

Careers Strategy

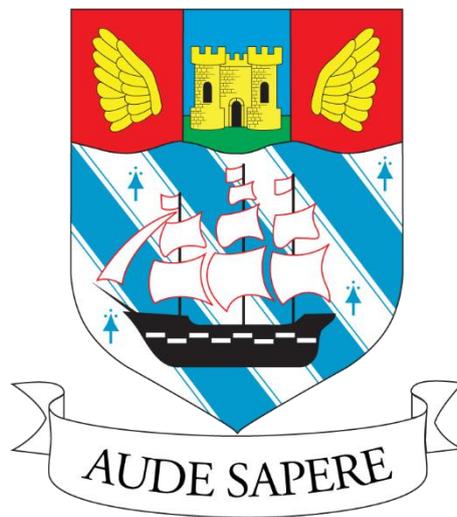
Torquay Girls' Grammar School

2020 to 2023

Careers Leader: Gordon Neighbour FGS

Assistant Careers Leader: Sandra Rolfe

September 2020



Careers Strategy

Document Title: Careers Strategy

Date: September 2020

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Person(s) Responsible: Class Teachers

Heads of Curriculum Departments

Pastoral Support Staff

Careers Leader: Mr Gordon Neighbour FGS

Assistant Careers Leader: Mrs Sandra Rolfe

SLT CEIAG Link: Mr James Gregory

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CEIAG Governor: Mrs Suzy Wright (Careers and Enterprise Company)

Enterprise Coordinator: Mrs Claire Coulston (Heart of the South West Careers Hub)

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Introduction

Torquay Girls' Grammar School has a crucial role to play in preparing students for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all students' entitlement and learning here at the school to aid their personal development.

Through a planned careers education programme, we are committed to providing the appropriate activities and experiences to enable students to make informed decisions and successful transitions in life and work.

We support students in preparing for their preferred pathway whether that is to continue with further education, employment or training. We have a person-centred approach to student outcomes through our CEIAG programme which is available for students, parents and employers via the school website.

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

CEIAG is provided to all students who are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with a wide range of opportunities and diversity is celebrated

Torquay Girls' Grammar School is committed to providing all its students with a programme of careers education, information, advice and guidance (CEIAG). The school's work is informed by current government guidelines and recommendations and other relevant guidance.

Aims of the Careers Department

- To contribute to strategies for raising achievement, especially by increasing motivation;
- To support inclusion, challenge stereotyping and promote equality of opportunity;
- To encourage participation in continued learning including Higher Education and Further Education, Apprenticeships and Training ;
- To develop Enterprise and Employment skills;
- To minimize Not Employed in Education or Training (NEET) figures and drop-out from courses in education and training;
- To contribute to the economic prosperity of individuals and communities;
- To meet the needs of all our students through appropriate differentiation;
- To raise awareness of the Local Market Information and local and national skills gaps;
- To focus students on their future aspirations;
- To involve parents and carers in key decisions concerning careers and progression.

Terminology

There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- **Careers education** is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience (both real-time and virtual) and other forms of work-related learning.
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- **Careers information** is the provision of information and resources about courses, occupations and career paths.
- **Careers advice** is more in-depth explanation of information and how to access and use information.
- **Careers guidance** or **careers counselling** is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Vision

To ensure students, their parents or guardians, are informed and prepared to achieve aspirational next steps into further learning and the world of work.

Strategic Objectives:

- All students, parent carers and teachers have access to careers information, advice and guidance;
- All students are accessing and engaged in a meaningful and developmental careers education curriculum programme;
- All students' transition to a variety of destinations that match their aspirations and ambitions.

The strategy sets out where Torquay Girls' Grammar School is currently, using the Gatsby Benchmarks to explore what we currently do and what we need to do next. The strategy goes on to 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.

SWOT Analysis

Strengths	Weaknesses
<p>Careers Leader has achieved CDI Level 7 in Careers Leadership</p> <p>Assistant Careers Leader has achieved CDI Level 6 in Careers Leadership</p> <p>Enterprise Advisor is keen to get involved</p> <p>Being part of the Heart of the South West LEP and being accepted as a HUB school</p> <p>Careers provision has been extended to cater for years 7-13</p> <p>Support from Enterprise Coordinator</p> <p>SLT support</p> <p>Year 10 and Sixth Form work experience</p> <p>Knowledge of the school; context, stakeholders</p> <p>Excellent relationships with stakeholders</p> <p>Very low numbers of NEETs</p>	<p>Links with employers</p> <p>Staff buy in – requirement for whole staff training.</p> <p>Careers versus exams</p> <p>Opportunities to allow CL to provide the best possible CEIAG</p> <p>Benchmark 4 - Careers incorporated into Curriculum needs to be standardised across the school</p> <p>Benchmark 5 - Encounters with employers and employees. What is meaningful?</p> <p>Benchmark 6 – Experiences of workplaces in year 7-11.</p> <p>Benchmark 7 – Experiences of Higher Education in years 7 and 8</p>
Opportunities	Threats
<p>Raise awareness amongst staff</p> <p>Being a HUB school within the Heart of the South West LEP</p> <p>Being able to work with other schools to share good practice</p> <p>Developing partnerships with ALL Stakeholders</p> <p>Learning by doing and building on Experience</p> <p>Working with local agencies to promote links</p> <p>More apprenticeship opportunities available</p> <p>More links to business and curriculum Areas</p> <p>Teachers to celebrate CEIAG in their Classrooms</p> <p>Achieve ALL benchmarks</p>	<p>Government changing the boundaries/focus on CEIAG</p> <p>Ofsted – how consistently are they grading CEIAG</p> <p>Changing mind sets of external stakeholders in an area of high deprivation</p> <p>Funding issues affecting academic curriculum</p> <p>Covid-19 - Effects on Local & National Economy may mean fewer opportunities available for students</p>

What is happening currently

Gatsby Benchmark	What we currently do	Areas to develop
<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 students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • We have a named Careers Leader (Level 7) and an Assistant Careers Leader (Level 6). • Strong links to the community including local businesses and employers. Pupils experience contact with employers through the work experience programme and the lunchtime careers programme. • Established links with the HoTSW Careers Hub to identify opportunities. • Access to an independent careers advisor for all students who works with individual students throughout the year offering impartial advice and guidance. • Links with ASK exploring Apprenticeships and Supported Internships. • We have an Enterprise Advisor to support out work with local businesses. • We have a good understanding of our destination data and how we are working to ensure students transition to their preferred transition destination. • Termly evaluations of the careers provision in conjunction with our Enterprise Coordinator. 	<ul style="list-style-type: none"> • Continue to evaluate progress against all 8 areas of the Gatsby Benchmarks. • Ensure all teaching staff are aware of the careers strategy. • Continue to formalise the links with employers and businesses to have a strategic approach to their engagement. • Ensure that the schools' approach to Enterprise Education is known and understood. Develop an enterprise brand to promote the work of the students. • Develop the Careers Programme and Careers Education Framework. • Continue to update the school website and to treat the careers section as a "live" and evolving document. • Develop a shortened student-friendly version so that students understand what to expect from their careers programme. • The Careers Strategy and Programme to be shared and approved by the board of governors and has the explicit backing of the senior leadership team. • Establish a clear model of all-through layers of work experience/work related learning throughout the key stages. • Continue to model the tracking method of Destination Data, tracking for three years post-leaving. • Monitor and evaluate student's engagement with the careers programme. • Incorporate careers themes in all subject areas. • Staff CPD. • Dates for careers specific learning to continue to be added to the whole school calendar.

Gatsby Benchmark	What we currently do	Areas to develop
<p>2. Learning from career and labour market information</p> <p>Every student, 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.</p>	<ul style="list-style-type: none"> • Links to local industries and employers have been established with the support of our Enterprise Advisor. • Formal links with Universities and Institutes of Higher Education have been established. • Pupil, staff and parents have the opportunity to attend careers events. • A range of electronic resources are stored on the schools SharePoint site and via the schools Careers Website. • We actively encourage employer visits. • Future options are fully discussed during mentoring meetings so that steps can be put into place to meet the aspirations. • Information is communicated to students and parents regarding the Government Shortage Occupation List. 	<ul style="list-style-type: none"> • Create a career display boards in all curriculum areas. • Establish Careers Champions in all curriculum areas (1 member of staff and 2 students). • Arrange Job Coach training to effectively utilised students' experience of the world of work. • Continue to establish a range of careers resources and make them available for students. • Develop a bank of physical teaching and learning resources accessible to all teaching staff. • Promote the latest LMI to students and parents' and use this information to shape our careers education lessons. • Update the website to include a range of links accessible and useful to students and parents. • Support put in place to make students and parents more aware of the career's opportunities available via the Government Shortage Occupation List. • To actively encourage further employer visits (at the curriculum department level) and further encourage workplace visits. • Continue to develop and amend the Careers Programme in the light of new information and opportunities e.g. T-levels.

Gatsby Benchmark	What we currently do	Areas to develop
<p>3. Addressing the needs of each student</p> <p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • We challenge students' stereotypical thinking. • As a school, our position is the "Aspirational outcomes" for all. • We keep record of students' experiences of careers and enterprise activities. • We also keep records of Destination Data that allows us to identify areas for development. • We review the Higher Education Destinations each year to monitor patterns and to develop our programme going forward. • We have an established support programme for those students looking at a Health Care Sector Career. • Career Education lessons are taught from Key Stage 3 using our tailored curriculum. • Session plans and resources are differentiated based on the needs of students. • A newsletter is sent out weekly for KS5 students communicating relevant careers opportunities. • Two careers noticeboards are maintained and regularly updated with relevant information for all students. • An electronic careers noticeboard has been setup for rapid communication of careers opportunities. • A SharePoint Careers News page has been established for all students to find out about opportunities. • We run a Speed Careers Networking event prior to options evening in Year 9, allowing students to experience a variety of different careers opportunities. • Destinations are reviewed and provision is amended in light of patterns identified. 	<ul style="list-style-type: none"> • Continue to develop student use of Unifrog, so that students can documents their individual skills, abilities, interests, aspirations, and needs in relation to employment. • Embed and deliver the Skills Builder programme as a way of measuring pupil progress performance. • Develop a method of tracking pupils' progress through the new Careers Education Framework. • Continue to develop and diversify the destination data so that students transition to a variety of destinations to meet their long-term aspirations. • To establish a newsletter for parents and students that will be published on the school website.

Gatsby Benchmark	What we currently do	Areas to develop
<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 future career paths.</p>	<ul style="list-style-type: none"> • Links with local industries and businesses enrich the curriculum as they provide experience days and visits. • STEM projects are delivered throughout the curriculum from Year 7. • We have started to develop a Careers Education Framework with links to Skillsbuilder and Gatsby Benchmarks. 	<ul style="list-style-type: none"> • All subject leaders/Deputy Head of Curriculum need to meet with the Careers Leader and establish and communicate clear career education links in planning. • Greater careers links made during Challenge Days and other whole school events i.e. Science Week/Enrichment Weeks. • Build good relationships with employers is vital to maintain links – utilise Compass+ to build the employer network database. • Send employers a termly careers newsletters celebrating success. Invite them to awards ceremonies. • Develop a range of links with different industries so that students gain experience in different sectors. • Profile of careers to be raised through departmental meeting, strategy to be regularly shared with staff, so that everyone understands their role i.e. Twitter, Careers Newsletter i.e. staff newsletter. • Develop a careers’ working group.

Gatsby Benchmark	What we currently do	Areas to develop
<p>5. Encounters with employees and employers</p> <p>Every student 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>	<ul style="list-style-type: none"> • We have established a whole school careers fair. • Speed Careers Networking Event prior to Year 9 Options Evening. • Hosting Careers and Employment events at school. • Students from Key stage 4 and Post 16 have work placements that link to their own interests and individual aspirations. • We allow students to participate in bespoke and meaningful work experience opportunities across the academic year. • Throughout the year, we invite employers to give talks about the work they do to inspire the students. 	<ul style="list-style-type: none"> • Partnership awards hosted and organised by the school to celebrate our links with local businesses. • We need to engage with over 10+ small, medium and large businesses enabling us to offer regular and meaningful encounters with employers. • Ensure all curriculum areas have at least one encounter with an employer/employee annually and monitor and evaluate its success. • We need to re-establish our enterprise initiative to allow all of our students to contribute to its success. • Students need to have the opportunity to participate in an annual National Careers Week where they access employment-based workshops, multiple offsite visits and participate in mock interviews with employers. • Ask Parents if they or someone in their business would support with this – do call outs for particular sector areas to support identified objectives such as Engineering, Creative roles. • Arrange for students who have left the school (alumni) to return and share their experiences with our current students, particularly about their transition from education to the world of work and the impact this has had on their lives. • Arrange for former students to be able to easily link to the school via the schools LinkedIn page.

Gatsby Benchmark	What we currently do	Areas to develop
<p>6. Experiences of workplaces</p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<ul style="list-style-type: none"> • Links with local industries and businesses have started to be established in order to enrich the curriculum as they provide experience days and visits. • Students have the opportunity for attendance at careers fairs and various educational visits. • In Year 10 all students are encouraged to undertake a one-week work experience placement. • Post-16 students participate in Work Based Placements which are specific to their work / Higher Education interests. 	<ul style="list-style-type: none"> • To continue to review work experience placements and ensure students have clear objectives set and that work experience is progressive in developing key skills. • Ensure all school educational visits incorporate careers in some capacity i.e. a short talk, questionnaire, Q&A and evaluation.

Gatsby Benchmark	What we currently do	Areas to develop
<p>7. Encounters with further and higher education</p> <p>All students 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>	<ul style="list-style-type: none"> • In Year 9 students participate in a “Problem Solving” Careers Day which is run with a number of universities. • A visit to one of our local universities as part of the core offer for Key Stage 4 students • Students actively encouraged to attend Open Days. • An Oxbridge Support programme is in place to support students applying for Oxford and Cambridge. • Students are supported to enhance their skills, providing opportunities for greater responsibility, and challenge, as part of ongoing career progression and development. • Through the well-being programme students experience career coaching, careers lessons, • Students and their families are made aware of the opportunities available to them in the local area, nationally and internationally including apprenticeships, supported internships, enterprise, employment Further and Higher Education. • Annually we offer a “futures” evening for our sixth form students where they are supported in their applications to either Further or Higher Education. 	<ul style="list-style-type: none"> • Establish further opportunities especially at Key Stage 3, especially in year 7 and year 8. • Establish a partnership with South Devon College and Exeter College to make students more aware of other opportunities available to them e.g. T-levels.

Gatsby Benchmark	What we currently do	Areas to develop
<p>8. Personal guidance</p> <p>Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.</p>	<ul style="list-style-type: none"> • Students at Key Stage 4 have at least one one-to-one career meeting with an impartial advisor. • Students at Key Stage 5 have at least one one-to-one career meeting with an impartial advisor. • Unifrog is used to record Careers Interactions so that each student has a printable record of all the opportunities that they have been afforded. 	<ul style="list-style-type: none"> • Continue to develop Individual Career Development Plans. • Continue to track IAG meetings and ensure actions are implemented.

Long Term Action Plan Overview

Long-Term Strategic Objective 1: All students, parents, carers and teachers have access to careers information, advice and guidance.

Why this objective is important: Accessing and using accurate, impartial and tailored information about the different options post-16 and post-19 is vital to choosing a next step that meets the students' aspirations and is most likely to lead to a successful outcome.

Link to Benchmarks: GB1, GB2, GB3, GB4 and GB8.

What will success look like (Targets)? What do we need to achieve?

<p>Year One 2020 - 2021</p>	<ol style="list-style-type: none"> 1. Establish an annual careers fair that enables the whole school community to develop their CEIAG knowledge and understanding of service and provisions in the local area. 2. The CEIAG programme has been established. 3. Staff CPD is delivered so that all staff record any IAG interactions using Unifrog. 4. Integration of Unifrog and the Compass+ Tool data.
<p>Year Two 2021 - 2022</p>	<ol style="list-style-type: none"> 5. Positive feedback from IAG meetings using anecdotal, proformas, parent/carers/student feedback indicates the role is having positive impact. 6. Destination data is monitored and indicates that a range of IAG is being given to students & parents. 7. Develop Careers Champion responsible for ensuring subject display areas are up to date and providing relevant information to the students to enable a whole school approach to careers.
<p>Year Three 2022 - 2023</p>	<ol style="list-style-type: none"> 8. Carry out teaching staff CPD to enable them to provide informal IAG within class context that ensures impartiality. 9. Review the IAG role to establish next steps and succession planning. 10. Review IAG practice with other schools to identify next steps.

Long-Term Strategic Objective 2: All students are accessing and engaged in a meaningful and developmental Careers Education curriculum programme.

Why this objective is important: To ensure students are fully prepared for life after school and for participating in everyday life, careers education provides a platform for students to develop a wealth of transferrable skills for the world of world.

Link to Benchmarks: GB1, GB2, GB4 and GB8.

What will success look like (Targets)? What do we need to achieve?

Year One 2020 - 2021	<ol style="list-style-type: none"> 1. Whole school careers education programme is developed and shared amongst teaching staff. 2. Whole school development plan for enterprise has been produced and shared for discussion. 3. Student aspirations and destinations are now part of the language and routine at the school. 4. Skills Builder has been introduced and is being used to track progress for essential skills. 5. Written impact case studies based on destinations are visible on the school website and on display in the school. 6. Annual staff, student, parent and employer evaluations are collated and the action plan for 2021/2022 is amended accordingly.
Year Two 2021 - 2022	<ol style="list-style-type: none"> 7. Recording demonstrates the Careers Education programme is being delivered in classes. 8. Careers Leader and Assistant Careers Leader can begin Quality in Careers Standard accreditation. 9. Evaluate data to inform and introduce Medium Term Planning for the four phases which highlights opportunities for careers education delivery with links to Skills Builder. 10. Review and evaluate the enterprise education policy.
Year Three 2022 - 2023	<ol style="list-style-type: none"> 11. Data from Skillsbuilder and case studies enables us to evaluate the careers programme and establish next steps. 12. Quality in Careers Standard accreditation has been applied for. 13. Monitor and evaluation of the data for the last three years of pupil engagement in the Careers Education programme in Years 11 & 13 (for comparison). 14. In light of the above, whole careers strategy evaluation and review. Achievements highlighted and celebrated.

Long-Term Strategic Objective 3: Support students in applying for Shortage Area Careers (as defined by the Government Shortage Occupation List).

Why this objective is important: To ensure students are fully aware of all the opportunities available to them, especially those where there is a recognised shortage of female applicants e.g. engineering. This is especially important as there is a gender bias in several of these areas, such as Computer Sciences, Engineering and Geosciences (all of vital importance to the national economy), allowing for the establishment of future role models for our school.

Link to Benchmarks: GB1, GB2, GB3, GB4, GB5, GB7 and GB8.

What will success look like (Targets)? What do we need to achieve?

<p>Year One 2020 - 2021</p>	<ol style="list-style-type: none"> 1. Support programme is developed and shared amongst teaching staff. 2. Increase the number of students applying for Shortage Area Careers. 3. Careers displays highlight some of the shortage areas. 4. Contact established with local, national and international companies to support the development of these areas.
<p>Year Two 2021 - 2022</p>	<ol style="list-style-type: none"> 5. Formal delivery of the programme is put in place with support from organisations and higher education providers. 6. Skills Builder used to inform the teaching of skills to enable students to pursue careers in these areas. 7. Challenge Days supported and more closely aligned to support the delivery of an enhanced careers provision in these subject areas. 8. Review of destination data from previous year.
<p>Year Three 2022 - 2023</p>	<ol style="list-style-type: none"> 9. Strategic overview of progress with the support programmes put in place. 10. Monitor and evaluation of the data for the last three years of pupil engagement in the programme. 11. In light of the above, whole careers strategy evaluation and review. Achievements highlighted and celebrated.

Long-Term Strategic Objective 4: Support students in applying for Creative subjects.

Why this objective is important: To ensure students are fully aware of all the opportunities available to them, especially those that develop their use of a variety of creative skills in problem solving and allowing them to follow their aspirations.

Link to Benchmarks: GB1, GB2, GB3, GB4, GB5, GB7 and GB8.

What will success look like (Targets)? What do we need to achieve?

<p>Year One 2020 - 2021</p>	<ol style="list-style-type: none"> 1. Support programme is developed and shared amongst teaching staff. 2. Increase the number of students applying for Creative Subject areas. 3. Careers displays highlight the careers available in these areas. 4. Contact established with local, national and international companies to support the development of these areas.
<p>Year Two 2021 - 2022</p>	<ol style="list-style-type: none"> 5. Formal delivery of the programme is put in place with support from organisations and higher education providers. 7. Opportunities supported and more closely aligned to support the delivery of an enhanced careers provision in these subject areas. 8. Review of destination data from previous year.
<p>Year Three 2022 - 2023</p>	<ol style="list-style-type: none"> 9. Strategic overview of progress with the support programmes put in place. 10. Monitor and evaluation of the data for the last three years of pupil engagement in the programme. 11. In light of the above, whole careers strategy evaluation and review. Achievements highlighted and celebrated.

How do we know that our careers programme works and how can you help us to improve it?

We underpin our strategy with the Gatsby Benchmarks. We are committed to ensuring that students are able to pursue future career pathways that allow them to follow their aspirations and this strategy is embedded in our practices.

Government Policy

Several different resources have been used to underpin our strategy and programme including:

- **May 2019** - Education Inspection Framework Guide for Careers Leaders, School Leaders and the Enterprise Adviser Network – The Careers and Enterprise Company.
- **October 2018** – STEM skills in the Workforce - The Gatsby Foundation.
- **October 2018** - Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.
- **October 2018** – Destination data: Good practice guide for schools.
- **September 2018** - Good Career Guidance – The Gatsby Foundation.
- **December 2017** - Careers strategy: making the most of everyone’s skills and talents.
- **April 2017** - Careers guidance and inspiration in schools: statutory guidance for governing bodies, school leaders and school staff.
- **February 2017** - House of Commons Library Briefing Paper – Careers guidance in schools, colleges and universities.

This strategy has been approved by the governing body and will be reviewed every three years or in the light of new guidance from the Department for Education or Local Authority. The strategy will be monitored by the Careers Leader to ensure the activities planned are implemented through a range of monitoring and evaluation practices are used throughout.

Monitoring

- IAG guidance meetings proformas.
- IAG action plan follow-up.
- Attitude to learning surveys.
- Student/parent carers knowledge of destinations options monitored through surveys and questionnaires.
- Work experience placements.
- Careers Education Programme delivery
- Unifrog monitoring pupils engagement in the careers programme linked to the Gatsby Benchmarks throughout their time at the school.

Activity	Responsibility	Timing	Implementation
Careers Lessons	- Careers Leader - Senior Leader with responsibility for CEIAG	Ongoing through the year	- Lesson observations - Learning walks - Student voice - Work scrutiny
Careers in the Curriculum	- Senior Leader with responsibility for CEIAG - Head of Department	During departmental reviews and during observation cycles	- Lesson observations - Learning walks - Student voice - Work scrutiny
Careers event / activity in the school	- Careers Leader - SLT - Relevant school staff	During and immediately after the event / activity	- Feedback from Staff present at event / activity - Student voice - Employer / Provider Feedback - Questionnaires
Careers event / activity outside of the school	- Careers Leader - SLT - Relevant school staff	During and immediately after the event / activity	- Feedback from Staff present at event / activity - Student voice - Questionnaires - Employer / Provider Feedback - Employer Feedback on Work Experience Placements

Evaluation

- Destination data.
- Careers Event attendance and feedback.
- Work experience.
- End of year student, staff and parent carer feedback.
- Curriculum outcomes.
- National Careers Week Feedback.
- Case studies from successful students.
- Evaluation of the whole programme termly by completion of Compass+.

All stakeholders are welcome to feedback on the career's strategy and programme to the Careers Leader whose details are available on the school website.

Activity	Responsibility	Timing	Implementation
Careers Lessons	- Careers Leader - Senior Leader with responsibility for CEIAG	At the end of each carouse of teaching	- Student voice - Questionnaires
Careers in the Curriculum	- Senior Leader with responsibility for CEIAG - Heads of Department	During departmental reviews	- Departmental Student Voice - Questionnaires
Careers event / activity in the school	- Careers Leader	After the event / activity	- Feedback from Staff present at event / activity - Employer / Provider Feedback - Student voice - Questionnaires
Careers event / activity outside of the school	- Careers Leader - SLT - Relevant school staff	After the event / activity	- Feedback from Staff present at event / activity - Employer / Provider Feedback - Student voice - Questionnaires
Guidance interviews & Destination Data	- Careers Leader - Senior Leader with responsibility for CEIAG	Ongoing during the year & at end of year	- Student voice - Careers Adviser voice - Destination Data

Governing Body

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds). Our governing body is aware of its statutory duty to ensure that:

- careers guidance is presented in an impartial manner.
- careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- careers guidance given promotes the best interests of the pupils to whom it is given.
- they provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements.
- they are informed by the requirements and key principles for good careers guidance set out in the '*Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff.*' government paper dated January 2018.
- there is a curriculum link governor specifically responsible for CEIAG.
- they strategically look at destination data and outcomes of teaching and learning specific to CEIAG.
- there is supporting CPD for the designated governor and Careers Leader.

How do we communicate what we are doing?

Our careers strategy and programme is accessible on the school website. Emerging opportunities are shared on Twitter, in newsletters and via the SharePoint site. Successes are celebrated internally through displays and externally through newspapers and local magazines.

Parental Involvement

We work in partnership with parent and guardians and other agencies to ensure that students are supported holistically in their ongoing development. We do this by the use of newsletters, parents' evenings, open days, Twitter, school website and events. We share course information, open days and careers fairs to help inform the decision-making process. Useful website links are also available on our school website.

We send opportunities to parents and guardians that will enrich, enhance and add to the curriculum offered in the school, including open days, activities and events. We remind parents and guardians that we promote gender-neutral careers and request that parents and guardians do the same.

A young person's life inside and outside school needs to include opportunities that enhance their personal development and the chance to explore activities that extend their interests. We highlight these wider opportunities and encourage students to participate.

We initially start the discussions about life after school from year 7 and our detailed careers programme is available from the school website.

Strategy Approval

Signed (Careers Leader)

G. Neighbour

Signed (Head Teacher)

J. J. J. J.

Signed (on behalf of the governors)

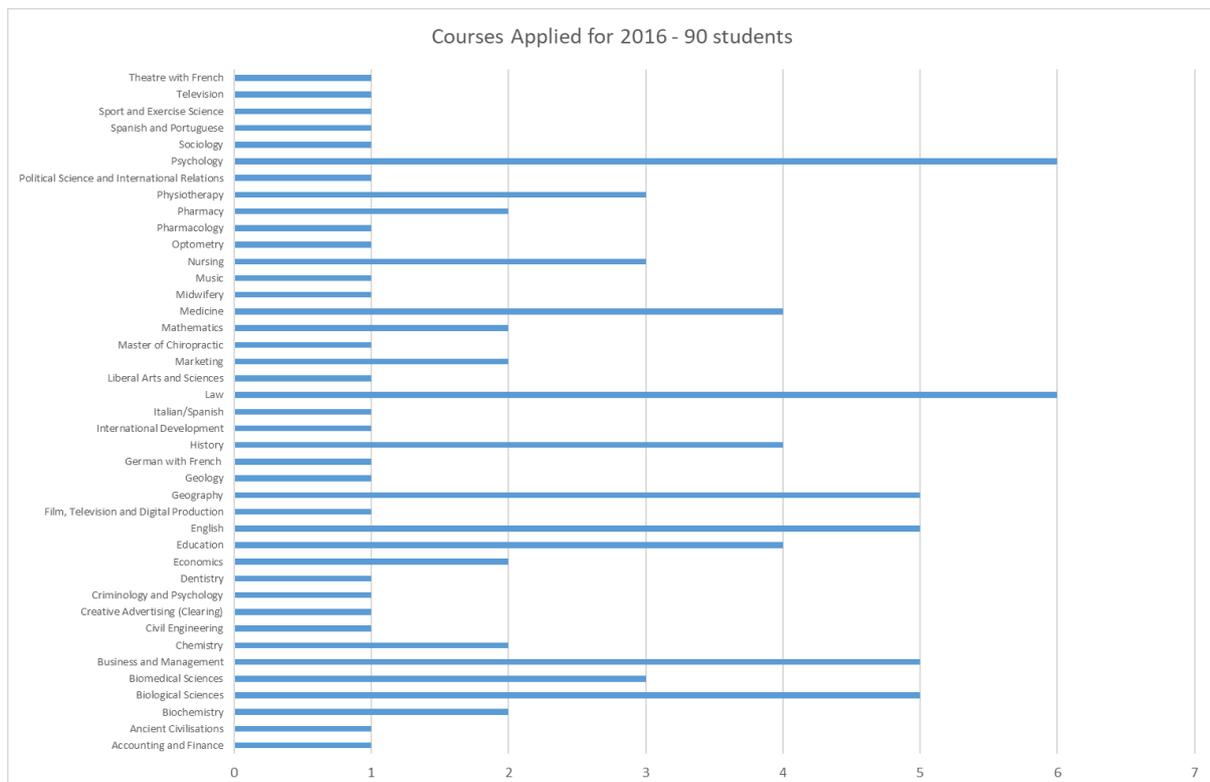
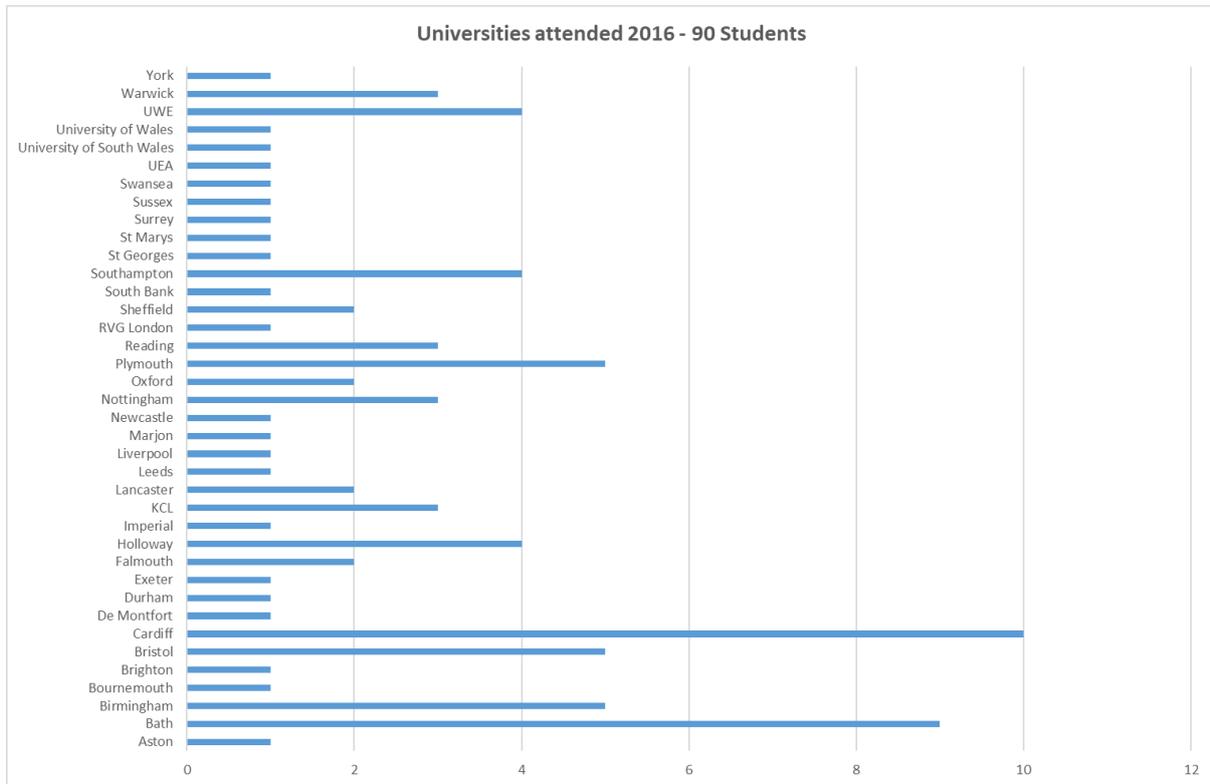
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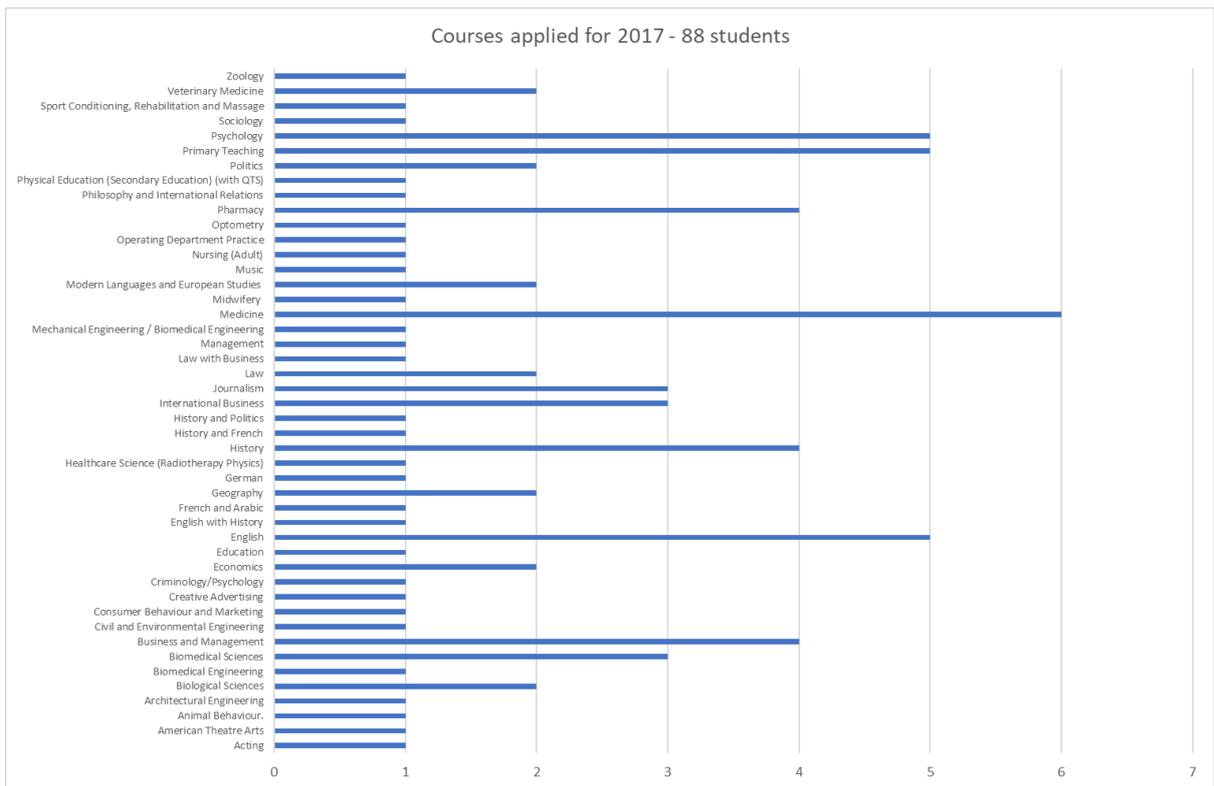
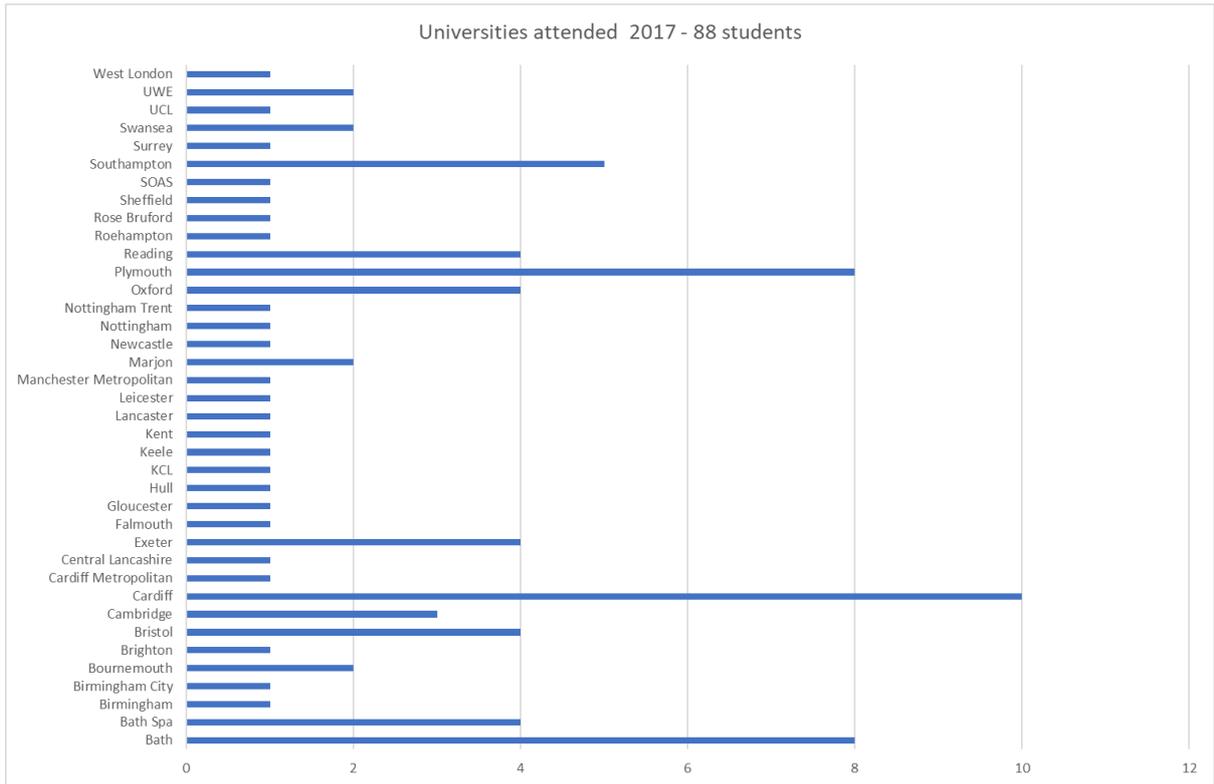
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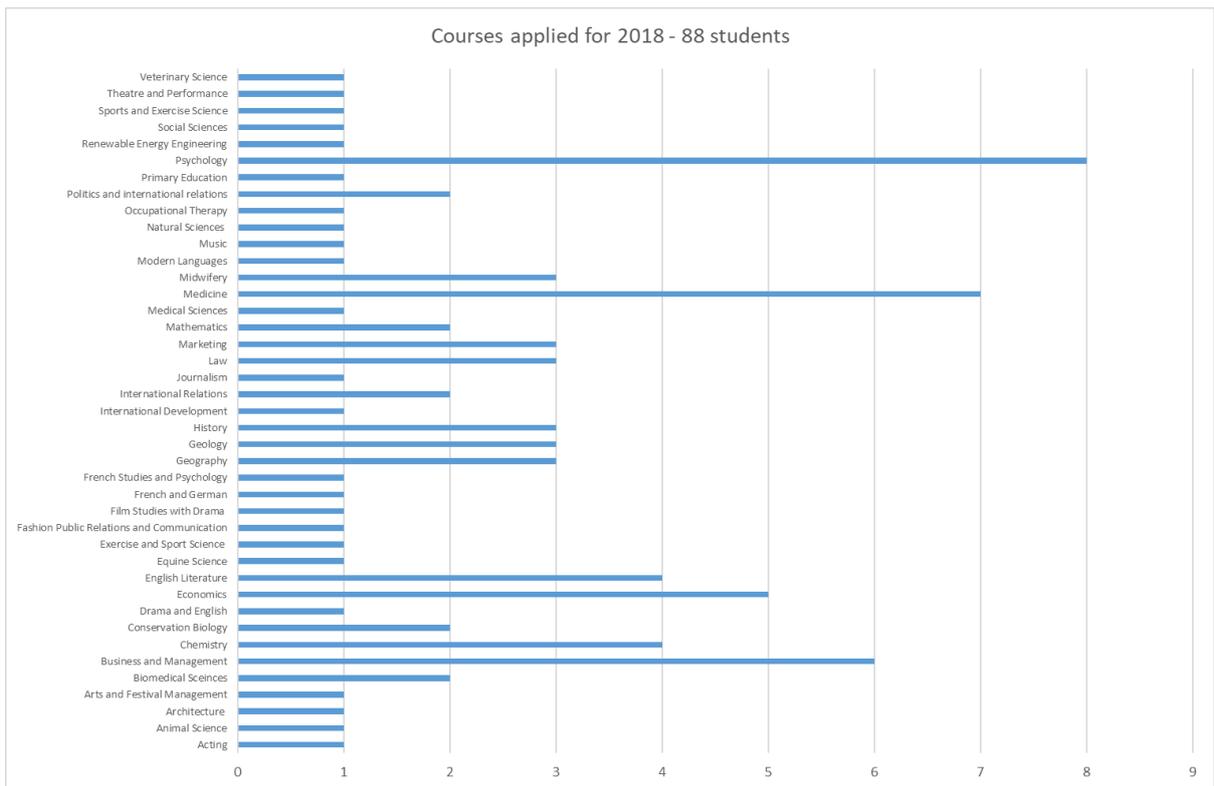
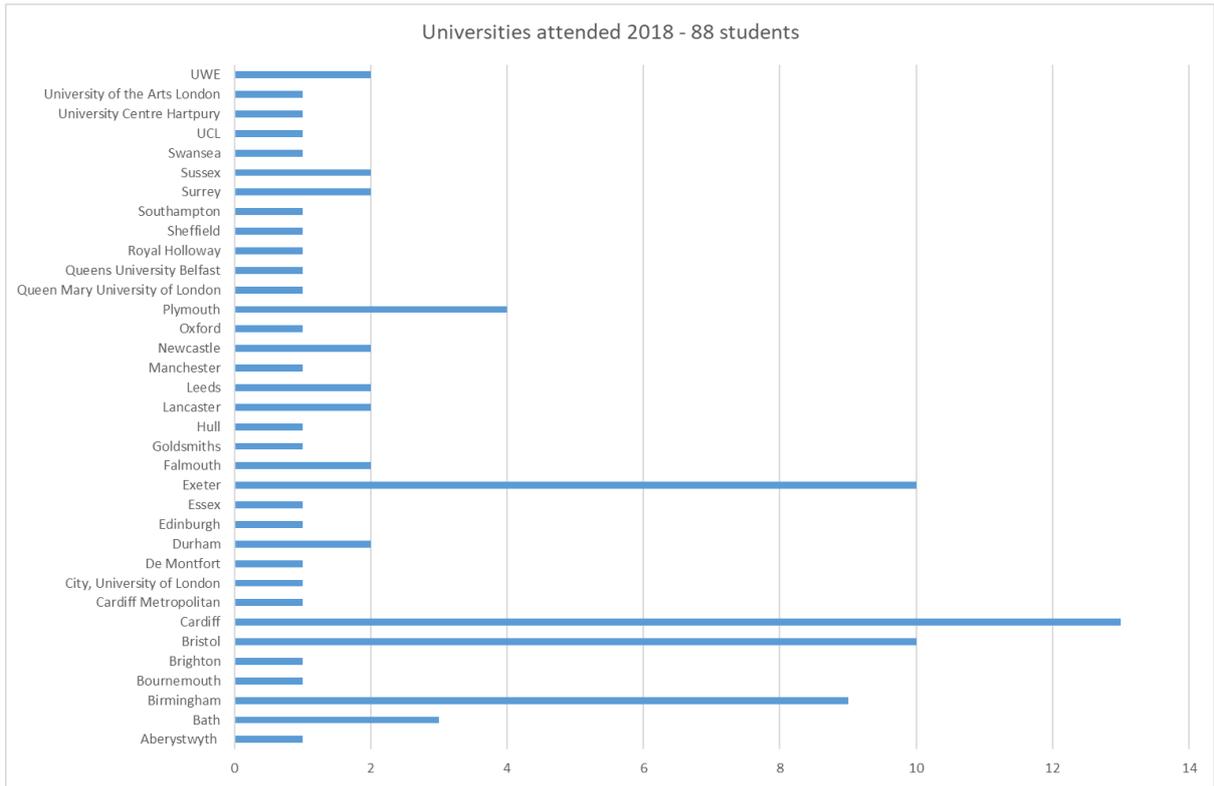
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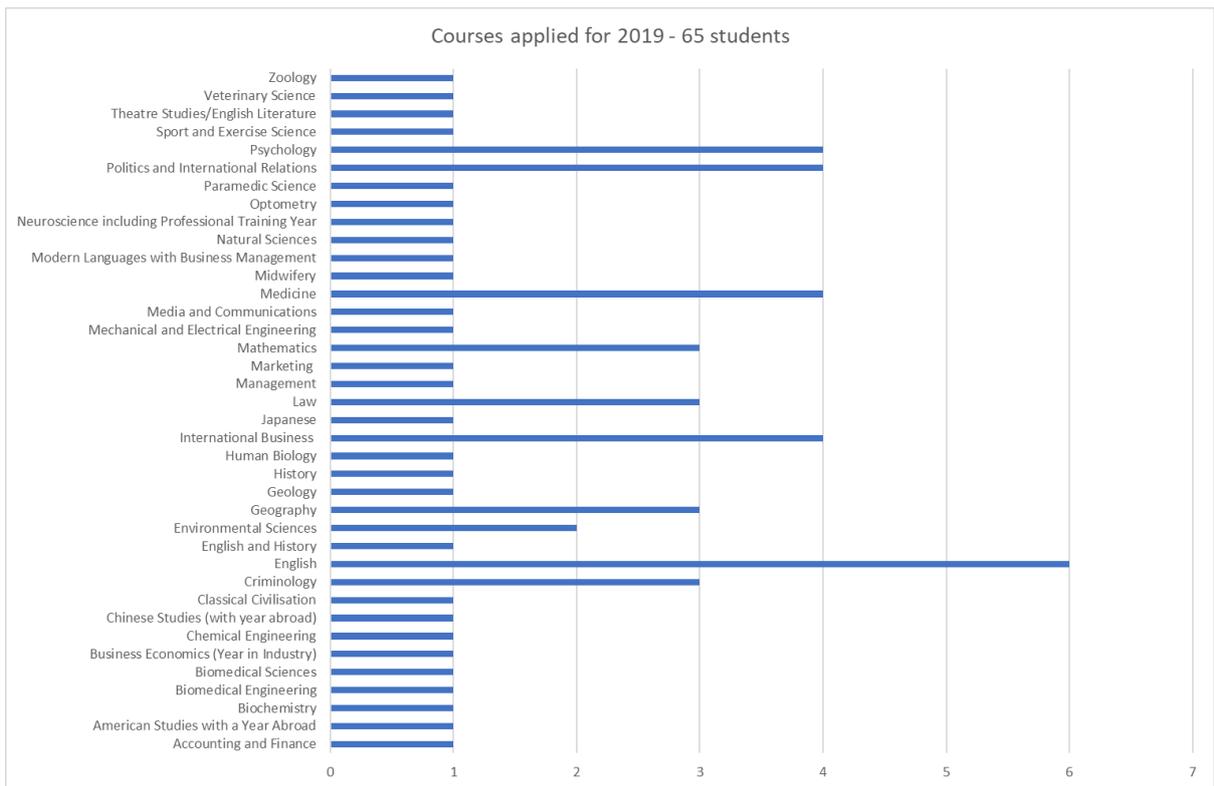
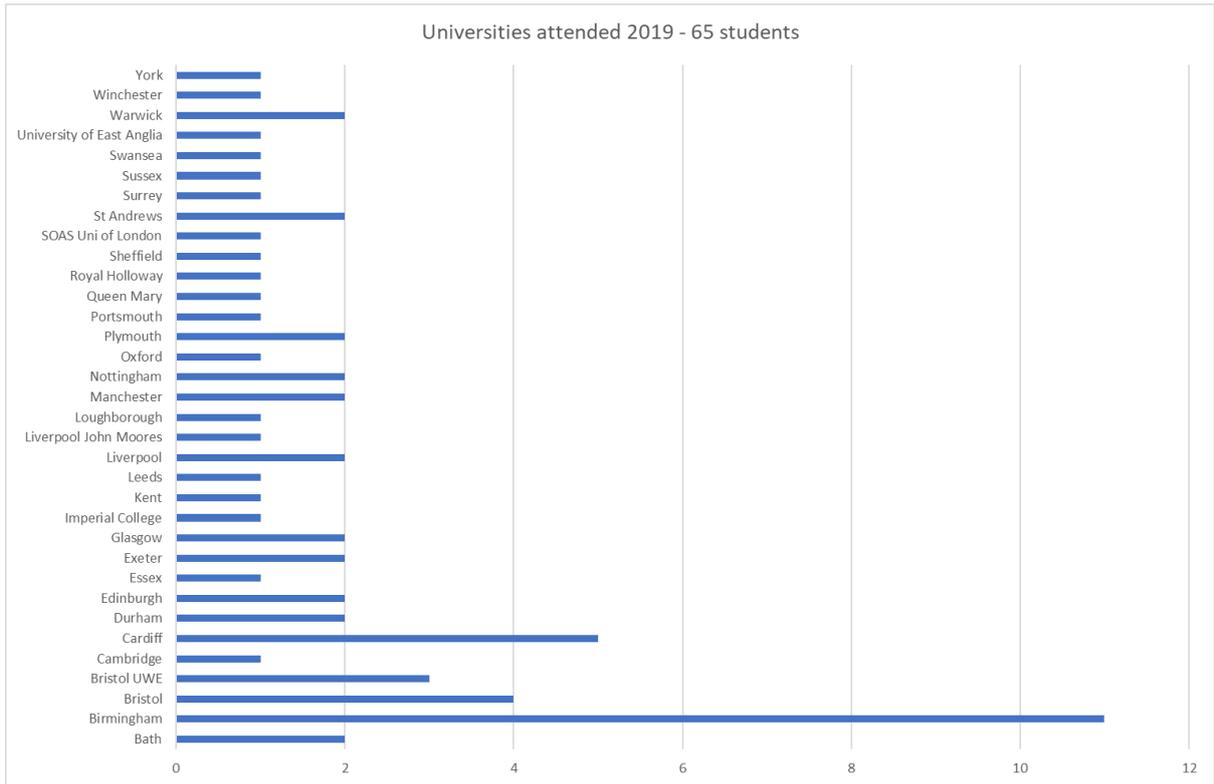
Appendices

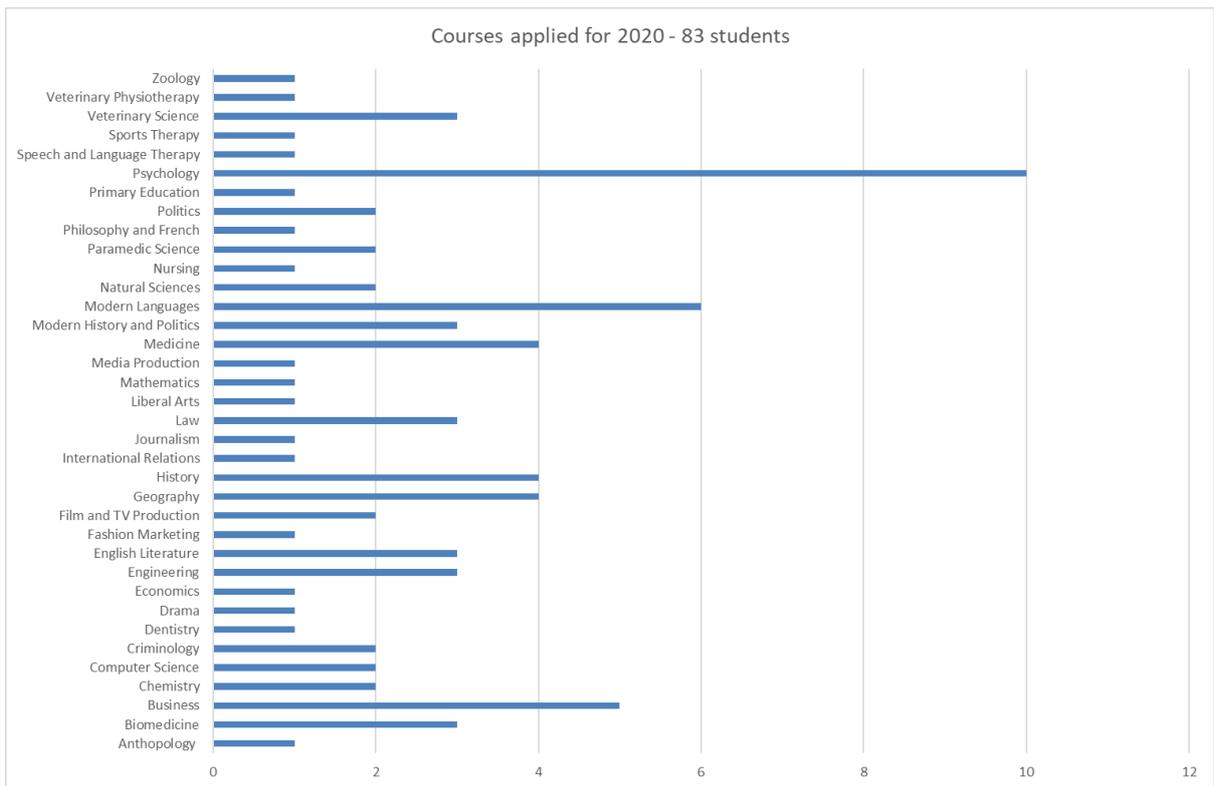
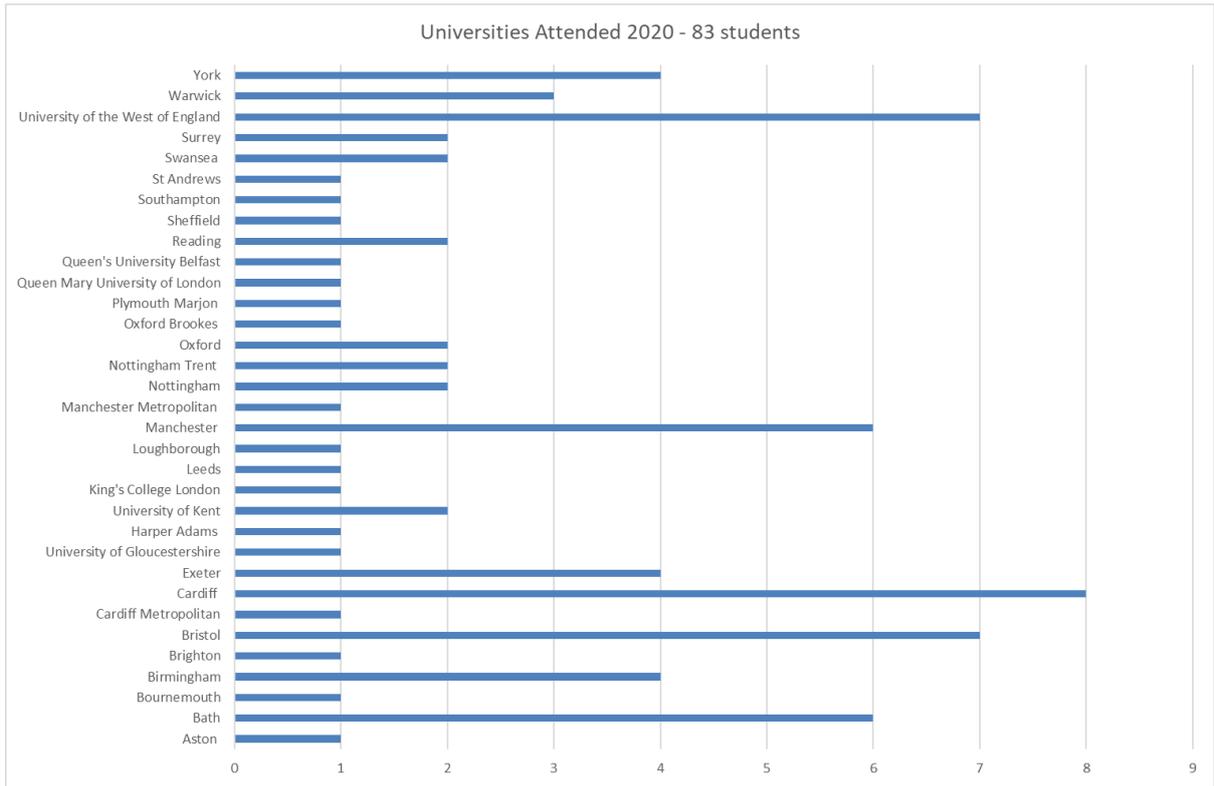
Appendix One – Higher Education Destination Data for previous 5 years











Appendix Two – HM Government Shortage Occupation List April 2020

Work Sector	Job Roles	
Engineering Occupations - Civil Engineering	<ul style="list-style-type: none"> • Geotechnical Design Engineer • Geotechnical Specialist • Reservoir Panel Engineer • Rock Mechanics Engineer • Soil Mechanics Engineer • Geomechanics Engineer • Mining Geotechnical Engineer • Mining and Coal Engineer • Wells Engineer 	<ul style="list-style-type: none"> • Tunnelling Engineer • Petroleum Engineer • Drilling Engineer • Completions Engineer • Fluids Engineer • Reservoir Engineer • Offshore and Subsea Engineer • Control and Instrument Engineer • Process Safety Engineer
Engineering Occupations	<ul style="list-style-type: none"> • Mechanical Engineers 	
Engineering Occupations	<ul style="list-style-type: none"> • Electrical Engineers 	
Engineering Occupations	<ul style="list-style-type: none"> • Electrical engineers in the oil and gas industry 	
Engineering Occupations - in the electricity transmission and distribution industry	<ul style="list-style-type: none"> • Power System Engineer • Control Engineer • Design Engineer • Protection Engineer • Project Engineer • Proposals Engineer • Engineering Technicians • Commissioning Engineer • Substation Electrical Engineer 	<ul style="list-style-type: none"> • Planning / Development engineer • Production and Process Engineers • Quality, Health, Safety and Environment (QHSE) Engineer • Simulation Development Engineer
Engineering Occupations	<ul style="list-style-type: none"> • Chemical Engineers 	
Engineering Occupations	<ul style="list-style-type: none"> • Design and Development Engineers 	
Engineering Occupations - in the aerospace sector	<ul style="list-style-type: none"> • Manufacturing engineer (process planning) • Simulation Development Engineer • Mechanical Engineer 	
Engineering Occupations	<ul style="list-style-type: none"> • Planning and Quality Control Engineers 	
Engineering Professionals	<ul style="list-style-type: none"> • Geo-environmental Specialist • Geo-environmental Engineer • Contaminated Land Engineer Landfill Engineer 	<ul style="list-style-type: none"> • Metallurgical / Mineral Processing Engineer • Aerothermal Engineer • Stress Engineer • Chief of Engineering • Advance Tool and Fixturing Engineer

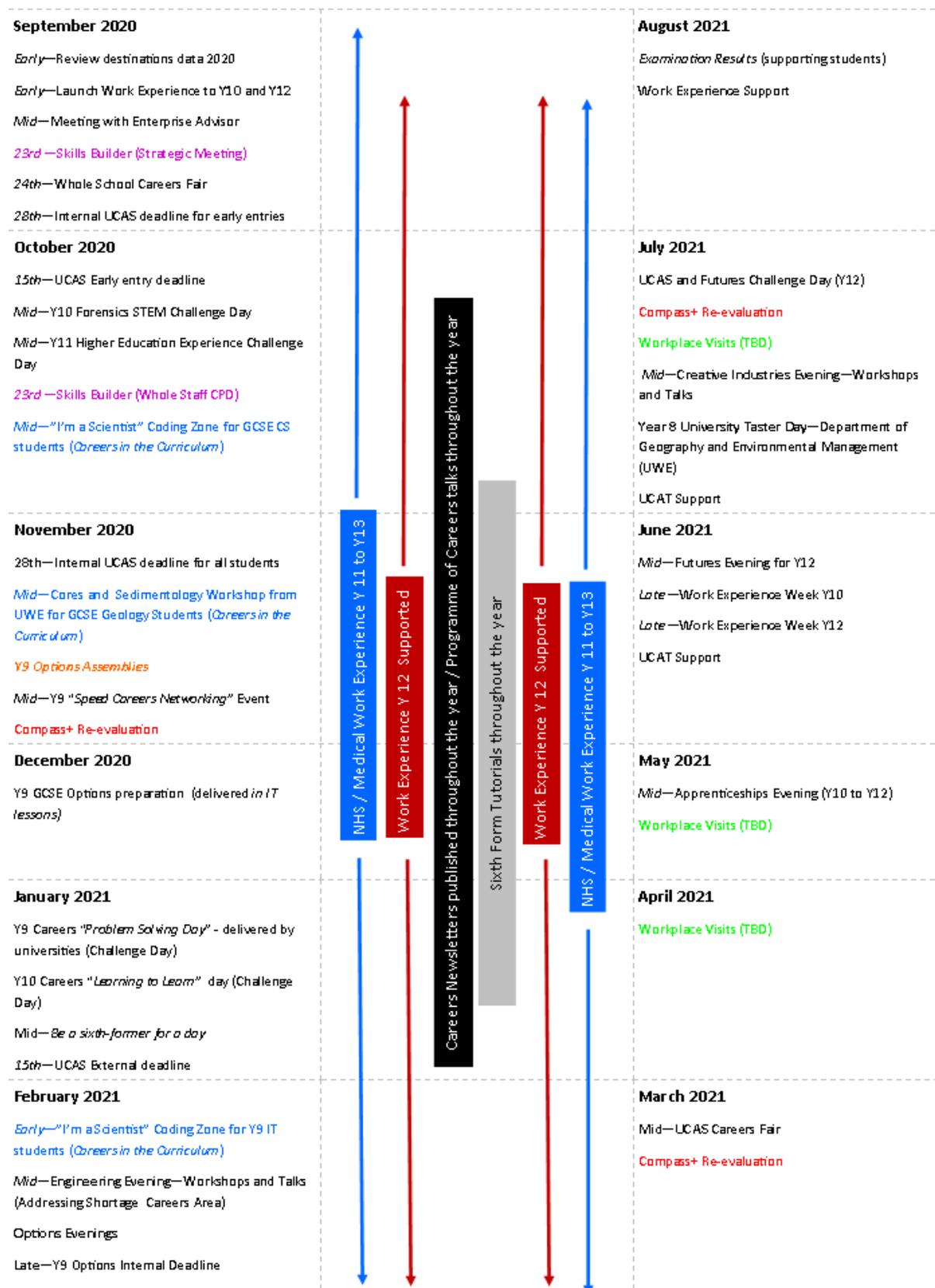
Work Sector	Job Roles
Engineering Occupations - in the Decommissioning and Waste Management Areas of the Nuclear Industry	<ul style="list-style-type: none"> • Operations Manager • Decommissioning Specialist Manager • Project / Planning Engineer • Radioactive Waste Manager • Radiological Protection Advisor
Healthcare Occupations - Medical Practitioners	<p>Consultants in the following specialities</p> <ul style="list-style-type: none"> • Clinical Neurophysiology • Emergency Medicine • Genitourinary Medicine • Haematology • Neurology • Occupational Medicine
Healthcare Occupations - Consultants in the following specialities of psychiatry	<ul style="list-style-type: none"> • Forensic Psychiatry • General Psychiatry • Learning Disabilities Psychiatry • Old Age Psychiatry
Healthcare Occupations - Non-consultant, non- training, medical staff posts in the following:	<ul style="list-style-type: none"> • Anaesthetics • Paediatrics
Healthcare Occupations - General Medicine Specialities Delivering Acute Care Services (Intensive Care Medicine, General Internal Medicine (Acute))	<ul style="list-style-type: none"> • Emergency Medicine • General Surgery • Obstetrics and Gynaecology • Trauma and Orthopaedic Surgery • ST4 Level Trainees in Paediatrics
Healthcare Occupations – Social Workers	<ul style="list-style-type: none"> • Social Worker in Children’s and Family Services Social
Healthcare Occupations – Nurses	<ul style="list-style-type: none"> • Specialist Nurse Working in Operating Theatres • Operating Department Practitioner • Specialist Nurse Working in Neonatal Intensive Care Units
Healthcare Occupations – Medical Radiographers	<ul style="list-style-type: none"> • HPC-Registered Diagnostic Radiographer • HPC-Registered Therapeutic Radiographer • Sonographer
Healthcare Occupations – Medicine & Dentistry	<ul style="list-style-type: none"> • Medical and Dental Technicians • Nuclear Medicine Technologist • Radiotherapy Technologist
Healthcare Occupations – Biological Scientists and Biochemists	<ul style="list-style-type: none"> • Cardiac Physiologist • Clinical Neurophysiologist • Clinical Vascular Scientist • Respiratory Physiologist • Sleep Physiologist
Healthcare Occupations – Medical Practitioners	<ul style="list-style-type: none"> • ST3, ST5 and ST6 Level Trainees in Paediatrics (ST4 Level Trainee) • Staff Grade and Associate Specialist (SAS) Doctors in Paediatrics • Consultants in Paediatrics • Arts and Entertainment Occupations

Work Sector	Job Roles
Computer Science	<ul style="list-style-type: none"> • Animator in Visual Effects and 2D / 3D Computer Animation for Film, Television or Video Games • 2D Supervisor • 3D Supervisor • Computer Graphics Supervisor • Producer • Production Manager • Technical Director • Visual Effects Supervisor
Computer Science - Software Professionals	<p>The following roles within visual effects and 2D / 3D computer animation for film, television or video games:</p> <ul style="list-style-type: none"> • Software Developer • Systems Engineer • Shader Writer
Physicists, Geologists and Meteorologists	<ul style="list-style-type: none"> • Hydro Geologist • Geophysicist • Geoscientist • Geophysical Specialist • Engineering Geologist • Engineering Geophysicist • Engineering Geomorphologist • Geologist • Geochemist • Environmental Scientist • Managers in Mining and Energy • Technical Services Manager in the Decommissioning and Waste Areas of the Nuclear Industry • Nuclear Medicine Scientist • Radiotherapy Physicist • Staff Working in Diagnostic Radiology (Including Magnetic Resonance Imaging)
Dancers and Choreographers - Skilled Classical Ballet Dancers	<ul style="list-style-type: none"> • Must meet the standard required by internationally recognised United Kingdom ballet companies (e.g. Birmingham Royal Ballet, English National Ballet, Northern Ballet Theatre, The Royal Ballet and Scottish Ballet).
Dancers and Choreographers - Skilled Contemporary Dancers	<ul style="list-style-type: none"> • Must meet the standard required by internationally recognised United Kingdom contemporary dance companies (e.g. Shobana Jeyasingh Dance Company, Scottish Dance Theatre and Rambert Dance Company).
Musicians - Skilled Orchestral Musicians	<ul style="list-style-type: none"> • Must meet the standard required by internationally recognised United Kingdom orchestras (e.g. London Symphony Orchestra, London Philharmonic Orchestra, Philharmonia Orchestra, and Royal Philharmonic Orchestra).
Art – The following roles within visual effects and 2D / 3D computer animation for film, television or video games:	<ul style="list-style-type: none"> • Arts Officers, Producers and Directors • Graphic Designers • Compositing Artist • Matte Painter • Modeller • Rigger • Stereo Artist • Texture Artist

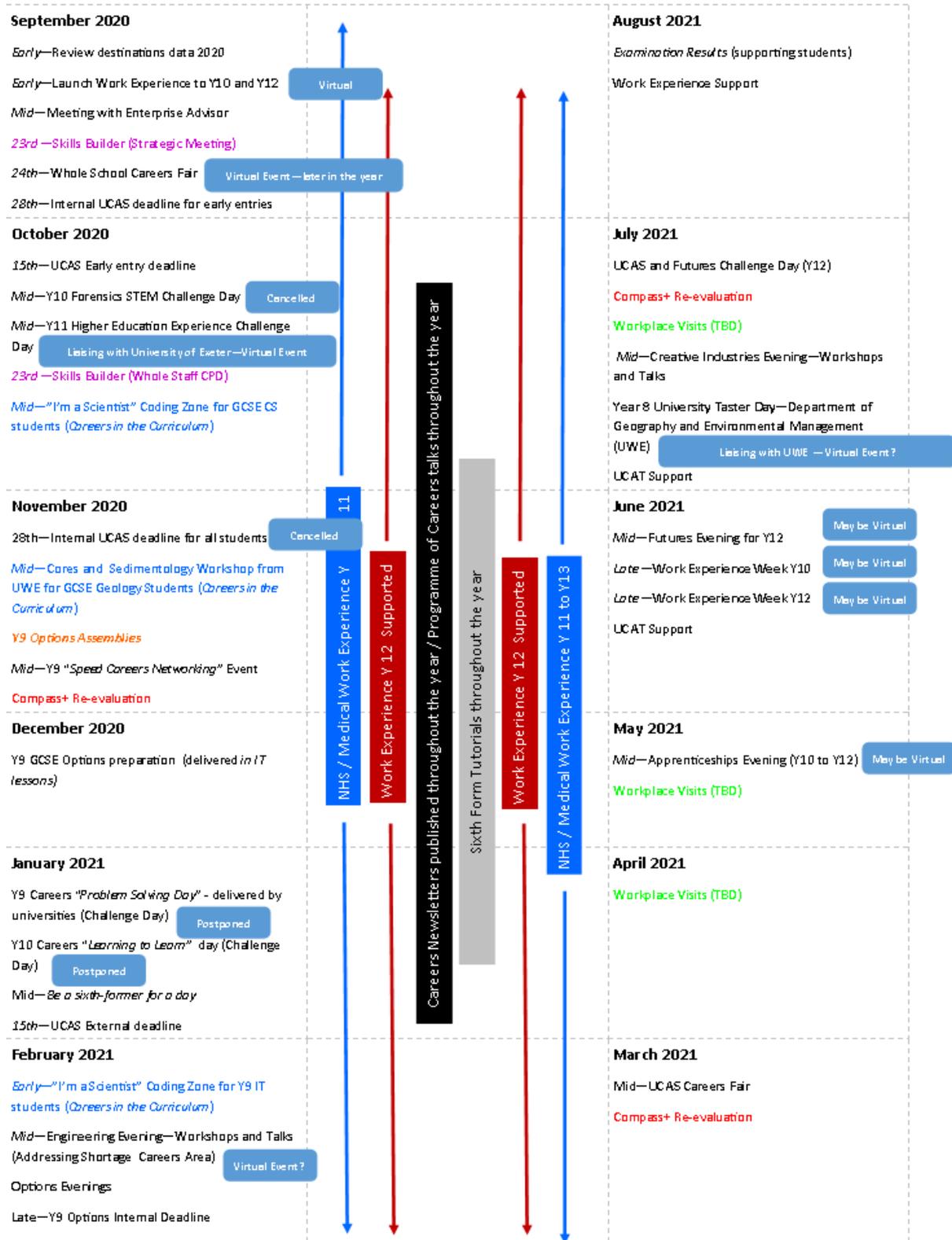
Work Sector	Job Roles
Production, Works and Maintenance Managers	<ul style="list-style-type: none"> • Project Manager in the Electricity Transmission and Distribution Industry
Managers in Mining and Energy	<ul style="list-style-type: none"> • Site Manager in the Electricity Transmission and Distribution Industry
Secondary education teaching professionals	<ul style="list-style-type: none"> • Secondary Education Teachers in the Subjects of Maths or Pure Sciences (Physics and / or Chemistry)
Management Consultants, Actuaries, Economists and Statisticians	<ul style="list-style-type: none"> • Qualified Actuaries Working in the Life Assurance, General Insurance, and Health and Care Sectors • Buyers and Purchasing Officers • Manufacturing Engineer (Purchasing) in the Aerospace Sector
Welding Trades	<ul style="list-style-type: none"> • High Integrity Pipe Welder where the Job Requires Three or More Years Relevant Experience
Line Repairers and Cable Jointers	<ul style="list-style-type: none"> • Overhead Linesworker in the Electricity Transmission and Distribution Industry, Working on High Voltage Lines that carry at least 275,000 volts
Chefs, Cooks	<p>Skilled chef which constitutes one of the following roles</p> <ul style="list-style-type: none"> • Executive Chef - limited to one per establishment • Head Chef - limited to one per establishment • Sous Chef - limited to one for every four kitchen staff per establishment • Specialist Chef - limited to one per speciality per establishment

Appendix Three – Timeline for Careers Events at Torquay Girls’ Grammar School (2020-2021)

Year Plan Careers (Torquay Girls’ Grammar School) 2020 to 2021—Planned



Year Plan Careers (Torquay Girls' Grammar School) 2020 to 2021—Amended (COVID-19)



Appendix four – Roles and Responsibilities

Job Title	Name	Responsibility
Governor responsible for Careers	Mrs Suzy Wright	Responsible for strategic support and challenge of careers strategy at governor level.
Head Teacher	Dr Nicholas Smith	Responsible for strategic support and challenge of career leader decisions.
Deputy Head Teacher with responsibility for CEIAG	Mr James Gregory	Responsible for line management of Careers Leader regarding careers provision
Careers Leader	Mr Gordon Neighbour	Responsible for planning and setting the strategic direction of careers provision. Responsible for community engagement
Assistant Careers Leader	Mrs Sandra Rolfe	Responsible for supporting the Careers Leader in the delivery of the careers provision. Responsible for Work Experience.
Enterprise Coordinator	Mrs Claire Coulston (Heart of the South West LEP)	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Enterprise Advisor	Mr Steve Talbot (Santander UK)	Responsible for supporting the Careers Leader in Community Engagement.
Careers Adviser	Mrs Caroline Tully	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews.
Departmental Careers Champions	Department Staff with Careers Responsibility	Responsible for ensuring that Departmental areas are kept up to date with regard to careers.
Teaching Staff / Pastoral Staff	Departmental Teaching Staff Form Tutors Heads of Year	Responsible for supporting the Careers Leader in the delivery and use of CEIAG resources.

Appendix five – Summary Sheet for Staff and Governors

TGGS Careers

Summary Sheet for Staff and Governors



How Careers Teaching has changed

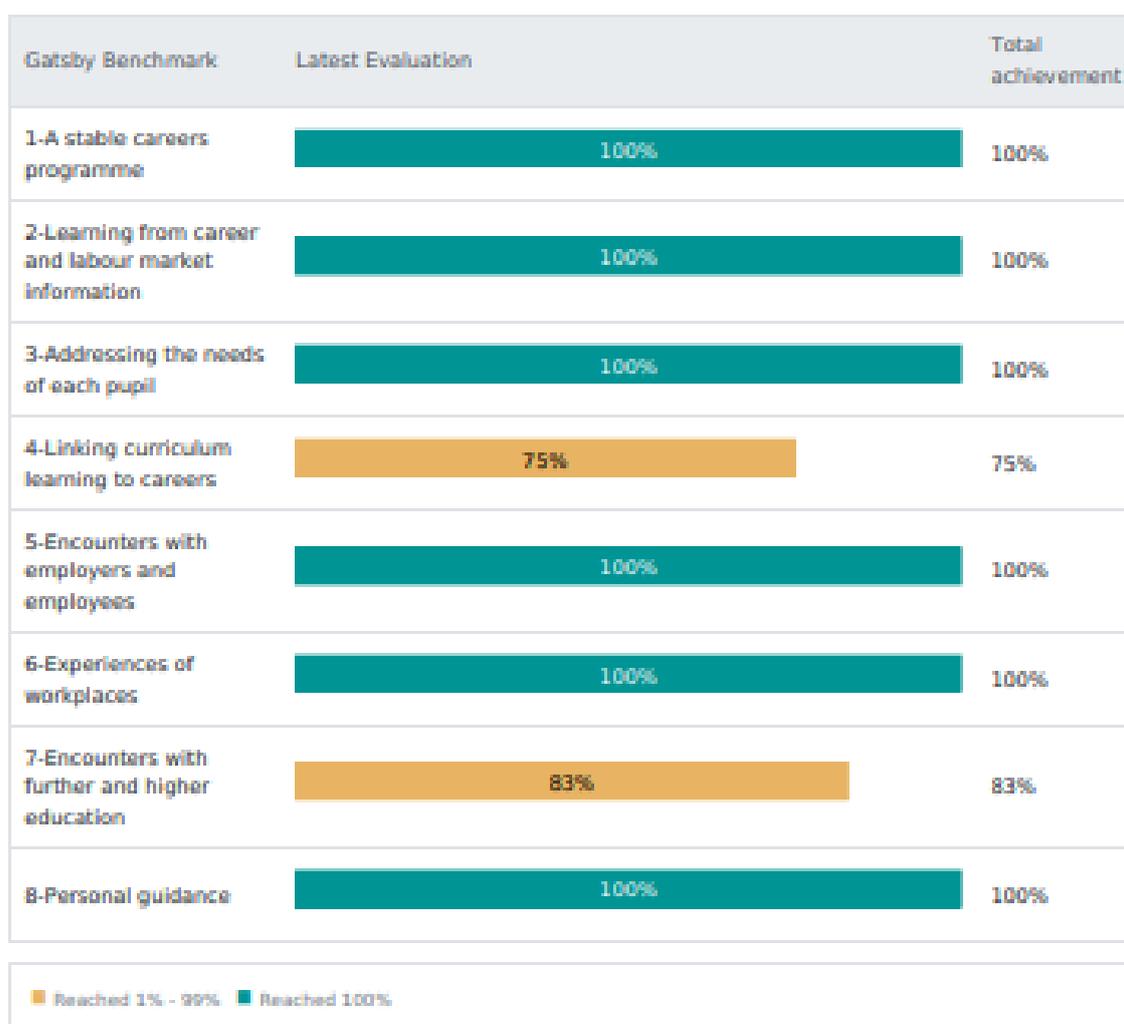
“What we’ve got to do is get across to the people running the schools, [is that] this employability issue is one of the most important things that they can do – it’s every bit as important as the other things they do as a teacher.” – Sir Ian Wood (Wood Group - Scottish businessman and philanthropist).

How Careers was taught – 20th Century Careers	→	How Careers needs to be taught – 21st Century Careers
A careers interview, one or two “Drop Down” days, a careers library and a few careers lessons.		Careers Learning is embedded in all subjects and activities and is clearly mapped.
Focus is to impart information at strategic points in the curriculum e.g. Options choices and is the same for everyone.	→	Focus is on <i>developing</i> students’ skills for life-long careers management and is <i>personalised</i> to ability & interests.
Reliance on outside agencies delivering activities with little scope for evaluation of outcomes or effect.	→	Reliance on staff gaining an understanding of how their subject is used within the world of work – allowing a realistic evaluation of outcomes.
Is viewed by staff and students as something that is done to them.	→	Is student centred and builds understanding in students of their skills and attributes.

The 8 Gatsby Benchmarks

1. A stable careers programme	2. Learning from career and labour market information	3. Addressing the needs of each student	4. Linking curriculum learning to careers
Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Every student, 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.	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employees and employers	6. Experiences of workplaces	7. Encounters with further and higher education	8. Personal guidance
Every student 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.	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	All students 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.	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

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



This report was generated from Compass+ for Torquay Girls Grammar School, by Gordon Neighbour on July 31st 2020 at 11:45.

If you think there is something wrong with the content of this report, please contact us at compassplus@careersandenterprise.atlassian.net.