



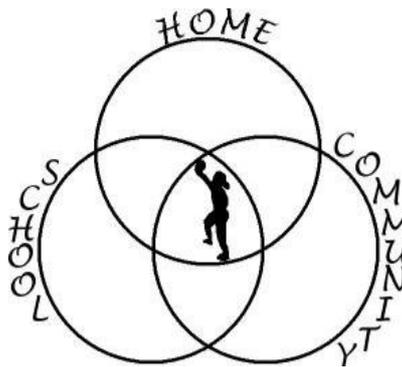
Lambeth Council, working in partnership with Lambeth College and LSBU are committed to working with schools, providers and employers to improving the quality of Careers Guidance for young Lambeth residents...

The following employers and providers endorse the school's Ofsted aligned Careers Guidance Strategy supported by the Quality Mark 'Investors in Careers'.



## A CAREERS STRATEGY FOR LANSDOWNE SCHOOL

MAY 2018



### 1. Vision and Purpose

“The overall vision is to support every young person to fulfil his or her potential, and that includes their potential as contributors to the economy and society. Work is rewarding, not just financially but in bringing purpose and focus to the individual. Through the implementation of the Careers Strategy, young people are able to develop the skills and confidence to realise their potential and follow the career path which suits them best, enabling them to contribute to their community and to support social and economic prosperity.”

Department for Employment and Learning,  
March 2016

The strategy builds on the national requirements for careers, enterprise and work related learning. It has been drawn together to support the outcomes of the Lambeth wide career cluster:

- To ensure that young people make a successful school to work/ HE transition including improving the employability skills of vulnerable and disadvantaged young people.
- To draw effectively on labour market intelligence to inform curriculum and careers provision.
- To increase links between schools, further education, employers and higher education and improve the effectiveness and sustainability of these partnerships.

At Lansdowne School we recognise that Career development encompasses a wide range of different aspects:

- A sense of direction
- Making a difference
- Developing as a person
- Progression
- Skills for the future
- Employability

We also recognise that careers matter to the individual and the wider economy.

### **1.1 Development Priorities for 2017/18**

As part of the Lambeth Careers Cluster we have been assessing our current provision and can now identify development priorities. We are committed to delivering provision in line with the eight Gatsby benchmarks and working towards the Quality in Careers Standard.

The following areas of development were highlighted from our Compass audit and wider review of priorities:

Careers programme to be written down and published on school website.

- Establishment of a careers working party to develop and document a whole school careers programme.
- Careers programme is approved by board of governors.
- To deliver independent and impartial careers guidance to students from Year 8 onwards.
- To evaluate the effectiveness of careers programme every three years.
- To further develop meaningful encounters with employers through our partnerships with Spark Work Experience Agency, the Brixton Pound and Park Plaza.
- To further develop student access to up to date information about career paths and the labour market.
- To strengthen career related learning especially in PSHE, English and ICT.
- To keep systematic records of each pupils' experiences of career and enterprise activity and to claim virtual badges for their experiences through the Open Badge Academy.
- Collect and maintain data on pupil destinations.
- Provide careers lessons to every year group as part of PSHE.
- To continue to use external providers for students to access Industry Insight Days, Interview Skills Sessions and Work Experience Placements.

To engage parents/ carers in the careers programme through briefing them about work experience and other suitable opportunities.

## **1.2 Recognising national and local trends and expectations**

### **London Market**

London is a global city with an economy larger than many of the member states of the EU<sup>1</sup>. This provides many opportunities for young Lambeth residents, but also, big challenges. They are competing for jobs, not just with each other, but with people from across the UK and much of the rest of the world. The London workforce is typically better qualified and better paid than workers in the rest of the UK<sup>2</sup>. It is also more entrepreneurial, with higher levels of self-employment.

Over the past decade, Lambeth residents have become increasingly skilled, indicating a population shift with more highly skilled people moving to Lambeth<sup>3</sup>. 65% of Lambeth's working age population holds a higher education level qualification (Level 4 or above) compared to 50% in London as a whole and 37% across the UK<sup>2</sup>.

The proportion of young people in apprenticeships and jobs with training in London is around half the England average<sup>4</sup>. After Key Stage 4 only 2% of Lambeth students enter apprenticeships, compared to 6% across England. Apprenticeships are a more popular choice after Key Stage 5, but apprenticeship destinations are still 6% compared to 7% across England<sup>5</sup>. [See [www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2015-provisional](http://www.gov.uk/government/statistics/destinations-of-ks4-and-ks5-pupils-2015-provisional) for individual school destination figures]

Lansdowne School caters for students on the Autistic Spectrum and with speech and language delay. Many students come from disadvantaged backgrounds with parents and carers often unemployed or earning the minimum wage, or slightly above. Our aim is to recognise trends in the labour market and work with our partners to ensure students gain knowledge of the opportunities open to them and to help them to gain realistic expectations through engagement with different workplaces.

In order to face the challenges of a competitive local labour market, Lansdowne School will:

- Ensure up-to-date, user-friendly labour market intelligence/ information (LMI) is readily accessible by young people, teachers and parents/carers.
- Work with Lambeth Apprenticeship Ambitions Programme to boost students' understanding and take up of the apprenticeship pathway.
- Ensure every student has the opportunity to gain experience of the world of work. This will include career insights from industry experts, work tasters, mentoring, enterprise activities, participation in careers events and work experience in line with the latest statutory guidance – Careers inspiration (March 2015).
- Ensure every student has the opportunity to evaluate the knowledge and skills they need for the workplace including Maths and English.

Regeneration projects and local employment growth offer some potential to help lower skilled residents, but future employment opportunities will be overwhelmingly in high skilled occupations, with increasingly few employment opportunities in medium and lower skilled occupations<sup>3</sup>.

At lower skill levels, employment growth is expected in the caring and leisure industries<sup>4</sup>. Lambeth has a much higher percentage of employment in Health and Social Work (21.7%) than either London (10.2%) or Great Britain (13.3%) as a whole<sup>5</sup>. Lambeth also has more employment in Accommodation and Food Service (8.6%) and Arts, Entertainment and Recreation (3.9%) than Great Britain as a whole (7.2% and 2.4%).

At Lansdowne School, we take note of these figures and as part of our 6<sup>th</sup> form curriculum, students have the opportunity to study Health and Social care at GCSE and Unit Award level.

Our links with Accommodation and Food Service are developing well with students taking up work experience placements at the Premier Inn and Park Plaza hotel chains. Students have also experienced Insight days at the Premier Inn. Park Plaza have led a workshop about the hospitality industry to all students in year 12 and 13. We also offer a new Food Technology GCSE to our post 16 classes accredited by WJEC.

We have begun to link with Recreation services, as two students have had work experience placements at Brixton Recreation Centre and Streatham Ice Arena.

## **2. People and Resources**

To ensure effective delivery of careers provision, all staff support students in their career exploration and planning and are actively involved in aspects of the programme and able where appropriate to draw on support from employers.

### **Chair of Governors – Sue Osborn**

- Sue undertakes a lead role as part of the governing body. She is kept abreast of developments by the Careers lead – Jon Juckes.
- She and Jon will keep the governors and wider school community informed.
- She will be invited to special events such as employer workshops and will receive information about the local labour market.

### **Careers lead – Jon Juckes, Head of School**

### **Spyros Anatoliotis (assistant role)**

- To liaise with external partners for work experience placements, employer events (talks and workshops), industry Insight days, interview skills sessions.
- To report on events/placements to governors, staff, parents, students. This includes parent meetings prior to students taking up work experience placements.

### **PSHE lead – Spyros Anatoliotis**

- To continue to develop the PSHE schemes of work to ensure work related learning from Year 7 onwards.
- To ensure that the PSE post 16 qualification is developing life and ready for work skills.
- To ensure that both PSHE Association guidelines and AQA PSE (5800) accreditation programme are utilised in PSE schemes of work.

### **6<sup>th</sup> form manager – Robin McNie**

- To continue to develop information regarding apprenticeships and work-related study programmes, such as AQA PSE post 16 and Environmental Management iGCSE.

### **ICT Department – Kye Gratton**

- To continue to administer the Open Badge Academy alongside our Head Boy and Head Girl – both the latter are playing a major role in helping their fellow students create their profiles and claim badges from the academy for areas such as a healthy living plan, research of a workplace and interview skills.

### **Intervention Team – led by Mikita Grant**

- Our Intervention Team assists individual students with English, Maths and Behaviour. For major careers events, such as work experience placements the normal work of the team is suspended and they act as mentors for the students on placement. They visit each student twice and provide the physical link between employers and the school.

### **Maths lead – Joe Hilton,**

- To ensure that the maths curriculum promotes practical maths skills, including using money in real life situations (shop visits), measuring, budgeting.
- To arrange and facilitate the financial capability workshops in partnership with Advising London.

### **Science Department – Robin McNie**

- The use of industry based resources and where possible speakers, relating to topics covered, such as BP educational services.

## **English Department – Elise Moorhouse**

- Year 11 Transition programme – skills for work, strengths/weaknesses, healthy living, interviews and applications.
- Year 12 – World of Work – pop up shop, post 16 routes, preparation for work experience, career choices, A day in the life of..., personal statements and applications, volunteering.

### **3. Programme and Provision**

In the spring term, KS3 and KS4 students follow a PSHE scheme of work centred around careers pathways and skills for life and work. Within this, students are encouraged to identify personal qualities, attributes and achievements, relationships (including work relationships), healthy balanced lifestyles – (including work life), change, resilience, employability and economic understanding.

**Identity** (their personal qualities, attitudes, skills, attributes and achievements and what influences these)

**Relationships** (including different types and in different settings)

**A healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)

**Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)

**Diversity** and **equality** (in all its forms)

**Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

**Change** (as something to be managed) and **resilience** (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)

**Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

**Career** (including enterprise, employability and economic understanding). Other subjects contribute to work related learning as detailed in previous section – People and Resources.

#### **3.1 College Links**

Lansdowne School offers different college programmes to all our Year 11, 12 and 13 students. The five options this year are:

- Roots and Shoots College – Gardening course – 22 students
- New Start Training – Woodwork / Carpentry / Tiling course – 16 students
- Independent trainer - Hair and Beauty Course – 9 students
- Ilderton Motors – Mechanic course – 2 students
- 198 Gallery – ICT Project on History of Brixton – 3 students (this course has ended in March 2018)

## **3.2 Careers programme**

### **Autumn Term**

#### **Year 12, 1<sup>st</sup> visit to Lloyds Bank Liverpool Street:**

10 students visited Lloyds Bank in Liverpool Street. They had the chance to use the catering facilities at the bank. They made canapés under the direction of development chefs. They also served at the hot food counter and used the tills and the coffee machine.

#### **Year 13 students visited Pop Brixton:**

Students visited Pop Brixton and listened to presentations by two technology companies:

- Be More – online teaching agency
- KHK – IT equipment company

They also participated in a workshop with an Italian restaurant.

#### **Year 11 students visited Premier Inn Waterloo:**

Students attended an Industry Insight Day where they learnt about the hospitality industry. They had a tour of the hotel, networked with people in different departments and participated in teambuilding tasks.

#### **Year 8 Enterprise Activity – fundraising for the Brixton Soup Kitchen**

Students with Mr Evans' guidance have organised and conducted an enterprise event where parents and carers were invited. They collaborated to make and sell healthy snacks in order to raise money for the Brixton Soup Kitchen.

### **Spring Term**

#### **First wave of Year 11/12/13 students out on work experience placements arranged by Spark.**

Students placed for a week at local businesses/ charities, including:

Park Plaza

Premier Inn

Halfords

British Heart Foundation

JLC Ltd

London Southbank University

Turney School

Maplin Electronics

Brixton Library

BeMore

Vauxhall City Farm

### **Year 13 & 12 at Lambeth Apprenticeships Conference**

Students attended the Lambeth Apprenticeship Conference on 8<sup>th</sup> of March, where they had the opportunity to learn some key information about apprenticeships, listen to current apprentices' experiences and participate in team building activities.

### **Year 12, 2<sup>nd</sup> & 3<sup>rd</sup> visit to Lloyds Bank Liverpool Street:**

Following the visit in October, another two groups of our year 12 students visited Lloyds Bank in Liverpool Street. They were working with development chefs at Gather and Gather at the bank's building. They had the chance to use the catering facilities at the bank, to serve at the hot food counter and use the tills and the coffee machine.

### **Year 13 Apprenticeships counselling workshops run by "The Dream Project"**

Lansdowne School works with Lambeth council to offer apprenticeship counselling to our Year 13 students who are interested in following this pathway. Two career specialists worked with 6 students every week, for 6 weeks in 1-2 or 2-2 basis to help them identify their interests and explore their options, in order to be more able to make a decision in the near future.

### **Year 7 Police Officer – career talk**

Ms Sarah Burgess, the police officer who is associated to Lansdowne School had a session with our Year 7 students where she described the different aspects of her profession and answered to students' questions. This event is linked to the PSHE unit "Exploring different jobs".

### **Year 9 Flight Attendant – career talk**

A flight attendant who works for British Airways was invited to speak to our year 9 class about his profession. The students were informed about general characteristics of the job, requirements, wages and had the opportunity to ask their own questions.

## **Year 10 Workplace Behaviour workshop**

We invited three volunteers, linked to “Barclays Life skills”, to deliver a session with one of our Year 10 groups. The programme is called “Personal Impact – Workplace Behaviour” and helped the students understand the difference between the behaviour at work and behaviour with friends. It also aimed to improve their communication skills and understanding of body language.

## **Year 10 Employment Skills workshop**

Both our year 10 classes attended a workshop run by an external trainer (Street Style Surgery) which helped them identify their interests and strengths. They joined in a few fun activities such as role playing, interview sessions and team building games.

## **Summer Term**

### **Year 13 Apprenticeship Application Workshop**

In partnership with “Education and Employers” our school facilitated a workshop which promotes the students’ skills on applying for apprenticeships and other courses. The students created their own account on the government website and explored the opportunities provided by the search engine. Parents were invited to the event.

### **Year 12 Interview Skills sessions led by Spark Work experience Agency.**

Year 12 students took part in these sessions. Spark led a workshop on interview skills. They brought employers from different companies to role play interviews and give feedback on student performance. As part of these sessions, students were asked about the type of work they would be interested in for their work experience placements and their future job.

### **Activities planned for the summer term**

- Apprenticeships Roadshow organised and run by Lambeth College
- Second wave of Year 11/12 students out on work experience placements arranged by Spark.

- Work Experience Placements for selected year 10 & 11 students organised by SEETEC / MySpiral through the Lambeth Cluster.
- Work Experience Celebration Day

#### **4. Partnerships**

At Lansdowne School we work in partnership with a variety of organisations for our careers provision. Collaboration with external partners is a vital aspect of our provision and enables students to gain experiences, advice, support and knowledge around the world of work. Our partners are listed below:

**Roots and Shoots Gardening Charity, Waterloo** – weekly college link course for Year 11/ 12 students – horticulture and employability skills.

**Spark Work Experience Agency, Brentford** – Spark arrange Industry Insight days/ Interview Skills workshops with employers/ Work experience Placements.

**Park Plaza Hotel** – Park Plaza have developed a relationship with Lansdowne and run workshops on the hospitality industry, provide interview skills sessions and work experience placements.

**The Brixton Pound** – The Brixton Pound promote the work of independent traders in Brixton, through them we have arranged visits to local employers and we have future plans to engage in employer led workshops.

**Digital Me** – Through this company we engage with the Open Badge Academy. Students claim virtual badges for work related tasks.

**Lambeth Careers Cluster** – Through our involvement with the Cluster, Careers lead gains useful information on the labour market, supported internships, traineeships and apprenticeships. Students also participate in events around Apprenticeships and access work experience opportunities organised by SEETEC / MySpiral.

**Advising London** – The team at Advising London provides free financial lessons to our students. They have worked with Years 10, 11, 12 on areas such as budgeting, savings and bank accounts, using debit and credit bank cards.

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

Measuring the impact of the careers programme is critical to ongoing development and success. Impact reports will be produced on a termly basis and contribute to an annual report to governors. This will draw on feedback from staff, parents, employers and governors and focus on the knowledge and skills our students are developing in line with our

careers policy. As part of our commitment to the quality in Careers Standard we will maintain a continuous improvement approach identifying new targets, activities and delivery methods in the light of evaluation and feedback.

### **Bibliography and sources of information:**

1. London Councils 'Key facts' [www.londoncouncils.gov.uk/who-runs-london/london-facts-and-statistics](http://www.londoncouncils.gov.uk/who-runs-london/london-facts-and-statistics)
2. Labour Market Profile [www.nomisweb.co.uk](http://www.nomisweb.co.uk)
3. Lambeth Growth Strategy Evidence Base [www.lambeth.gov.uk/elections-and-council/lambeth-growth-strategy-evidence-base](http://www.lambeth.gov.uk/elections-and-council/lambeth-growth-strategy-evidence-base)
4. Supporting Your Careers Strategy <https://lep.london/publication/london-ambitions-careers-offer>
5. *UK labour market projections: 2012 to 2022, UKCES 2014*
6. *ONS Business Register and Employment Survey, 2015*

### **Endorsement**

This careers guidance strategy has been prepared as part of the Lambeth Careers Cluster. Lansdowne School is working with sixteen other schools in the borough, alongside employers and other partners to:

- improve the labour market relevance of learning and
- develop a whole school approach to delivering high quality careers guidance and a careers curriculum.

Our approach is endorsed by the nine employers signed up to the Lambeth Career Cluster and supported by key business partners.