



## Career Program – September 2024

A good career program means linking different activities together to form a coherent whole. This document aims to provide information for students, parents and teachers demonstrating St John Bosco College (SJBC) stable, structured careers program, that helps them plan for the future in the wider spirit of the school's RUAH ethos. This strategy has been tailored to the needs of SJBC students. This strategy builds on the national requirements for careers, enterprise and work-related learning and tailored in line with the ethos and direction of SJBC. It has been drawn together to support the aims of the Wandsworth career cluster.

- To improve the labour market relevance of education in Wandsworth
- To increase successful transition from education to university, employment and training

## SJBC Career Intent

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training, employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. *The SJBC career intent is:*

- To encourage all students to recognise and value their own skills and abilities to appreciate their relationships with and responsibilities towards, other people, the community and environment.
- To develop the skills which will help students make informed and realistic choices for their future.
- To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations.
- To develop the skills, including communication and confidence, that will be needed in new roles and situations.
- To encourage understanding and experience of Labour Market information (LMI) and enterprise activities.
- To develop students' capabilities and to understand their own needs and abilities
- To promote equal opportunity irrespective of race, religion, gender and special needs disability.
- To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities.
- To encourage students to implement their career plans.
- To review and evaluate to make improved decisions and manage the transition processes effectively.

## Vision and Purpose

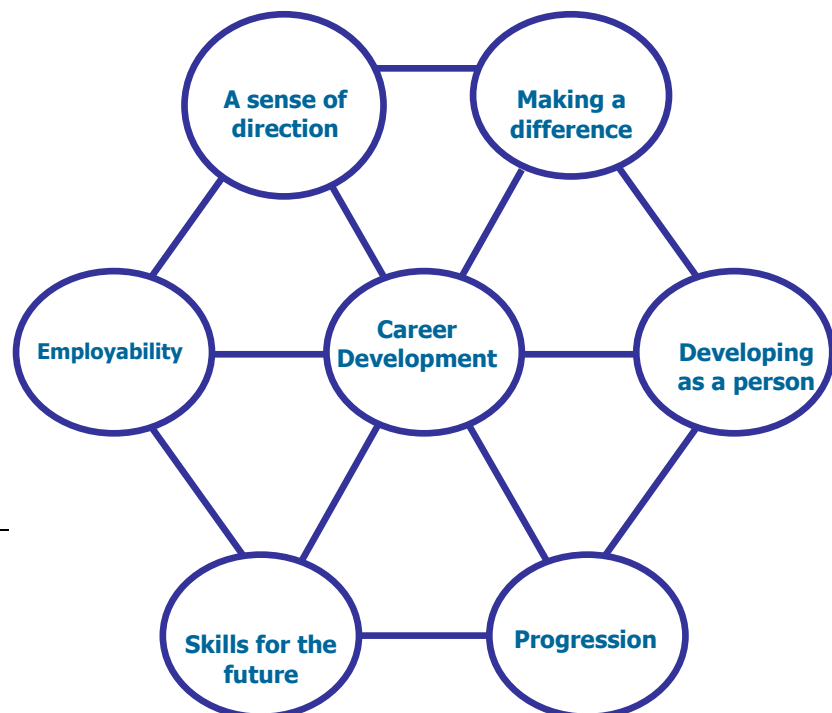
SJBC is committed to providing all students with careers, education, information, advice and guidance throughout their school lives, raising aspirations and tackling stereotypes. All stakeholders understand it is vital that we bridge the gap between academic and working life, and must equip all students with the skills, knowledge and understanding required to ensure their future success in their chosen field.

SJBC are committed in ensuring that our career programme supports all students in acquiring an in-depth understanding of career options and develop a level of self-awareness to hone their decision-making skills, which will allow them to make effective transitions throughout every stage in education and careers.

Our careers programme encompasses the ethos of the school and promotes the idea that all students must believe and achieve.

*“The ‘bridge’ between academic and working life is crucial and yet still, despite the ongoing success of London’s education sector and the capital’s growing and diversifying employment sector, there remains something of a disconnect between these two powerhouses of London’s economic landscape. Many schools and colleges, notwithstanding their academic performance or educational foundations, still find it challenging to provide their young students with the careers support they need to maximise their success in their future working lives. And many employers comment that too many young people they see are not prepared with the workplace knowledge and skills they look for.”*

London Ambitions: Shaping a successful career offer for all young Londoners, London Councils, 2015  
London Ambitions recognise that careers matter to individuals and to the wider economy and that career development encompasses a wide range of different aspects.<sup>1</sup>



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<sup>1</sup> Professor Wendy Hirsch  
Institute for Employment  
Studies

## CURRENT CAREER PROVISION

Within this section we highlight the current career provisions delivered at SJBC and list some of the priority areas that we have identified to further develop and meet our career vision.

### 2.1 UCAS

- Every Y12 and 13 student takes part in a UCAS and Personal Statement workshop under the supervision and guidance of the Careers advisor and Sixth Form team.
- Tutors support their tutees by working with them on a one-to-one basis to support in developing a secure and competitive personal statement ready for UCAS.
- References are completed by Subject teachers, with the final reference being pulled together by the tutor.
- All UCAS applications are quality assured by the Sixth Form Team.

### 2.2 Apprenticeships/Traineeships/Further and Higher Education:

- Y10-Y13, those that wish to apply for apprenticeships receive a one-to-one meeting with the Careers advisor. Their progress will be monitored and evaluated by the career's advisor and tutor.
- All Keys stage 4 (KS4) and KS5 students receive assistance with their CV, cover letter and mock interviews in preparation for securing placements. This is supported by the career's advisor and external agencies – Department, Work and Pensions, corporate and local companies.
- SJBC will form partnerships with companies that offer apprenticeship programs, to support students in securing apprenticeship placements. We have a full Work experience Programme called Work Skills delivered by the Deputy Head of Sixth Form and Careers Lead.
- The school continues to provide more information about apprenticeships and higher apprenticeships programs in order to increase the number of students choosing to do an apprenticeship at the end of Y13.
- The school will abide by the Bakers Clause ensuring that all students have access to external providers to support our students with the knowledge and understanding of Traineeships, Further and Higher Education Institutions and Apprenticeships.

### 2.3 Work Experience:

- Work experience is compulsory for Y10 and Y12 students since 2013.
- The school has changed providers as of September 2022 and works with Wandsworth to place and self-place Year 10 in the summer term for one week. SJBC encourages parental involvement to assist with Y10 and Y12 in finding a work experience placement.
- Level 2 Work Experience is encouraged through volunteering within the school and the local community.
- Information is shared during tutor time, assemblies, and lessons to highlight the importance of work experience and how it links with each transitional stage.
- Work experience is highlighted as important linking this to university course choices, personal statements, and apprenticeships.
- All students who wish to study medicine are supported in gaining work experience in a pharmacy, care home or if possible, local hospitals.
- All students are supported by the careers advisor and tutors in ensuring that their work experience direction is in line with aspirations, post -16 subject choices, university courses and apprenticeships.

#### **2.4 Informed options choices:**

- SJBC purchases the services of an independent careers' advisor, Prospects Careers, who delivers independent impartial careers advice and guidance to all students. The independent advice is delivered face to face.
- The impartial guidance is related to Further and Higher Education, apprenticeships, internships and employment information. All students and parents are made aware of the purpose of the career advisor, which is made possible through assemblies and parents evening.
- Careers, Education, Information, Advice and Guidance (CEIAG) evenings are incorporated with Parents evenings for all keys stages and parents are aware of the service offered through workshops letters and the school website.
- The careers advisor is present to support students on GCSE results day. A level results day is led by the Sixth Form team and SLT.
- By the end of each student's time at SJBC they will have two one-to-one career meetings. Prior to their meeting they are required to have aspirational discussions during tutor time and provide an aspiration, enjoyed hobby or favourite subjects. This is to ensure that as a school we can capture data that can support our school in addressing the needs of each pupil.
- SJBC Careers Fair takes place every Feb/Mar and has been successful in gaining attention from new employers each year.

#### **2.5 Research Universities/Apprenticeships:**

- The data captured from each student allows SJBC to identify the career pathway, university or apprenticeship route and potential career plans. This information is shared with the career advisor in preparation for a one-to-one meeting. It is also shared with staff to support careers in the curriculum, build stronger relations and inspire students' aspirational language within the school community.

#### **2.6 Tracking outcomes of progress:**

- Feedback from each workshop is provided by the SJBC teachers observing to establish whether the workshop delivered was of excellent quality, effective, developed skills and met the objectives.
- Feedback from one-to-one interviews with the careers advisor is analysed, evaluated, and actioned to improve the effectiveness of the careers programme.
- A new system called GroFar is being introduced (2024) to track KS4 and KS5 students' workshops and trips. Compass Plus continues to be updated by the admin team.
- Surveys have been created for all students to share feedback.

## PRIORITIES USING GATSBY BENCHMARK GUIDANCE

Following the completion of the Compass audit (July 2024) SJBC priorities are to build on our strengths and address our priorities for areas of development:

We are committed to delivering provisions in line with the eight Gatsby Benchmarks.

*Note: (%) refer to benchmark % achieved as at July 2024*

### **The 8 Gatsby Benchmarks of good Career Guidance**

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools. We have outlined how students at SJBC can benefit from these benchmarks.

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

#### **3.1: A stable career programme**

The school has a stable career programme in place that is known by all stakeholders outlined in the table (next page). This demonstrates that the careers programme begins early (in year 7) and develops careers content in all subjects.

##### **Areas of improvement:**

- Feedback from parents is essential to evaluate how effective the programme is.

#### **3.2 Learning from career and labour market information**

As a school we ensure that most of our students have up to date career and labour market information to help them to make informed decisions regarding their studies and career pathways. A plethora of information outlined on our website for all stakeholders is available.

##### **Areas of improvement:**

To provide every pupil, and their parents with access to excellent quality information about future study options and labour market opportunities, staff will incorporate labour market information within relevant lesson planning throughout the year, giving all students the opportunity to discuss the information provided in a teaching and learning environment enhancing the quality of education delivered. This information will be highlighted during transitional stages such as Year 9 options and

KS4 and KS5 parents' evenings through discussions with teachers and the careers advisor. Parents will be able to access the labour market information through the careers section of the website via useful links and pupil post.

### **3.3 Addressing the needs of each pupil**

The school has achieved Benchmark 3 by successfully ensuring that the advice and support of all students in all focus groups are tailored to their needs. A record system is kept through SIMS, Compass Plus and all intended destinations are logged and shared with the local authority.

#### **Areas of improvement:**

- Students build personal profiles and work independently to identify their characteristics and improve on personal growth. Student profile requires a real push to encourage students to research and explore different interests.

### **3.4 Linking curriculum learning to careers**

The school has achieved Benchmark 4 ensuring that careers and enterprise education is a part of and included in all core lessons and PSHE. This links the curriculum to real world career paths assisting all students in making informed decisions on their future pathways.

#### **Areas of improvement:**

- Whilst benchmark 4 has been achieved, all middle leaders and SEND will be required to analyse and evaluate how they can improve careers within their departments and update labour information and displays in the corridors and inside the classrooms each academic year.
- All workshops and trips will be evaluated by students to see how effective they are and how it can be bought back into the classroom in line with the curriculum intent.
- Teachers will be provided with online/external delivered careers training each year to support teachers in the classroom

### **3.5 Encounters with employers and employees**

The school has achieved Benchmark 5 by ensuring that all students have encounters with employees and employers through careers fairs, work experience and external speakers. This has provided all students with a better understanding of the workplace and has given them access to potential career paths.

#### **Areas of improvement:**

- Whilst benchmark 5 has been achieved, we continue to increase our careers contacts, to ensure that students are provided with access to a wide range of employers and employees from different industries.

### **3.6 Experiences of workplaces**

The school has achieved Benchmark 6, as we have been able to ensure all students undertake work experience during KS4 and KS5.

#### **Areas of improvement:**

- We continue to increase our work experience and employers contacts to support students in being assigned to a work placement specific to their career path and experiencing the workplace.

### **3.7 Encounters with further and higher education**

Most of our students have access to further and higher education and professions. This has been through careers fairs and external speakers.

We have teamed up with South Thames College to deliver talks and assemblies on Traineeships and Further Education.

Outreach programmes with Eton College and University of Westminster have seen the majority of our sixth form students benefit from support with personal statements and experience a week in Eton – preparing for university standards.

The University and Apprenticeship Fair in June allowed all of the sixth form students to talk to universities and find out about student loans, and alternative pathways.

#### **Areas of improvement:**

- As a school, we are in the progress of building relations with further and higher education and professions by networking to increase our careers fair attendance percentage. To be in line with the Baker Clause we must implement more talks about different options across the key stages to secure knowledge and understanding to enable students to make informed decisions about their future choices. Working with the Careers Enterprise company will allow for further opportunities.

### **3.8 Personal guidance**

The school has achieved Benchmark 8 by appointing an independent impartial careers advisor who is available to all students. This takes place face to face every Tuesday as of September 2023 External agencies are organised to come in to deliver careers talks.



## DELIVERY MODEL

### 4.1 SJBC alignment to delivery

*“Students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams.” Dr Russ Quaglia 2016 (London Ambitions Careers Curriculum)*

It is essential that all staff support students in their career exploration and planning as this will increase the effective delivery of SJBC’s careers provision.

All staff have a role to play and have years of experience, knowledge and expertise that can support, guide and inspire, eradicating stereotypes and endorse the achieve and believe stance our school promotes.

- **Governing Body:** The governing body of the SJBC have been informed of the Career Education Information Advice and Guidance programme and are fully aware of its implementation within the school environment.
- **Senior Leadership:** Head of Learning, Ms L Bennett. Ms M Bud line manages Miss L Bennett. Careers Lead: Lisa Williams, Business Engagement Officer: Natalie Vincent and Danielle Parrot is administrative support.
- **Form tutors:** SJBC has a vertical tutor system for Y7-11 and a Horizontal system for Sixth Form. All tutors will be expected to deliver careers information to a range of students from Year 7-13. They will promote the importance of careers with the intent of students being educated about the links to current studies and choices in and outside of the classroom, building student profiles.
- **Librarian:** The students' access to information about Employment, Apprenticeships and Higher Education is based in the sixth form area of the library. Related posters are displayed in the library and sixth form area.
- **Careers Office** – Prospects Careers is available every Tuesday to provide independent impartial careers advice to SJBC students.

### 4.2 Programme and Provision

Evidence suggests that a mixed delivery model is most effective in meeting students’ needs with integration of career learning into all lessons, some discrete timetabled provision through PSHE, reflection and support through tutorial time and enrichment activities for impact including encounters with employers from a wide range of possibilities and access to information, individual advice and guidance. The Gatsby Report Good Careers Guidance provides a guide on the range of activities and how schools can organise these. As outlined in the Careers & Enterprise Company booklet *What Works in Careers and Enterprise?* it is important to take account of

- Different effects for different activities
- Sequencing of activities to meet learner needs
- Effective implementation and ongoing review and improvement

### 4.3 SJBC delivery model

- SJBC Personal Development will incorporate careers, education, information and guidance.
- Integration into Subject lesson/involvement of external partners and employers: First and foremost, teachers are subject specialists. Careers information is more and more embedded into subject teaching and can increase results and engagement. Subject teachers show, explain and demonstrate the applicability of the learning and link it to long-term career goals.
- Heads of House (HOH) and Tutors: Tutor time will play a vital part in delivering careers education. With the help of the Careers Team the HOH and Tutors will support and deliver PPT presentations about Career and Education, will complete surveys, evaluation forms and gather information about intended destinations. Tutors will be essential as a first point of contact to help shape pupils' understanding of routes into employment as a 'career informant'.

### 4.4 Partnerships

SBJC is collaborating with a wide range of organisations and partners who support the school in delivering careers, enterprises, and work-related learning programs.

- The Compass Project: Mundy Cruising
- Department of Workplace and Pensions
- Access Aspirations
- Wates Residential
- Prospects Careers
- Apple
- Doxbeta
- South Thames College
- The Talent Foundry
- Barclays Life Skills
- Robert Mc Alpine
- Morgan Sindall
- RISE
- The Salesian Old Boy network
- Wandsworth BEST
- SJBC Alumni

#### **4.5 Performance and Monitoring Evaluation**

Measuring the impact of the careers programme is critical to ongoing development and success. The Gatsby Benchmark report will be produced on a termly basis and contributed to an annual report to the governors. Termly feedback from staff, parents, and students will be collated to assess what is going well and what can be improved in terms of knowledge, understanding and skills being developed. The Careers Team and the linked governor will regularly update the Governing body about Career Guidance progression within the SJBC.