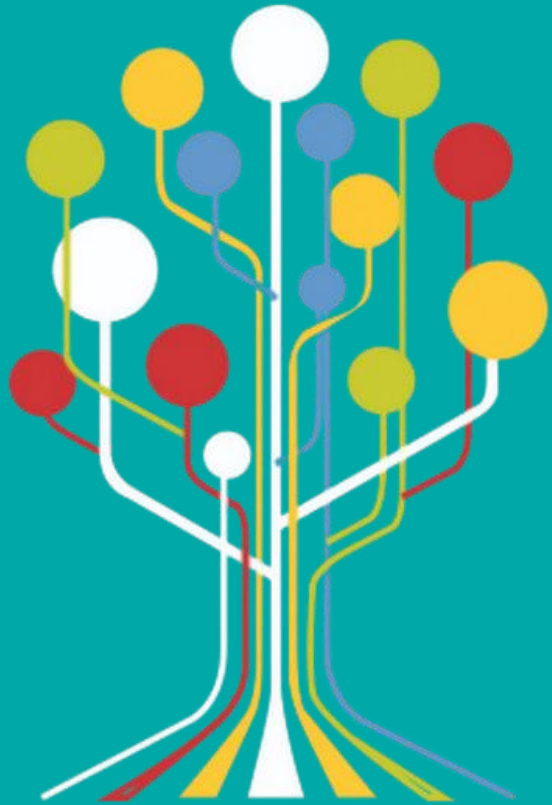




Workshop 2

Key Stage 4 Transitions

Make it Meaningful





Encounters with Employers



Meaningful can be defined as encounters with employers meeting the following minimum requirements:

- Learning outcomes are defined that support students to develop the knowledge, skills, and behaviours that build 'careers readiness'
- The encounter involves two-way interaction between students and employers/employees
- There is evidence that the student actively participated



Experiences of the Workplace



Meaningful can be defined as experiences of the workplace meeting the following minimum requirements:

- Learning outcomes are defined that support students to develop the knowledge, skills, and behaviours that build 'careers readiness'
- Student meets a range of people from the workplace
- There is extensive two-way interaction between the student and employees
- Student must perform a task or produce a piece of work relevant to that workplace and receive feedback on it from the employer



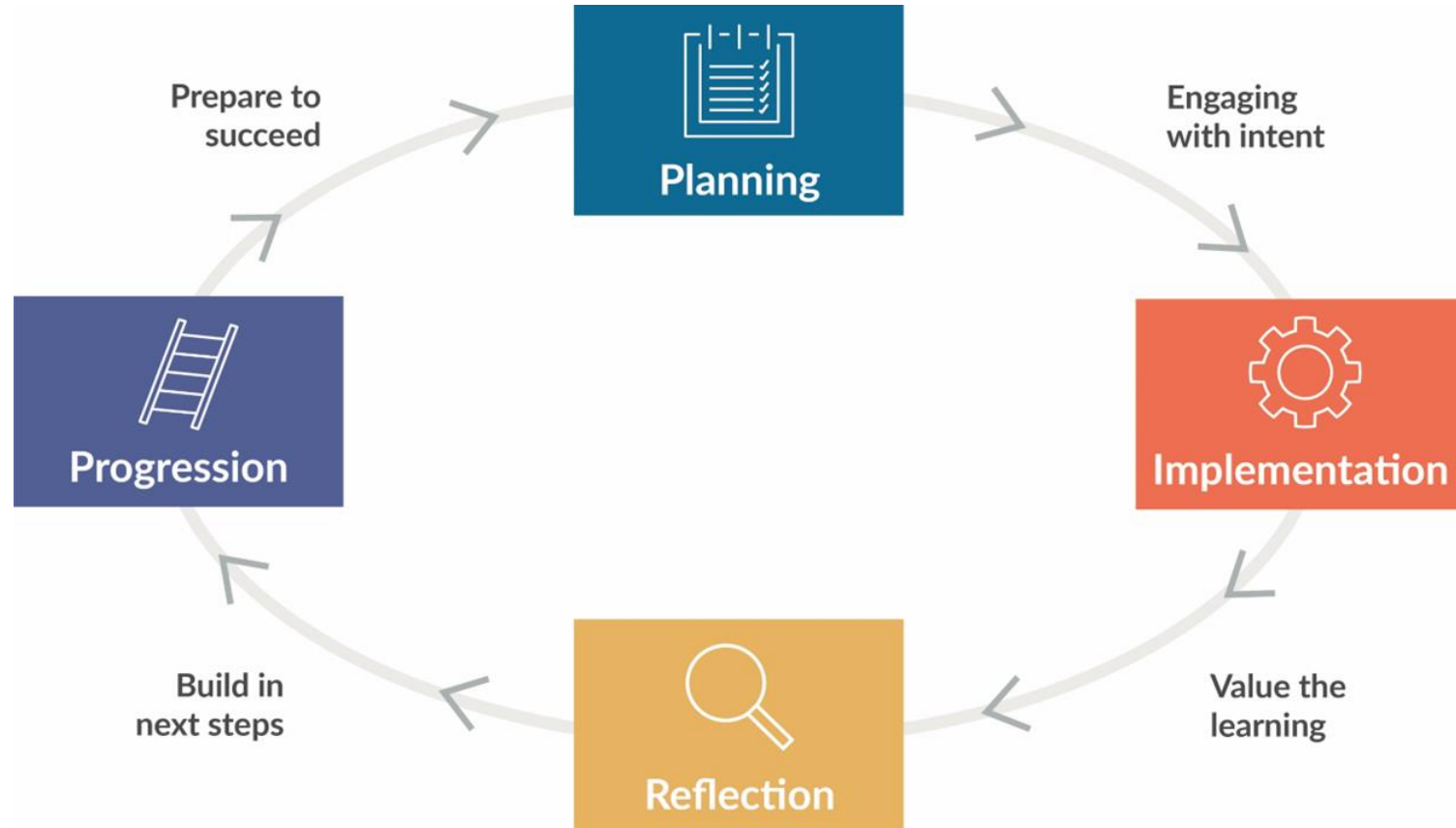
Powered by





Making it Meaningful

A continuous cycle to ensure improved outcomes and impact of careers encounters





Planning - overview

THE CAREERS &
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Encounters are embedded within the school's careers strategy and careers programme

Adopt a whole school approach(GBM1)

Make links between careers and the curriculum (GBM4)

Define what students will learn

Identify how you will measure success

Base plans on the needs of your students (GBM3)

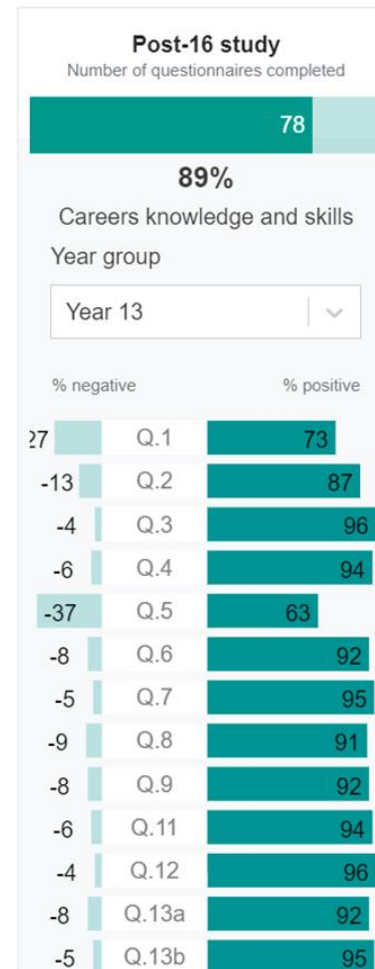
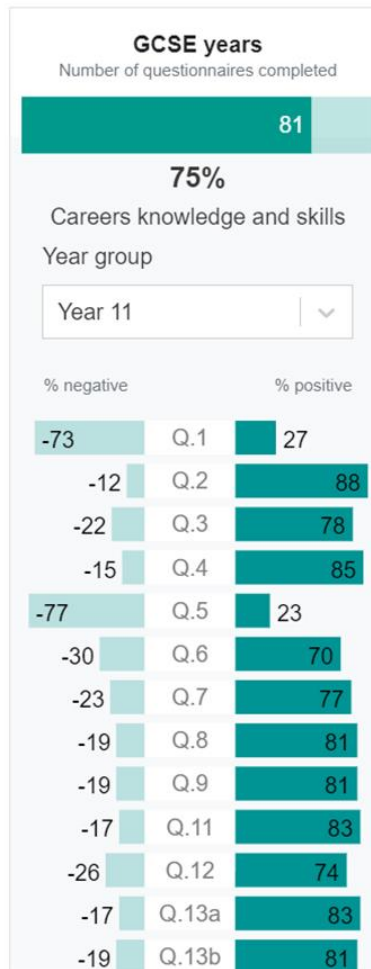
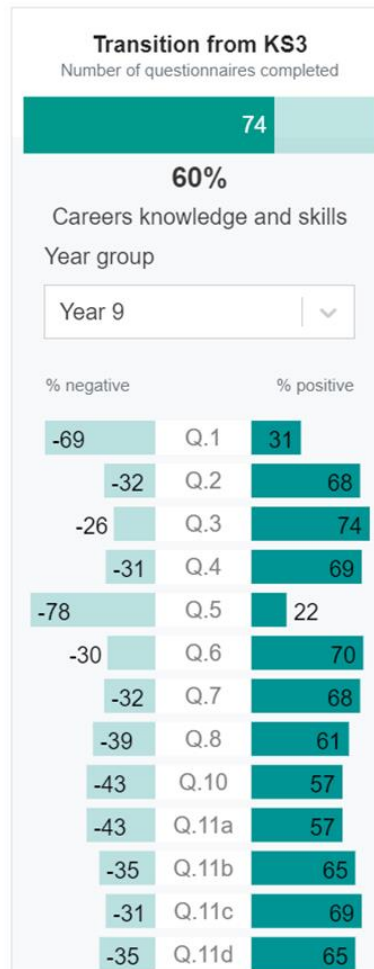
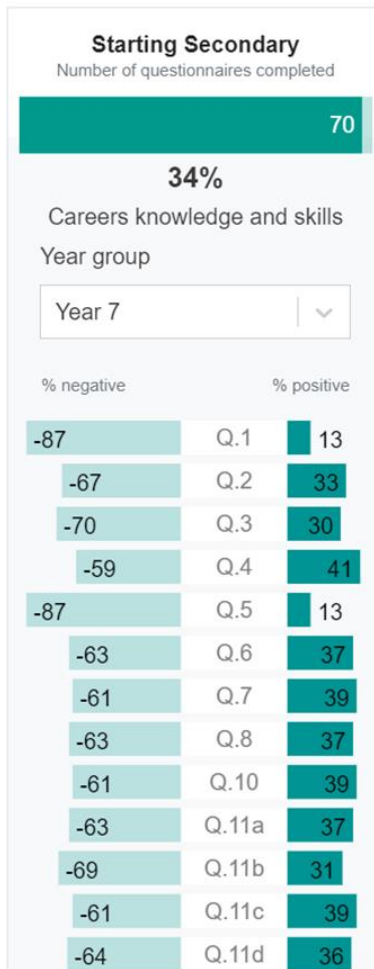
Ensure plans are informed by the needs of the local labour market (GBM2)

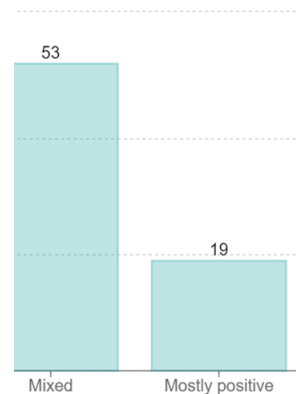
Ensure careers activities are accessible and engaging for all (GBM3)

Thinking about the Five Factors of Careers Leadership Maturity

which are:

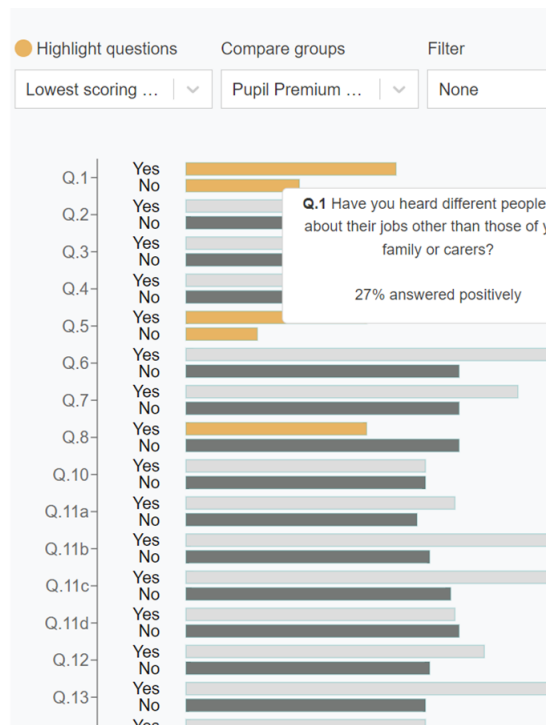
- Careers leadership and distributed leadership of careers
- Leaders' vision, ambition and intent for careers
- Student career learning journeys
- Planning for strategic improvement
- Impact evaluation





Search in 2 learners...

er	Tutor Group	Pupil Premium
	Form 9B	N
	Form 9B	N



Detailed and Custom Reporting options to support analysing the data.

Select questionnaire type: GCSE years | Select academic year: 2023/24

Number of questions selected: 4

- ☐ Select all
- ☐ Q.1: Have you heard different people talk about their jobs other than those of your family or carers?
- ☒ Q.2: Are you aware of some of the types of businesses or employers in your area of the country?
- ☐ Q.3: Do you know what skills employers need? Skills are personal qualities and things someone is able to do
- ☒ Q.4: Do you know how to find out how much you could earn in different types of jobs?
- ☒ Q.5: Have you thought about how jobs and careers may change in the future?
- ☐ Q.6: Do you have support to help you make education and career choices?

13	Ball	Zahrah	Year 11	11B	N
13	Barlow	Esmee	Year 11	11B	N
	Bell	Damien	Year 11	11B	N





Custom reporting download to Excel option.



File Home Insert Page Layout Formulas Data Review View Automate Help																	Comments	Share
Clipboard Font Alignment Number Styles Cells Editing Sensitivity Add-ins Analyze Data																		
B1 Last Name																		
	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q		
1	Last Name	First Name	Year Group	Form Group	Pupil Premium	Free School Meals	SEN	Gender	Q.8 - Do you have ideas about what you might do for a job or career in the future?	Q.9 - What types of jobs/careers are you interested in at the moment?	Q.15 - Developing ideas by writing things down or asking yourself questions	Q.16 - Planning a complex task by considering the range of options	Q.17 - Recognising strengths and areas for development in yourself and others	Q.18 - Taking part in group decision making	Q.19 - Showing you're listening through your body language or how you respond	Q.20 - Speaking engagingly through tone, expression and gesture	Q.21 - Listening to others	Q.22 - Working with others
2	Wood	Dave	Year 9	9A	N	N	N	Male	No, not yet	Environment and land e.g., climate scientist, environmental consultant, gardener	I can do this quite well but could develop further	I'm not able to do this yet	I can do this really well	I can do this quite well but could develop further	I don't know what this means	I can do this really well	I can do this quite well but could develop further	I can do this quite well but could develop further
3	Evans	Lauren	Year 9	9A	N	N	N	Female	Yes, to some extent	Business and finance e.g. accountant, CEO, insurance, tax adviser	I don't know what this means	I can do this quite well but could develop further	I'm not able to do this yet	I don't know what this means	I can do this quite well but could develop further	I can do this really well	I can do this quite well but could develop further	I can do this quite well but could develop further
4	Powell	Arthur	Year 9	9A	Y	Y	N	Male	Yes, to a great extent	Government services e.g., civil servant, immigration officer, MP	I'm not able to do this yet	I'm not able to do this yet	I can do this quite well but could develop further	I don't know what this means	I know what this is, but I'm not sure if I can do it	I can do this really well	I can do this quite well but could develop further	I can do this quite well but could develop further
										Animal care e.g. vet	I can do this quite well but could develop further	I know what this is		I can do this quite well but could develop further	I can do this quite well but could develop further			



Learner Needs Assessment (LNA)



Future U has developed and evaluated an approach to understanding the Learning Needs of Young People to help schools target, plan and evaluate their careers strategy and provision.



- ❖ The LNA can be completed by whole year groups or targeted groups dependent upon the aims and priorities of the school.
- ❖ The LNA seeks information on key aspects of the pupils assessment of the strength of their personal skills, understanding of future education and employment options and awareness and development of future employability skills.
- ❖ The LNA is completed electronically either via a Unique Code for the school or Future U can attend the school and facilitate entry via IPADS.
- ❖ Following completion of any agreed data entry, the school will receive a report collating the main findings and recommendations for planning provision to meet needs. This will include identifying any potential provision and support that might be supported through the Future U programme Offer.
- ❖ Schools will be invited to repeat the LNA towards the end of the academic year to see if there has been any change.
- ❖ The report should be useful as evidence of planning and impact for formal inspections such as Ofsted.



Learner Needs Assessment (LNA)



Initial
Assessment

Initial
Report

Delivery
Plan

Follow Up
Assessment

Final Report



Learner Needs Assessment (LNA)



The LNA approach offers knowledge and insights on gap areas, with knowledge on future labour market skills/needs and mechanisms for readying pupils for potential future education and employment pathways remaining areas for further development and application. Students lacking understanding of the intended purpose of careers related activities and how they were part of a careers plan were a common outcome in a number of LNA reports.



“We found the activity very beneficial and it helped us to identify where there were some gaps in students' knowledge of careers specific vocabulary (especially LMI).” Assistant Headteacher and Careers Lead

Only 23% of learners know about the skills shortages/priority areas in Lancashire.

Only 28% of learners know about the skills shortages/priority areas in Lancashire.



Learner Needs Assessment (LNA)



Males are less likely to indicate they are intending on progressing to Higher Education. (LNA)

Majority of attendees of Pre 16 university campus visits are female. (Feedback from partners)

Campus visits are one of the most impactful activities in increasing Level 4 progression. (Uni Connect Evaluation)

In focus groups done as part of Future U evaluation work multiple participants questioned how students were selected for university visits.



Implementation - overview

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Prepare all participants and brief students, teachers, volunteers and providers

- Clearly communicate objectives and responsibilities

Engage Parents and Carers (GBM 1)

Promote awareness of careers learning opportunities across the school community

Build independent career management skills for students (GBM 3)

- Students take ownership for recording their careers learning

Gather evidence to inform the evaluation from all participants (GBM3)

- Collect feedback on the day



Brief Participants – Career Fair





Blackburn is Inspiring





Preparing for a Careers Fair Workshop



Name: School: Year:

Blackburn's Inspiring 2023

Intro: Write a short introduction to the conversation with exhibitors.

Example:

"Hello, I'm Jane Smith, a year 10 student from Blackburn School and I'm interested in mechanical engineering, can you tell me more about your company?"

Use G.N.A.P. Greeting Name Affiliation Purpose

Goals: 3 outcomes you want to achieve, e.g. speak to 3 engineering companies, find out about degree apprenticeships.

Questions: Prepare questions that will help you achieve your goals.

Have You Thought About Your Future?

Not at all...	A bit...	Lots...
I have no idea what I want to do.	I have an idea of some options that may be interesting to me.	I have a very firm idea of what I want to do.
- Speak to a wide range of different organisations. - Consider different qualifications and careers. - Talk about subjects, hobbies, interests that you like.	- Find out more about the options you are considering. - Speaking to selective organisations that are relevant to your interests.	- Gather information that will help you get to your goal. - Keep an open mind, and visit some stalls offering different options.

Concert Hall—upper floor

Windsor Suite—lower floor

Help, information, advice and guidance

1. New Directions Careers Service / Information help desk

Exhibitors—Concert Hall (upper floor)

2. BWD refresh and The Wellbeing Service	23. East Lancashire Hospitals NHS Trust
3. Speakers for Schools	24. Environment Agency
4. Rushmore College	25. Department for Work and Pensions
5. EH Booths	26. Sodexo
6. University of Central Lancashire (UCLan)	27. Daniel Thomas
7. Training 2000	28. One Stop HRC
8. Lancashire Wildlife Trust	29. The Bureau — Chip in (Volunteering project)
9. Darwen Aldridge Sixth Form - D6	30. Gravity
10. Blackburn with Darwen Council - HH	31. RQ1
11. Blackburn Youth Zone	32. Steel Ltd
12. Blackburn College	33. QIGS Sixth Form
13. Future U	34. Cardinal Newman College
14. Blackburn Rivers Sports College	35. Lancaster University School of Mathematics
15. North Lanes Training Group	36. Burnley College
16. Preston College	37. Thematic Apprenticeships
17. Blackburn College	38. Leyland Trucks
18. St Wilfrid's Sixth Form	39. Herbert Parkinson
19. EE	40. Parliament Homes
20. Euron Garages Group	41. Newground
21. North West Ambulance Service	42. Keep Most Housing
22. Manchester Unit NHS Foundation Trust	

Exhibitors — Windsor Suite (lower floor)

A. WEC Group	N. University Centre (Nelson & Colne College Group)
B. MGS Technical Plastics	O. PH&M Solutions for Business LLP
C. Specavers Opticians	P. Pierce Accountants
D. Priore's Trust	Q. British & International Golf Greenkeepers Association
E. Royal Navy	R. Edge Hill University
F. BAE Systems	S. University of Huddersfield
G. Fort Vale Engineering Ltd	T. Leeds Trinity University
H. Lancashire Constabulary	U. Lancaster University
I. Royal Air Force	V. Nelson & Colne College / Accrington and Ross College
J. Army Careers	W. Apprenticeships at Nelson and Colne College Group
K. Lancashire Fire and Rescue Service	X. Stageworks Studios Ltd
L. Myerscough College/University Centre	Y. Get Set Academy
M. Forbes Solicitors	Z. Booth Industries



Reflection - overview

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Build an evidence base to inform future activity

- Record careers encounters using Compass and Tracker or Compass Plus
- Record and review feedback from all participants to inform continuous improvement
- Review FSQ data from pupil groups to check confidence in knowledge and skills.

Reinforce the learning

- Students are encouraged to reflect on each encounter
- Build reflection time into your programme
- Reflect on the wider careers programme



Progression - overview

What Comes Next?

- Ensure encounters are not one- off activities and are sequenced and progressive

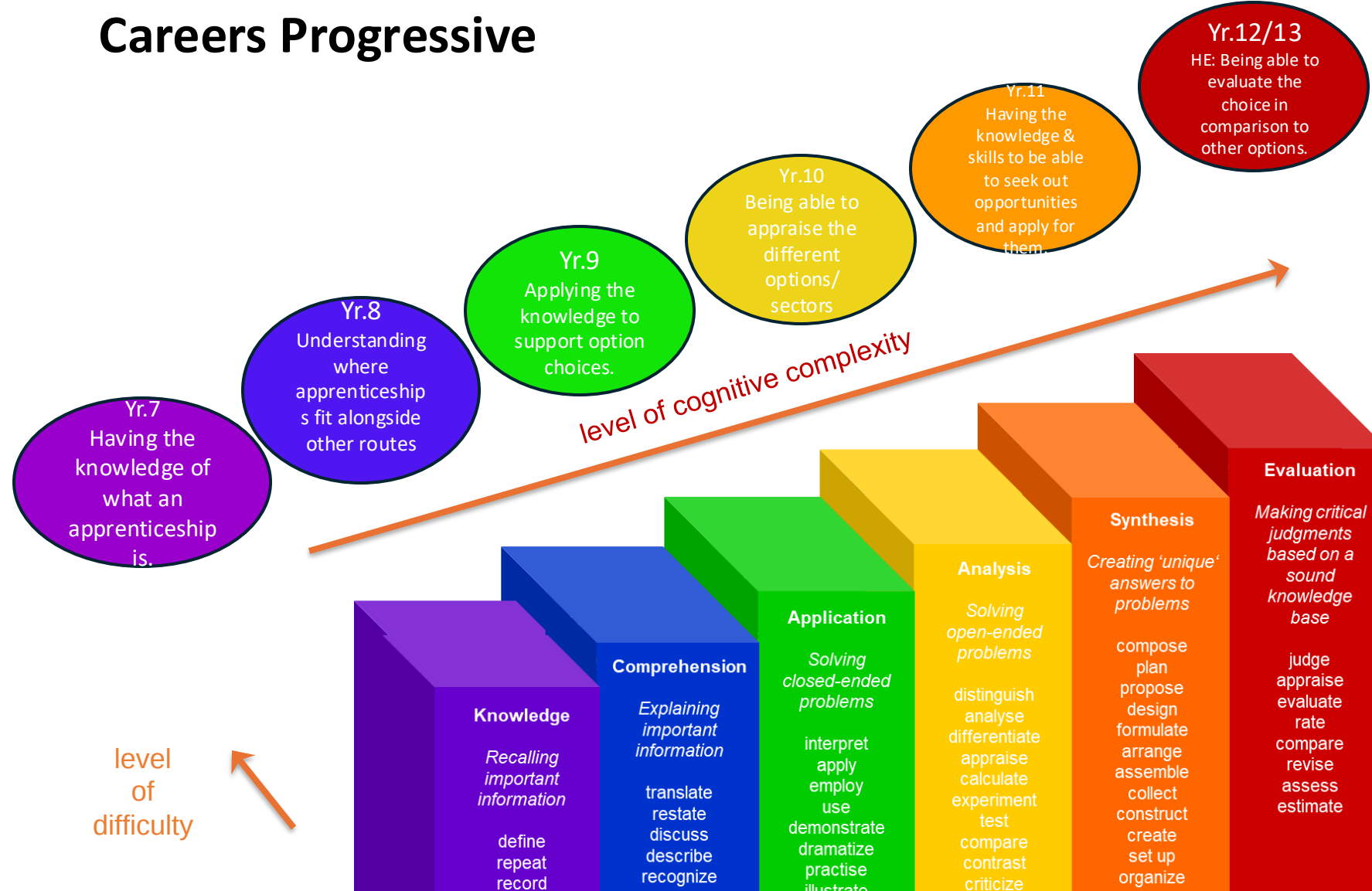
Create a community of best practice

- Share best practice and learn from others

Inspire and engage

- Celebrate and inspire a culture of where everyone has responsibility for careers learning across the school community
- Promote awareness of careers events externally using multi media channels

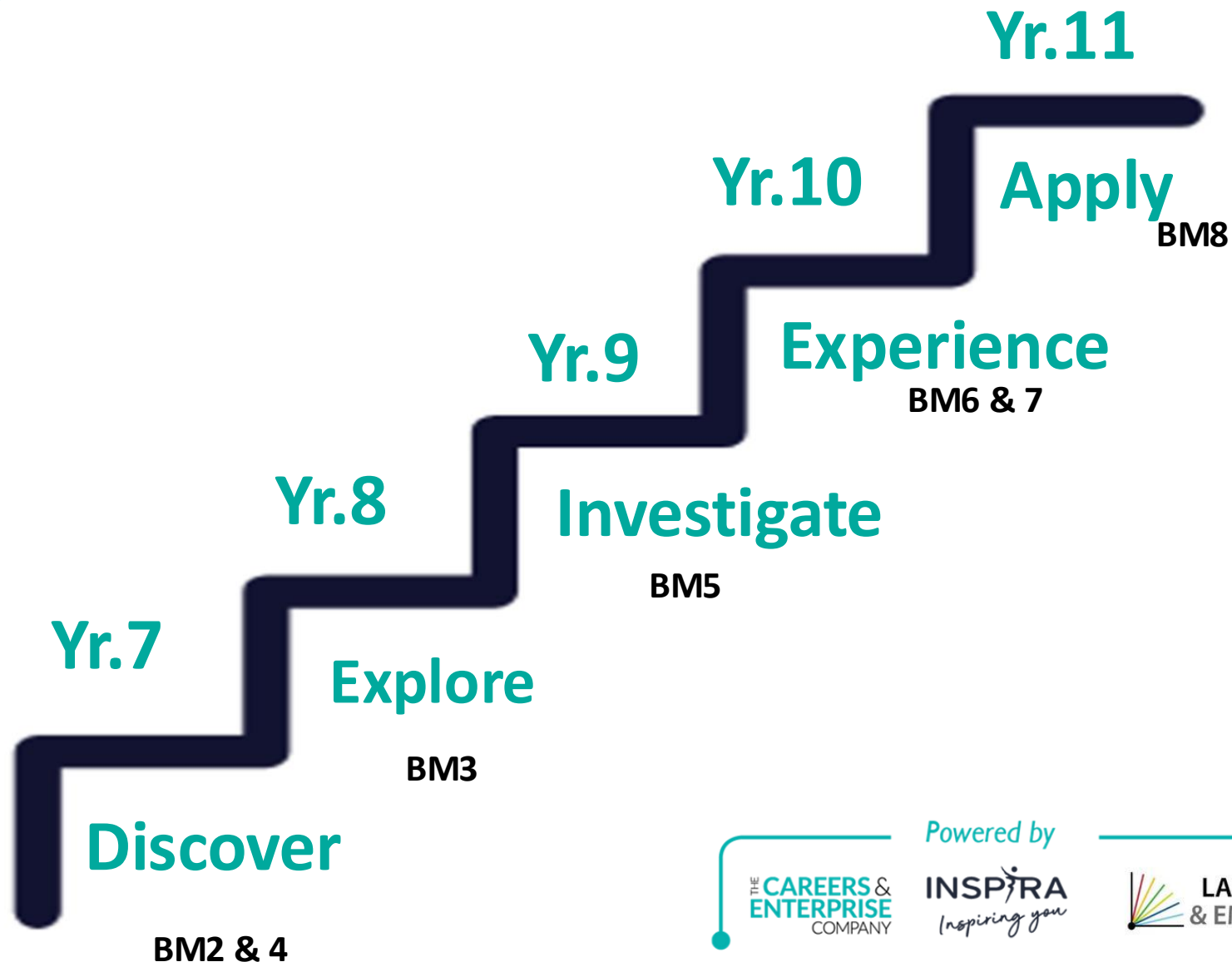
Bloom's Taxonomy: Making Careers Progressive





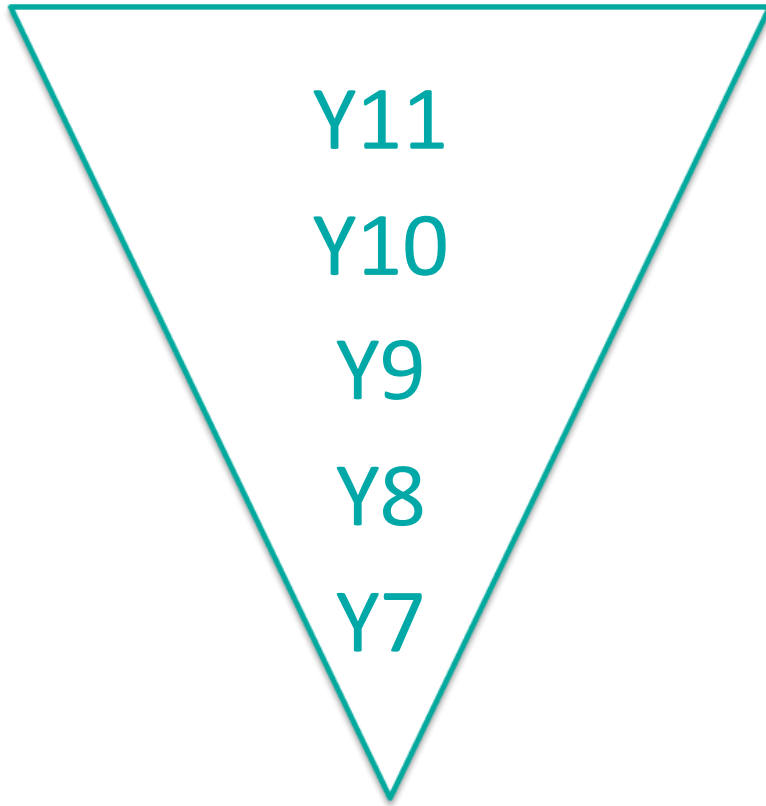
Set a 'vision' for your programme and decide on your focus for each year group.

FUTURE



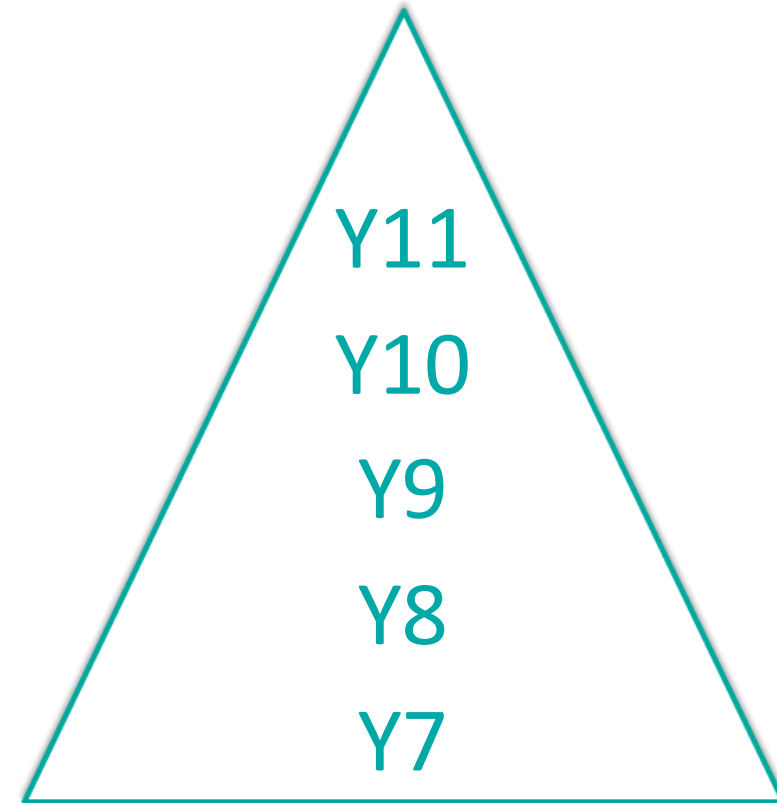


Traditional Focus & Time Pressures



Consider 'flipping the triangle' in relation to your career activity. The more you include from Yr.7 will support later engagement and decision making.

Ideal Model of Careers



Create a Devolved Model of Careers



Curriculum Staff

Head of Year &
Form Tutors

SEND/CO, DSL &
Designated Teacher

Pastoral Staff &
Attendance Staff

Parent & Carers

Careers Advisor

Your Network of
Providers & Business

Enterprise Advisor



Idea Development/Good Practice Sharing

Using the planning sheet we've shared as a prompt:

- Choose a year group and an activity idea you'd like to develop or refine.
- Consider the different headings when drafting the activity plan.

What do you need to change/refine to **Make it Meaningful?**