

Folkestone School for Girls
Careers Provision Action Plan

The following action plan details the provision afforded to the students of the Folkestone School for Girls in line with the statutory guidance for governing bodies, school leaders and school staff [October 2018]. In line with this guidance, this plan serves as a sustainable framework such that young people at FSG “*get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.*”

In line with this guidance, the plan is based around the Gatsby benchmarks to ensure a balanced and comprehensive programme and identify areas to develop and improve careers provision further.

The named Careers Leader for the School is **Mr Michael Kennedy** and is supported by **Mrs Paula Griffiths**. The member of the Senior Leadership team with responsibility for Careers and Work Related Learning and its team is **Mr Matthew Buckley**

May 2019

Benchmark	Requirements	Road to achieving Good provision	Staff Responsibility
1. A stable careers programme	<p>The whole-school careers programme:</p> <ul style="list-style-type: none"> • is written down • is approved by the board of governors • Has the explicit backing of senior leadership • Has resources allocated to it • Has systematic monitoring in place • Has both strategic and operational elements • Has an identified lead individual with strategic responsibility for overseeing the programme 	<p>In place</p> <ul style="list-style-type: none"> • Careers Plan as stated is embedded into the structures of the school and its position is be recognised and secure. • Provision is reviewed annually to be developed to meet the needs of students. • The programme is coordinated and led by an appropriately trained and supported Careers Leader (MAK) • The programme is set out clearly on the school's website • The programme promoted through the school's social media accounts and newsletters and local media outlets • A discrete budget is given to the Careers programme annually <p>Opportunities for Development</p> <ul style="list-style-type: none"> • Students should discuss the programme in at least one sitting of the school council • The Careers actions plan is a part of the staff handbook • Careers provision is a topic of at least one Director of Learning meeting to reflect whole-school approach • Students, parents, teachers and employers provide at least one relevant and systematic evaluative feedback on their participation and in activities via a questionnaires. This feedback is then used to inform decisions about the future development of the programme and feeds into the whole-school process of evaluation. 	ML, MB, MAK

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<p>2. Learning from career and labour market information</p>	<ul style="list-style-type: none"> • Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions. • Encourages parents and carers to use career path and labour market information to aid the support given to their children. 	<p>In place</p> <ul style="list-style-type: none"> • The careers information area within Sixth Form is highly visible and contains carefully-selected resources that meet the needs of different groups. It contains a mix of printed information (careers books, posters, prospectuses) • Parents and Students are aware LMI through in-house information (options booklets) to help students understand the range of different opportunities at a local and National Level • Students are taught via the Futures Programme how to find and process LMI information from year 7 onwards. • The school arranges for students to gain information first-hand through encounters with employers through whole school Careers Fayre • The school arranges for students to gain information first-hand through encounters with employers through experiences of workplace (Year 10-13) • Obtain, review and display within the Sixth Form Area the labour market summaries for your LEP area. <p>Opportunities for Development</p> <ul style="list-style-type: none"> • Students have access to accurate and up-to-date information through links on the school website. • Online resources (dedicated careers pages on the website and/or Virtual Learning Environment VLE) • Appropriately trained staff are on hand to offer students practical help with researching opportunities and using the resources 	
<p>3. Addressing the needs of each pupil</p>	<ul style="list-style-type: none"> • Provision actively seeks to raise the aspirations of all students • Provision challenges stereotypical thinking • Keep systematic records on each pupil's experiences of career and enterprise activity • Enable pupils to have access to accurate records about their own careers and enterprise experiences 	<p>In place</p> <ul style="list-style-type: none"> • Masterclass programme and lunchtime-talks specifically focus on STEM and LMI informed careers to challenge stereotypes and actively raise ambition • Systematic paper records of the individual advice from CXX in group and individual interviews are stored securely for at least three years after they leave as per retention guidelines. • SEND students are afforded relevant additional support, including mentoring, to support their career ambitions 	

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	<ul style="list-style-type: none"> • Collect and maintain accurate data for each pupil on their destinations for 3 years after they leave your school • Share accurate and timely data with the local authority on pupil transitions and destinations • Work proactively with the local authority and careers advisers around the careers guidance and progression of vulnerable and special educational needs and disability (SEND) students 	<p>Opportunities for Development</p> <ul style="list-style-type: none"> • Enable students to draw on careers experiences and employer encounters and turn them into a clear and compelling story over time for applications and interviews for inclusion in their end of year report. • Enrol 2019 Year 7 students in Unifrog to enable staff and partners to track the consistency and impact of the careers and enterprise through central, well-kept records. • Provide pastoral staff and tutors Unifrog log-ins to know what students' career education and guidance needs are and where they are in terms of their career planning. • Strengthen students' personal agency and self-advocacy skills by encouraging them to access and take ownership of their career development records using Google Classroom 	
<p>4. Linking curriculum learning to careers</p>	<ul style="list-style-type: none"> • Students have experienced curriculum learning that highlights the relevance of their subject to future career paths in English, Maths, Science and PSHE 	<ul style="list-style-type: none"> • Using the Futures programme as way of providing Careers learning as an independent subject – each of KS3 and KS4 have one fifteen-minute session weekly covering topics such as personal financial planning, • Year 8 use Fast Tomato to access and investigate options choices and careers ambitions in advance of year 8 Options Evening • National Careers Week assembly to address real-life contexts and examples from the world of work and encourage further exploration. • Young Enterprise Company Programme open to all KS4 students as an industry-focused work streams develop a whole range of employability skills such as communication and team working <p>Ares for Development</p> <ul style="list-style-type: none"> • During National Careers Week, English, Maths and Science provide one timetabled lesson that include career-related learning, inserts, activities and a plenary • Provide curriculum time within PSHE for Year 7 to explore Unifrog • Independent session of CPD for subject teachers to understand the routes, pathways and the skills in demand from employers 	

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<p>5. Encounters with employers and employees</p>	<ul style="list-style-type: none"> • All students have at least one encounter with an employer or employee in each academic year • Involvement of businesses in careers activity in the current academic year 	<ul style="list-style-type: none"> • The school has strong and lasting links with local businesses, supported by the Enterprise Adviser and employment partner SwissRE • All students can attend Masterclasses to explore a variety of workplaces and employers directly. • All students can attend the Careers Fayre to engage with local employers and explore further ambitions • Year 7 students have a workplace visit to EDF energy in Summer Term to develop a broad understanding of the world of work and engage STEM careers directly • All Year 11 students are offered the opportunity of a one-week work experience placement in July • All Year 12 students are offered the opportunity of a ten to twenty-week internship from October 2019 • All KS4 students are invited to take part in the Young Enterprise Company Programme over 15 weeks from Term 2 in managing their own private company. • Year 12 have access to a mock job interview with local professionals Opportunities for Development • Provide Year 12 students with a <i>Professional Standards</i> day in which a carousel of workshops provide crucial information on personal finance, job sites, CV building, and setting up a professional profile on LinkedIn • In year 9, engaging employers with a focus on building aspirations and exploring career opportunities in more detail, including challenging stereotypes. • In Year 10 may be a time to address self-presentation and what employers want • Year 13 have access to a mock job interview with local professionals to practice skills and evaluate progress since Year 12 interview • Make clear and celebrate these links in our prospectus and on our websites 	
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<p>6. Experiences of workplaces</p>	<ul style="list-style-type: none"> • All students have had at least one experience of a workplace by the end of Year 11 • All students have had at least one experience of a workplace by the end of Year 13 	<ul style="list-style-type: none"> • All Year 11 students are offered the opportunity of a one-week work experience placement in July • All Year 12 students are offered the opportunity of a ten to twenty-week internship from October 2019 • The school monitors the quality of placements offered to students from deprived backgrounds to ensure that they are not unfairly disadvantaged and offers relevant financial support. • Schools work closely with employers to make the experiences as positive as possible. • Students have opportunities to talk with a trusted and familiar adult about what they are doing and finding out. • Students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests in Year 11 and Year 13 <p>Opportunities for Development</p> <ul style="list-style-type: none"> • Year 11 students are given a pre-experience briefing in learning is framed in such a way student know what they can get from the experience. • After the experience, students undertake structured reflection in a specially-arranged session and/or in subject lessons to reinforce what they have learned. • Use of consistent feedback structure such as surveying to provide information about how well students have performed doing work experience or work shadowing placements. They also evaluate their experience of taking part in activities arranged by the school. 	
<p>7. Encounters with further and higher education</p>	<ul style="list-style-type: none"> • All students will have had at least one experience with Sixth Form Colleges, Independent Training Providers and Further Education Colleges • All students will have had at least one experience of information about the full range of 	<ul style="list-style-type: none"> • All Sixth Form students have one opportunity to engage further and higher education at the UCAS Day • Key Stage 4 and post-16 students benefit from master classes and lunchtime talks to provide information about further education • Sixth Form Colleges are invited to take part in school Careers Fayre to make • Use of Futures programme units in Year 7-9 to inspire student interest in further and higher education 	

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	<p>apprenticeships, including higher level apprenticeships</p> <ul style="list-style-type: none"> • All students will have had at least one experience with University by the end of Year 11 • All Year 12-13 students will have at least two visits to a university 	<ul style="list-style-type: none"> • Use of Futures programme units in Year 7-9 to reinforce key message in years 10-11 such as future opportunities and personal development <p>Opportunities for Development</p> <ul style="list-style-type: none"> • Provide a University visit for Year 11 students before the beginning of the exam year, for instance, Taster Days or Student Liaison workshops • Provide a second University visit to all Year 12-13 students • Year 8 and 9s take part in a welcome day and evening graduation • Publicise the university and college open day directory through website alongside relevant support programmes such as the Sutton trust. 	
<p>8. Personal guidance</p>	<ul style="list-style-type: none"> • All students have had interview with a qualified careers adviser by the end of Year 11 • All students have had at least two interviews with a qualified careers adviser by the end of Year 13 	<ul style="list-style-type: none"> • All Sixth Form students are offered focused one-to-one appointments with CXK to provide advice and guidance • All Year 8 and Year 11 students can access a qualified careers adviser through Options and Parents Evening as needed <p>Opportunities for Development</p> <ul style="list-style-type: none"> • Provision of an interview with a qualified careers adviser by the end of Year 11 for all Year 11 students • Provision of two interviews with a qualified careers adviser by the end of Year 13 for all Year 13 students 	