

‘Establishing Intended Outcomes to drive the Content of Careers Provision’

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#OneAET Careers



Context

- **32 Primary Schools**
- **21 Secondary Schools**
 - 11 Secondary Schools with Sixth Forms
 - 10 Secondary Schools without Sixth Forms
- **5 Special Needs Schools**
- Over **100 apprentices**
- Over **30,000 learners**
- Over **5,000 staff**



Our Vision, Mission and Values

Our Vision

Each and every child inspired to choose a Remarkable Life.

Our Motto in every Academy

Find your remarkable.

Our Values

- Discover what's possible
- Push the limits
- Be unusually brave
- Be big hearted

Our Mission

To gather and motivate inspirational people committed to delivering an excellent education that launches children into remarkable lives.

Our Structure

- **National System Leader** - who has strategic responsibility for Careers across our entire family of academies
- **Regional Careers Leader(s)** - expert career leaders in their own schools who have responsibility for supporting AET academies in their region to make progress and develop their careers provision
- **Career Leaders in every Secondary Academy** - who have responsibility for the design, delivery and impact of the careers programme in their school
- **'Remarkable Futures' Trust-wide Careers Strategy** - written by Career Leaders, framed around Gatsby Benchmarks



Challenges / Potential Solutions



Careers Programme (Recovery) Planning

- How are you planning to ensure that any careers content that was postponed and not reshaped for virtual delivery (last year) is addressed this year?
- How have you modified the intent of your careers programme for 2020/21 to take into account the impact of Covid19?
- Why have you planned your careers programme for 2020/21 to be structured, sequenced and delivered the way that you have? Why is this best for students?
- What contingency plans do you have in place if you need to modify delivery?

So many email offers... what do I choose and what do I ignore?!



AET Remarkable Futures - Intended Outcomes

- Created **AET Remarkable Futures: Strategic Objectives Overview** - a template document for each school to populate and use in relation to strategic objectives and the progressive sequencing of intended learning outcomes.
- The document has been constructed with the Gatsby benchmarks, the CDI Framework and the PSHE Frameworks in mind and draws on input from CEC Benchmark 1 Webinars.
- It is designed in such a way as to bring a level of Trust-wide consistency, allow for school level flexibility and to ensure careers programmes are progressive and structured around intended outcomes.

AET Remarkable Futures - Strategic Overview

Our AET Vision

Each and Every Child Inspired to Choose a Remarkable Life

Our AET Mission

To gather and motivate inspirational people committed to delivering an excellent education that launches children into remarkable lives.

Our AET Values

<u><i>Be Unusually Brave</i></u>	<u><i>Discover What's Possible</i></u>	<u><i>Push the limits</i></u>	<u><i>Be big-hearted</i></u>
We choose to be unusually brave. We're not afraid to challenge wrongs, to make the right call, even when it's both unusual and difficult to do so	We are on the search for discovering what's possible. We look to create 'eureka moments' for our students, helping them discover a world of possibilities and opportunities.	We always strive to push the limits. We don't settle for less than excellent and we won't allow our students to either. We resolve to overcome any self-imposed limits.	We commit to being big-hearted. We choose to treat each other with kindness, warmth and care, believing that <u>everybody</u> matters and <u>believing</u> in one another.

Our Remarkable Futures Careers Strategy Statement:

To ensure that young people are able to lead remarkable lives, our remarkable futures careers provision exposes all pupils to a range of meaningful encounters and experiences that will empower them and appropriately prepare them for their next stage of development. Our approach ensures that every young person is given the opportunity to develop the skills, knowledge, qualities and character needed to make fully informed decisions about their future, manage their career and thrive in the world of work.

AET Pupil

Character Development and Skills Framework

Driven by our:

- Trust Vision
- Mission,
- Values,
- AET Careers Strategy
- AET Pupil

Intended Outcomes - Concepts and Key Stage

AET 'Remarkable Futures' - Overview of Trustwide Stage Related Expectations - Intended (learning) Outcomes (click here to view outcomes by theme)		
'CAREER EXPLORATION' By the end of Key Stage 3 Learners should: • Be able to research a range of different job roles and sectors. • Be aware of the range of different pathways and progression routes available and be able to relate these to subject option choices. • Begin to connect how content studied / skills developed within each subject relate to careers and progression routes.	'CAREER EXPERIENCES' By the end of Key Stage 4 Learners should: • Be able to articulate how a range of encounters with employers and employees has given a greater understanding of the skills, qualities, qualifications and experiences employers look for when recruiting employees. • Have experienced work places and be able to evidence the skills developed.	'CAREER MANAGEMENT' By the end of Key Stage 5 Learners should: • Be able to demonstrate how and why specific encounters with an employer(s) have been beneficial and use this to aid progression. • Have experienced workplaces directly related to career/progression aspirations and can showcase work related tasks completed / skills developed. • Be able to lead, articulate, demonstrate and evaluate their own career progression.

Intended Learning Outcomes:

- **3 overarching Concepts**
 - **Career Exploration**
 - **Career Experiences**
 - **Career Management**
- **Broken down by Key Stage**

*NB. activities that focus on Exploration, Encounters/Experiences and Career Management Skills will be present in all Key Stages and are not mutually exclusive. However the broad concepts merely highlight the emphasis of the work at each key stage

Progressive Intended Outcomes - by Theme

AET 'Remarkable Futures' - Overview of Trustwide Stage Related Expectations - Intended (learning) Outcomes (By Theme)		
'CAREER EXPLORATION'	'CAREER EXPERIENCES'	'CAREER MANAGEMENT'
Employers		
By the end of Key Stage 3 Learners should:	By the end of Key Stage 4 Learners should:	By the end of Key Stage 5 Learners should:
Be able to discuss key employability skills and begin to give examples about how these have been / could	Be able to articulate how a range of encounters with employers and employees has given a greater	Be able to demonstrate how and why specific encounters with an employer(s) have been beneficial

Intended Outcomes address 7 Progressive Themes:

- **Employers**
- **Workplaces**
- **LMI**
- **Progression Pathways**
- **Curriculum**
- **Destinations**
- **Careers Information, Advice & Support**

Careers Provision at Our School		
Year Group	Intended (Learning) Outcomes	Key Events / Experiences (from the Careers Programme and beyond)
Key Stage 3		
Year 7	• • •	• • •
Year 8	• • •	• • •
Year 9	• • •	• • •
Key Stage 4		
Year 10	• • •	• • •
Year 11	• • •	• • •
Key Stage 5		
Year 12	• •	• •

Individual schools take the 'end of key stage intended outcomes' and map them to end of year group outcomes in their school (Y7-Y13).

These outcomes then drive the content of the school career programme and provision

<u>Whole School Curriculum Intent Statement</u>
<u>Whole School Objective(s) / Priorities and K.P.I.'s (from the School Development Plan)</u>
• • •

The Intended outcomes of careers provision are designed to support the whole school intent and delivery of whole school KPI's

Our School Careers Programme

Careers Programme: (insert link to school careers programme here - as published on the careers section of the school website)

Additional Information

Careers Leader: (insert link to section of the school website that details the careers leader contact information here)

Careers Provider Access Policy Statement: (insert link to school careers provider access policy statement here - as published on the careers section of the school website)

Careers Adviser: (insert the name, email address and organisation [if external] of the careers adviser here)

Enterprise Adviser: (insert the name, email address and business organisation of your matched enterprise adviser here)

Enterprise Coordinator: (insert the name, email address and organisation of your CEC enterprise coordinator here - likely from your LEP, City Region or LA)

**Outcomes drive
the content of the
careers
programme and
delivery
mechanisms**

**Support is
designed to help
ensure a school
achieves the
intended outcomes**



Top tips

- Don't take the easy route!
- Think independently about what you want students to achieve and be able to do and by when
- Be open minded and willing in some places to add new provision, amend current provision or even remove an activity.
- Identify and plug any gaps based on the outcomes you are trying to achieve
- Think about careers as a 5 year (Y7-11) and 2 year (Y12-13) process
- Use the outcomes to explain why you work with certain organisations and why you deliver activities at certain times of the year



Audit

Benchmark 1:

A Stable Careers Programme



Every school should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

Current Compass Score:
%

KEY CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
1.1 The school has a structured careers programme that is written down? [C]				
1.2 All students and parents are aware that young people must remain in education, training or employment with training until the age of 18.				
1.3 The careers programme is published on the school website? [C]				
1.4 The information about careers on the school website is aimed at / is useful for all stakeholders - students, teachers, parents/carers and employers. [C]				
1.5 The Careers Programme is approved by the Governing Board. [C]				

Action Plan

Careers: Action Plan
2019/20

[ACADEMY NAME:]



Remarkable Futures Career Benchmarks: Action Plan

What needs to be achieved? (Aim) (please indicate the benchmark[s] being addresses)	Development Required (Actions to be undertaken)	Resources (inc Costs)	Responsibility	Timescale	Success Criteria (What will the impact be?)	Monitoring and Evaluation (Please include who is responsible for monitoring the progress of this action and what evidence will be generated)



COMPASS +

THE CAREERS LEADER DASHBOARD

THE CAREERS &
ENTERPRISE
COMPANY

Academies Enterprise Trust

Key benefits for Careers Leaders



Save time and plan
with ease



Be more strategic
and targeted



Measure and
monitor
effectively



Collaborate with
colleagues



Reach and build a
wider network

Career Leader Training



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Online Careers Leader training course

A short course for Careers Leaders and those interested in the role

[Home](#) » Online Careers Leader training course

The Careers Leader role is one of the most exciting roles within a school or college context with the potential to impact thousands of students in the short and long term.

This short course is designed to provide foundational knowledge for Careers Leaders and those interested in the role. It has been developed using Teach First's experience of delivering Careers Leader training since 2015, the expertise of The Careers & Enterprise Company, and a range of external experts including experienced Careers Leaders. This free course comprises five modules that each take approximately two hours to complete.



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Progress Monitoring

The National System Leader (CEIAG) monitors the progress and performance of each academy and cultivates a system of practice sharing. This includes:

- 2 **National Career Leader Network Meetings** (in half term 1 and half term 6)
- 3 **Regional Cluster Career Leader Network Meetings** in each cluster (in half terms, 2, 3, and 5)
- 7 **Progress Review Meetings** (a combination of face to face, google hangout and telephone calls) between the AET National System Leader and the Career Leader in each academy (a minimum of one per half term)
- 3 **formal updates to audits, action plans and Compass** (once per term)
- 3 **good practice case study submissions by each academy** (half terms 2, 4 and 6)
- 2 **interim progress reports** and 1 **annual report** documenting the collective progress of AET academies.

The **Executive Team** discuss quality of careers provision and impact in **Strategy calls with Headteachers** and **Careers is a Standing Agenda Item on every Academy Governing Board Meeting**

Flexibility of Approach

Character Development

Kingswood Academy

Curriculum Integration

Tendring Technology College

Collapsed Days

New Rickstones Academy

Ofsted - what we know

- **Careers** is included as part of the judgement of '**Personal Development**'
- **Destinations** is included as part of the judgement of '**Quality of Education**'
- **Website** is analysed to check compliance with **statutory requirements**
- **Progress** is defined as the flow through between children **knowing** more, **remembering** more and being **able to do** more
- **Learning** can be defined as an **alteration in long-term memory**. "If nothing has altered in long-term memory, nothing has been learned".
- In order to develop understanding, **pupils connect new knowledge with existing knowledge**. Therefore Ofsted will look at how learning is **sequenced** and whether this is **progressive**, building on prior learning.
- Pupils also need to **develop fluency** and unconsciously **apply their knowledge as skills**.

Demonstrating Progression - the 3 'I's'

Can we see evidence of:

- The aims of the careers programme, including the knowledge and skills to be gained at each key stage **(intent)**
- The translation of the aims of the careers programme into a delivery structure and narrative, appropriate to that academy context, showing what will be delivered in each year group and when delivery will take place **(implementation)**
- The evaluation of what knowledge and skills learners have gained against expectations and the impact of the careers programme on students **(impact)**.

The 3 'I's' could be the 3 'C's'

Content

What are the endpoints that you are looking to achieve - what do children need to know and be able to do? Why is this important in your context?

Concepts

To get to these endpoints, what are the key concepts children need to learn, understand and demonstrate?

Calendar

What is the sequence and order that children need to learn these concepts in and how do we add knowledge in the right way to help children connect different learning together?

Key Considerations for Career Leaders

- Do leaders know the strengths of the careers provision in school, **how these strengths are being built on** and **how weaknesses are being addressed**. Is a clear plan in place?
- Will Ofsted be able to **see evidence of the implementation** of your **planned careers programme**? Is it **coherent** and **age appropriate** and **appropriate to the needs of your students**? Does it **show progression and learning experiences that build upon one another** throughout the key stages?
- What **quality assurance processes** are in place? Is careers **tracked, monitored and evaluated effectively** to know whether **successful outcomes** and **positive impact** have been achieved **for all students**? Is this **reflected in the destination data**?
- Will pupils be able to speak **confidently** about the **choices** they have made, **how they have been prepared for the next stage** and their **future plans** for education and work? Do you know the **career aspirations** for your students and what **steps have you put in place to support and develop** these?

Leadership is key

- AET Trust Executive Leadership
- AET System Leadership
- AET Regional Careers Leadership
- Governing Boards within schools
- Parent and Community Association Boards within schools
- Senior Leadership within schools
- Career Leadership within schools