 16 routes and pathways and additional assembly by apprenticeship provider</p> <p>Targeted students (SEN and risk of NEET) met by careers advisor to discuss p16 options</p> <p>Workplace visit to a local employer</p>	<p>(GB 2.4)</p> <p>(GB 2 and 5)</p> <p>(GB2 and 7)</p> <p>(GB 3 and 8)</p> <p>(GB 5 and 6)</p>	<p>outcomes are being met.</p> <p>Learning walks to ensure outcomes of lessons are being met. Checking to see that activities have been completed</p> <p>being present to observe student interactions on the day to monitor if outcomes are being met.</p> <p>Planning in assembly dates with Headteacher and Head of KS4</p> <p>Records of student meetings kept and shared with student, FT and HoY</p> <p>Being present to observe student interactions on the day to monitor if</p>	<p>used to plan future events.</p> <p>Reference to PSHE PLCs to see that learning outcomes are met. Feedback from FTs and HOYs</p> <p>Informal student feedback after the talk</p> <p>Quick quiz at the end of assembly to check understanding</p> <p>Discussion with individual students</p> <p>Student and employer survey monkey to track progress towards learning objectives</p>
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		<p>Usually a school alumni panel focusing specifically on P16 and P18 education routes</p> <p>Usually department specific careers talk arranged by HoD to look at possible career paths available in different subject areas</p> <p>Futures in 15 Weekly Interviews with Employers and Employees delivered through Google Classroom and in Extended Period 1/form time</p> <p>Careers advisor to hold group sessions with SEN students and those at risk of NEET as well as high achievers about progression routes and to raise aspiration</p>	<p>(GB 2 and 3)</p> <p>(GB 2 and 4)</p> <p>(GB 2,4 and 5)</p> <p>(GB 2, 3 and 8)</p>	<p>outcomes are being met.</p> <p>Being present to observe student interactions on the day to monitor if outcomes are being met. Each HoD to plan a careers talk and book in by October ½ term for at least one year group. Plans to be submitted to CL</p> <p>Careers Leads to monitor views on YouTube videos</p> <p>CA to submit list of students and registers to CL</p>	<p>Informal student survey after the panel</p> <p>Short interviews by CL with selected students after the event</p> <p>Careers Leads to receive questionnaires from students and staff for feedback on videos/success</p> <p>Feedback from CA and students via survey pre and post series of sessions</p>
Year 11					
Careers Focus	Measurable Outcomes	Activities	GB/CDI Framework reference (optional)	Monitoring	Evaluation
How can I achieve what I want to do?	Students start to develop an action plan to help them achieve their career goals, with a focus on P16 options	Y11 Subject fair- students meet teachers to discuss A level and Btech courses available to study at the school	(GB 3 and 7)	HoDs to produce and provide CL with resources linking P16 study routes in their subject to higher education and	Feedback from HoDs regarding A level and Btech course recruitment. Analysis of P18 destination data

		PSHE sessions focusing on locally available progression routes into different job sectors	(GB 2,4)	careers opportunities Learning walks to ensure outcomes of lessons are being met. Checking to see that activities have been completed	Reference to PSHE PLCs to see that learning outcomes are met. Feedback from FTs and HOYs
		Access to tailored programme of monthly employer talks informed by survey of student career aspirations. Each speaker will provide an insight into their field	(GB 2 and 5)	being present to observe student interactions on the day to monitor if outcomes are being met.	Informal student feedback after the talk
		Careers assembly delivered by careers leader focusing on post 16 routes and practical steps to be taking in Y11 to support chosen route	(GB 1, 2 and 3)	Planning in assembly dates with Headteacher and Head of KS4	Analysis of p16 destination data
		Targeted students (SEN and risk of NEET) met by careers advisor to discuss p16 options	(GB 3 and 8)	Records of student meetings kept and shared with student, FT and HoY	Discussion with individual students
		Department specific careers talk arranged by HoD to look at possible career paths available in different subject areas	(GB 2 and 4)	Being present to observe student interactions on the day to monitor if outcomes are being met.	Short interviews by CL with selected students after the event
		Futures in 15 Weekly Interviews with Employers and Employees delivered through Google Classroom and in	(GB 2,4 and 5)	Careers Leads to monitor views on YouTube videos	Careers Leads to receive questionnaires from students and staff for

		<p>Extended Period 1/form time</p> <p>Three careers assemblies delivered by careers leader focusing on post 16 routes and pathways and additional assembly by apprenticeship provider</p> <p>Careers advisor to hold group sessions with SEN students and those at risk of NEET as well as high achievers about progression routes and to raise aspiration</p>	<p>(GB2 and 7)</p> <p>(GB 2, 3 and 8)</p>	<p>Planning in assembly dates with Headteacher and Head of KS4</p> <p>CA to submit list of students and registers to CL</p>	<p>feedback on videos/success</p> <p>Quick quiz at the end of assembly to check understanding</p> <p>Feedback from CA and students via survey pre and post series of sessions</p>
Year 12					
Careers Focus	Measurable Outcomes	Activities	GB/CDI Framework reference (optional)	Monitoring	Evaluation
Where do I go from here?	Students will be able to clearly articulate their ideas for FE and P18	<p>Attendance at whole school careers fair enabling students to meet a range of employers, and higher/further education providers. Students focus on speaking preselected employers and education providers</p> <p>PSHE and tutor time sessions focusing on different p18 options. Students to complete P18 options action plan</p> <p>Access to tailored programme of weekly employer talks</p>	<p>(GB 2, 3, 5,7)</p> <p>(GB 2,4)</p> <p>(GB 2,5)</p>	<p>being present to observe student interactions on the day to monitor if outcomes are being met.</p> <p>Learning walks to ensure outcomes of lessons are being met</p> <p>Collation and moderation of</p>	<p>Student and employer surveys before and after to ascertain the impact of the event done via survey monkey with results collated by CL and used to plan future events.</p> <p>Survey at the beginning and end of the year to see the differences in student attitudes and knowledge before and after the programme as well as survey of student careers aspirations</p>

		<p>informed by survey of student career aspirations</p> <p>Careers assembly delivered by careers leader and Careers advisor focusing on P18 options</p> <p>Drop in 1:1 sessions offered to students with school careers advisor</p> <p>P18 progression fair- students are able to speak to a range of higher and further education providers</p> <p>Mock interview drop down day</p> <p><u>Workplace visit/</u> experience of workplaces</p> <p>Department specific careers talk arranged by HoD to look at possible career</p>	<p>(GB2 and 3)</p> <p>(GB 2 and 8)</p> <p>(GB,7)</p> <p>(GB 5)</p> <p>(GB 5 and 6)</p> <p>(GB 2 and 4)</p>	<p>student action plans</p> <p>being present to observe student interactions on the day to monitor if outcomes are being met.</p> <p>Planning in assembly with headteacher and KS5 head</p> <p>Records of student meetings kept and shared with student, FT and HoY</p> <p>being present to observe student interactions on the day to monitor if outcomes are being met.</p> <p>Meeting with business volunteers to make sure that learning outcomes are aligned. Student feedback notes kept by CL</p> <p>Tracking student placements and chasing up students without</p>	<p>Student surveys before and after to ascertain the impact of the talk</p> <p>Quick quiz at the end of the assembly to assess student understanding of material covered</p> <p>Student surveys and liaising with careers advisor</p> <p>Student and employer surveys before and after to ascertain the impact of the event done via survey monkey with results collated by CL and used to plan future events.</p> <p>Student and employer surveys before and after to ascertain the impact of the event</p> <p>Student surveys before and after to ascertain the impact of the event. Students required to complete evaluation presentation</p> <p>Short interviews by CL with selected students after the event</p>
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		paths available in different subject areas		relevant placements, putting in interventions for them	
		Futures in 15 Weekly Interviews with Employers and Employees delivered through Google Classroom and in Extended Period 1/form time	(GB 2,4 and 5)	Each HoD to plan a careers talk and book in by October ½ term for at least one year group. Plans to be submitted to CL	Careers Leads to receive questionnaires from students and staff for feedback on videos/success
		Specialised group sessions with Ealing Connexions/WES on areas such as medicine/dentistry/veterinary/Oxbridge including weekly Open Doors (Oxbridge) preparation	(GB 1,3, 7, and 8)	Careers Leads to monitor views on YouTube videos	Open Doors Feedback Surveys and Staff Surveys on participation in class
		Continued updates of relevant LBI on Year 12 Google Classroom and Career Opportunities	(GB 2, 3, 5, 6, 7))	Post 16 Careers Lead to monitor Open Doors, Clare Rodway to monitor extra group sessions)	Evaluate efficiency of time spent on this
				Finding a system to monitor uptake	

Year 13

Careers Focus	Measurable Outcomes	Activities	GB/CDI Framework reference (optional)	Monitoring	Evaluation
What do I do when I get there?	Students are able to articulate how to get the most out of their P18	PSHE and tutor time sessions focusing on how to achieve action plan set out in Y12	(GB 2 and4)	Learning walks to ensure outcomes of lessons are being met. Tracking of	Use of P18 destination data to ascertain whether PSHE programme action planning has

<p>study and how this can best prepare them for their chosen career path</p>	<p>Access to tailored programme of monthly employer talks informed by survey of student career aspirations</p> <p>Careers assembly delivered by careers leader and Careers advisor focusing on practical actions that need to be completed to help with university applications</p> <p>Drop in 1:1 sessions offered to students with school careers advisor</p> <p>Advertising university open days and encouraging students to attend</p> <p>School alumni panel focusing on university/ apprenticeship experiences and how these can help with employment</p> <p>Department specific careers talk arranged by HoD to look at possible career paths available in different subject areas</p> <p>Futures in 15 Weekly Interviews with Employers and</p>	<p>(GB 2,5)</p> <p>(GB2 and 3)</p> <p>(GB 2and 8)</p> <p>(GB 7)</p> <p>(GB 2 and 5)</p> <p>(GB 2 and 4)</p>	<p>student progress against action plan by FT</p> <p>being present to observe student interactions on the day to monitor if outcomes are being met.</p> <p>Planning in assembly with headteacher and KS5 head</p> <p>Records of student meetings kept and shared with student, FT and HoY</p> <p>Record kept of open days attended</p> <p>Present to ensure learning outcomes are met</p> <p>Each HoD to plan a careers talk and book in by October ½ term for at least one year group. Plans to be submitted to CL</p>	<p>been successful in reducing number of NEET students</p> <p>Student surveys before and after to ascertain the impact of the talk</p> <p>Quick quiz at the end of the assembly to assess student understanding of material covered</p> <p>Student surveys and liaising with careers advisor</p> <p>Use of P18 destination data</p> <p>Informal student and alumni survey</p> <p>Short interviews by CL with selected students after the event</p>
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	<p>Employees delivered through Google Classroom and in Extended Period 1/form time</p> <p>Continued updates of relevant LBI on Year 12 Google Classroom and Career Opportunities</p>	<p>(GB 2,4 and 5)</p> <p>(GB 2, 3, 5, 6, 7))</p>	<p>Careers Leads to monitor views on YouTube videos</p> <p>Finding a system to monitor uptake</p>	<p>Careers Leads to receive questionnaires from students and staff for feedback on videos/success</p> <p>Evaluate efficiency of time spent on this</p>
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3 Year Staff Careers CPD Plan

As stated previously, it is the responsibility of all members of staff to contribute to the provision of careers guidance across the school. In order to achieve this, staff CPD is integral. The plan for careers related CPD is detailed below.

Overall Objectives 2020-2021

- All staff are aware of the Gatsby Benchmarks – complete
- HoDs are aware of what is needed to fulfil benchmark 4 – complete
- Designated careers champions in departments who are beginning to understand the links between their subject and the wider world – complete

CPD method	Audience	Delivered by	Date	Evaluation
Basic information about GB shared on VLE, in newsletter and in briefing	All staff	CL	September 2020	Informal Conversations with staff
HoDs meeting about what is required for benchmark 4	HoDs and Assistant Head teacher	CL and maybe EA?	Autumn term 2020	Quiz at end to check understanding
NQT CPD session about Gatsby Benchmarks and an intro to considering benchmark 4 in lesson planning	NQTs and Teach first	CL	By summer 2021	Informal Conversations with NQTs and mentors

Overall Objectives 2021-2022

- All subject teachers are aware of ways to embed careers into the curriculum - complete
- HoDs are making explicit links in their curriculum to careers and employability – complete
- Designated careers champions in departments are starting to develop a network of contacts who can help with subject specific careers education – in progress

CPD method	Audience	Delivered by	Date	Evaluation
INSET CPD about GB4 providing practical strategies about how to incorporate this in lessons	All staff	CL	September 2021	Feedback from staff and students
HoDs meeting about how to make specific links in curriculum plans and SOWs to careers	HoDs and Assistant Head teacher	CL and maybe lead practitioner?	Autumn term 2021	CL to look over SOWs
Meeting with Careers champions about the importance of developing an external network and time to share contacts/ look at resources like Speakers for Schools	Departmental careers champions	CL/CA	By Spring term 2022	Evidence of arranged events through developed network
NQT CPD session about Gatsby Benchmarks and an intro to considering benchmark 4 in lesson planning	NQTs and Teach first	CL	By summer 2021	Informal Conversations with NQTs and mentors

Overall Objectives 2022-2023

- All subject teachers are embedding careers into their lessons
- HoDs are monitoring teams to ensure that careers is being embedded into the curriculum
- Designated careers champions in departments are arranging careers events for students in their subject area

CPD method	Audience	Delivered by	Date	Evaluation
INSET CPD about GB4 providing practical strategies about	All staff	CL	September 2022	Feedback from staff and students

how to incorporate this in lessons and feedback on how this has gone in the past year				
HoDs meeting about how careers should be embedded into the curriculum and how to monitor and support colleagues with this	HoDs and Assistant Head teacher	CL and maybe lead practitioner?	Autumn term 2022	CL and HoDs to conduct learning walks
Meeting with Careers champions about how to plan careers events	Departmental careers champions	CL	By Spring term 2022	Attendance at careers events
NQT CPD session about Gatsby Benchmarks and an intro to considering benchmark 4 in lesson planning	NQTs and Teach first	CL	By summer 2021	Informal Conversations with NQTs and mentors

Detailed Action Plan for 2021-2022

The plans detailed in this careers strategy are rightly ambitious and far reaching. As such detailed planning is required to ensure that the strategic objectives are met in a timely manner. See below for the 2021-2021 Careers Action Plan

Strategic objective	Milestones	Action/Activity	Action owner (who is responsible)	Deadline	Resources required	Status/Progress	Last updated
Ensure that all students have at least one encounter with an employer each year and two experiences of workplaces before leaving Greenford High School	All students will have at least one encounter with an employer	Arrange after school or lunchtime talks with speakers and advertise to students	CL and HoDs	ongoing	Employer database	In Progress	April 2022
		Schedule assemblies for National Careers Week and every term	CL and SLT	Dec 2021	NA	Completed	April 2022
		Work with SLT and Ealing Connexions to plan in a whole school careers fair	SLT, CL Ealing connexions	Dec 2021	Cost of careers fair Students resources catering	In Progress	April 2022
	An external database of employer contacts will	Speak to staff about any contacts they have who would be willing to speak to students	CL	Sept 2021	VLE	Completed	April 2022

	have been set up	Set up and monitor database using excel	CL	Oct 2020	Excel	Completed	April 2022
		Populate the database using staff contacts and research	CL and all staff	ongoing		Completed	April 2022
2. Ensure that all teachers are able to share with confidence how curriculum learning in their subject links to future pathways and relay this consistently to students	Heads of department will be aware of Benchmark 4 and what is required of them. They are able to share this information with their teams.	CPD session with HoDs explaining benchmark 4 and what is required of HoDs	CL and SLT	Feb 2022		Completed	April 2022
		Meeting time arranged so that HoDs can disseminate information to their teams	SLT	April 2022		Completed	April 2022
		Nomination of a "careers champion" in each department who can help to drive forward this agenda	HoDs	July 2021		Completed	April 2022
	Departments will have shared labour market information with students through subject specific displays which are present in all subject areas	Discussions with HoDs/ careers champions about what to include in LMI displays	CL	July 2021		Completed	April 2022
		Meeting time/gained time dedicated to complete displays	HODs	July 2021		Completed	April 2022
		Monitoring of displays completed by CL	CL and HoDs	July 2021		Completed	April 2022

3. Ensure that all students have access to up to date labour market information through a number of channels: VLE, school displays, discussions with career advisor and Form Tutors, and are confident in using this to inform their choices.	KS3 students will have been given up to date labour market information through displays around the school and through the student VLE	CL to update the student VLE an external website so that it contains reliable LMI	CL	July 2022		completed	April 2022
		CL to update the internal student VLE with recent LMI information	CL	Ongoing updates		In progress	April 2022
	The Pixl Edge curriculum will have been updated so it provides KS3 students with LMI and employability skills	Update Y7 lessons	CL and SON	July 2022		In progress	April 2022
		Update Y8 lessons	CL and SON	July 2022		In progress	April 2022

This strategy has aimed to outline the current careers education provision at Greenford High School and give a detailed look at our plans for the development of this provision over the next few years. This work will be completed collectively as a school and with reference to our vision and statement of intent. Our aim is to use this planning to maintain and develop this provision for the benefit of all our students.