



**Barnhill**  
COMMUNITY HIGH



# CAREERS PLAN OVERVIEW



MIDDLESEX  
LEARNING  
PARTNERSHIP

## Introduction

Students at Barnhill are provided with a high-quality careers program that allows them to explore their future careers options and helps them build links with their local communities. Our aim is for them to become world leaders in their chosen fields and allow them to meet with high achieving ex-students and companies.

In order to provide this, we try to go for a whole school and community approach to careers and involve all facets of Barnhill Community High in delivering the very best careers program possible. At Barnhill, we realise that careers must be embedded into the curriculum and be at the forefront of students' thinking to relate what they are learning in class to the outside world. With this in mind and through various conversations with staff and students, we have come up with the following vision for our careers program:

***“Every student is in a position to make informed, realistic and sequential decisions about their futures.”***

This document lays out a detailed plan of how we will provide this guidance/program to the students of Barnhill through various activities and external partnerships. It also sets out the responsibilities and accountability of all internal stakeholders and how they will implement the careers plan.

The first part of the plan talks about how we are doing so far against the 8 Gatsby Benchmarks in Careers. It shows the current state and where our strengths and weaknesses are. Using this data, we have created a plan laid out over three years with a yearly in-depth overview that will be changed year upon year.

Along with that, we have set out clear goals as to how and why we want to engage with external partners so that if an external stakeholder contacts us, then we can tell them exactly what we want. Lastly, a monitoring and evaluation plan is given, which sets out which part of the plan needs to be monitored and with what criteria we will evaluate the actions undertaken.

Recently we have had success with Army Stem Project, a Careers Deep Learning Day and a DHL action research project which allows us to improve our scores against the Gatsby Benchmarks.

With these successes, we hope to continue to provide the very best for our students.

Clara Love

Associate Assistant Head Teacher - Careers Leader

## CAREER'S LEAD DETAILS

Our Careers Lead is Clara Love and can be contacted via email or telephone.

E: [clove@barnhill.school](mailto:clove@barnhill.school)

T: 020 8839 0600

## BUSINESSES AND FURTHER EDUCATION PROVIDERS

If you are a business and would like to support our school with our careers provision, please get in touch with Ms Love using the details above. If you are a college, university or further education provider, please also get in contact to see how you can support the school.

## GATSBY BENCHMARKS

In 2018, the government released a new careers strategy and statutory guidance for schools and colleges. It put an increased focus on using the Gatsby Benchmarks as a framework for best practices around which we can build our careers provision.

### The eight Gatsby Benchmarks of Good Career Guidance

1. A stable careers 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

## The Baker Clause

Schools and academies are legally required under the provider access legislation, also known as the 'Baker Clause', to grant permission for different education and training providers to meet with all students in year 8 to 13. The purpose of this is to inform them about approved apprenticeships and technical education qualifications.

At Barnhill, we aim to exceed this requirement by providing the same level of support for all students from year 7 to 13. We offer support and guidance in several ways, including but not limited to:

- A reliable and structured careers programme
- Individual careers meetings with an independent careers advisor
- Group career meetings focused on specific career fields
- Careers fair for year 8-10 students
- A range of external provider workshops across all years and career fields
- Apprenticeship information

We are committed to helping our students make informed decisions about their future career paths.

## STRATEGIC GOALS

Due to these eight benchmarks, we have developed the following strategic goals. These goals are based on weaknesses we have found by doing surveys with staff and students and using various career tools such as the Compass evaluation tool to assess our standing within the benchmarks.

1. **Every student by the end of Post 16 has a comprehensive understanding of different career pathways and access pathways to further education/qualifications.**

*Gatsby benchmark 1 and 3 requires a stable careers programme that addresses the needs of each pupil. In our compass results (benchmark tool which allows us to assess how we are doing against the benchmarks), we were at 76% and 81% reaching each of those benchmarks, respectively.*

*As such, we recognise that there are still areas of development to ensure that all students are able to make informed, realistic and sequential decisions about their futures. Thorough knowledge of further education, apprenticeships.*

2. **Every student has an understanding of a variety of workplaces and develops professional skills in to ensure they are in apposition to enter a competitive working environment before they leave Barnhill Community High School.**

*The more encounters students have with the workplace, the better their outcomes become once they leave school:*

***"Students with four employer encounters are 86% less likely to become NEET... And on average will go on to earn 18% more than their peers who did not" (Research conducted by Education and Employers Taskforce and Barclays Life Skills, 2016)***

*Gatsby Benchmark 6 states that all pupils should have a workplace experience in KS4 and KS5. It is, therefore, an essential task for the school to be able to provide these opportunities. Students in year 12 are required to go to a workplace and spend a week there. They apply for these roles by themselves however are provided with support. We will also be introducing work experience in KS4 as we build up external contacts.*

3. **Careers Education at Barnhill Community High School is influenced by the current & future labour market, and is embedded within the curriculum.**

As a school, we believe that an increase in careers knowledge and understanding cannot be delivered through one-off events or trips. Therefore, we aim to continually embed understanding and expertise throughout a students journey at Barnhill Community High. This allows the school to better provide students with an understanding and knowledge base that will prepare them for opportunities that may present themselves in the future.

## CURRENT POSITION SUMMARY

The evaluation of our current position is based on mapping our provision against the Gatsby benchmarks using the Careers and enterprise: compass tool. Additionally, we had an external survey to align our school career offering with the requirements. Furthermore, surveys were done by staff and students and staff. A SWOT analysis was carried out of Barnhill's career provision using these. Below is a summary of the analysis.

### Areas of Strength

The school understands that careers is an integral part of the student's education and needs to be treated as such. Therefore, funding has been provided to bring in a Career's advisor twice a week who can see students and create an action plan. Along with that, the careers advisor is at all parent evenings and does student-parent meetings if requested.

Our Gifted and talented provision has been targeting students who are high achievers and have been giving them more support in terms of their university application to Russell group universities.

### Areas of weaknesses

The main area of weakness in the school is links to external providers, which allow students to obtain/participate within work experience.

Last year there was no one looking after the work placements. As such, students weren't required to go on work placements which did not allow us to meet Gatsby Benchmark 6. Many students in year 11 (over 50 %) do not know what they want to do after leaving school. As such, they are at more significant risk of being NEET. Along with this, not everyone is getting an appointment with the career's advisor due to the advisor being in only two times a week. As such, the careers advisor focuses on the students who are highly at risk of being NEET.

Gatsby Benchmark	Current Provision	Areas for Development
1. A stable careers programme  76%	<ul style="list-style-type: none"> <li>• Choices booklets for each year level have been bought and can be used</li> <li>• A lead person has been appointed who oversees the entire programme</li> </ul>	<ul style="list-style-type: none"> <li>• At the moment, the complete resources are not prepared for the curriculum as such, one of the key areas of development</li> <li>• In each curriculum area, we do not have careers lessons</li> <li>• Monitoring of the program needs to be put in</li> <li>• The students and teachers are not aware of what we are providing, and as such, a CPD is needed for this.</li> </ul>
2. Learning from careers & labour market information  80%	<ul style="list-style-type: none"> <li>• Careers lead and other various outside agencies have been coming and providing labour market information.</li> <li>• Presentations about different careers and the amount you earn are being put on the school screens.</li> </ul>	<ul style="list-style-type: none"> <li>• Better signposting of where the students and parents can learn about different careers and what is required to get into each career is needed.</li> <li>• More exposure to LMI data for younger students is required</li> </ul>
3. Addressing the needs of each pupil  62%	<ul style="list-style-type: none"> <li>• Students are tracked through meetings with the careers advisor, where each student interviewed receives an action plan.</li> <li>• Data about students can be shared with the local authority if requested</li> </ul>	<ul style="list-style-type: none"> <li>• The tracking process does not track all activities student does. The use of Unifrog is being considered in this instance</li> <li>• Data about where students go is not being kept for after three years.</li> </ul>
4. Linking curriculum learning to careers  62%	<ul style="list-style-type: none"> <li>• References made to career routes &amp; progression pathways in a few subjects – however, this provision is patchy and inconsistent.</li> <li>• Each curriculum area has their own board, which states how their subjects lead to different careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Not enough lessons within each curriculum about how their subjects lead to work</li> </ul>
5. Encounters with employers and employees  100%	<ul style="list-style-type: none"> <li>• Careers fair for year 8-10 students</li> <li>• GAMA fair was held, and high achieving students had experiences with employees who used to be alumni from Russell group universities</li> </ul>	<ul style="list-style-type: none"> <li>• Access for providers Policy statement has been approved by Governors and is on the website which has name and number of careers lead.</li> <li>• Opportunities for Y7 &amp; Y8 students to engage with employers are being developed.</li> </ul>
6. Experiences of workplaces  62%	<ul style="list-style-type: none"> <li>• Due to Covid, we need to find a way to source virtual work experience opportunities for the whole year group.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are being given the opportunity to attend virtual work experiences. This is something we hope to expand as the year goes on.</li> </ul>
7. Encounters with Further & Higher Education  62%	<ul style="list-style-type: none"> <li>• Attendance of various universities and colleges at careers fair</li> <li>• Selected students in year nine carry out residency for three days in Brunel university</li> <li>• Students in dance went to Brunel to meet dance students in university</li> </ul>	<ul style="list-style-type: none"> <li>• Improvements to the tracking process will ensure that students are matched to the most appropriate activities and that opportunities are spread as widely as possible across the students.</li> <li>• More universities/colleges need to come in and talk to students during an assembly.</li> <li>• A more significant push of apprenticeships required</li> </ul>
8. Personal Guidance  87%	<ul style="list-style-type: none"> <li>• [External provider] 2 days per week impartial 1-1 careers interview, which ensures all students have at least two encounters with a career's adviser, one of which will be an individual interview.</li> <li>• Students who do interviews are provided with an action plan that discusses their next steps for entering a career or further education.</li> <li>• Parental interviews are done by the career's advisor along with the student to see where a student is heading in their career.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents to be informed about when students have an interview or group session, to encourage discussion at home</li> </ul>

## ACTION PLAN

The following pages are the action plan for each of the three strategic goals we are trying to achieve. There will be a yearly action plan followed by a three-year plan showing how each of the Gatsby benchmarks will be met.

<b>Long-Term Strategic Objective: Every student by the end of post 16 has a comprehensive understanding of different career pathways and access pathways to further education/qualifications.</b>		
<p>Our school currently does many career-related activities; however, there is no cohesion and centralisation of the careers program. We need to centralise all activities and have careers education going through the different curriculum areas. That way, students will be exposed to LMI data and also be able to recognise different careers that may turn up in everyday situations.</p>		
<b>Link to Benchmarks: GB1, GB2, GB3 and GB4</b>		
<b>What will success look like (Targets)? What do we need to achieve?</b>		<b>What actions will we take as a school to achieve these targets?</b>
<b>Year One 21-22</b>	<p>Quality data about students and their strengths and weaknesses so that they can use this to create good CVs at year 11</p> <p>All students have access to career and labour market information through the library, school display, website and tutor time.</p> <p>Have careers embedded in all CA</p> <p>Have careers embedded in PSHE</p> <p>Create workshops that are targeted to different skills that are required in the real world</p>	<p>Introduction of contribution log to analyse and record students career, personal development and character curriculum inferences.</p> <p>Help launch Unifrog/Moresby for year 11s instead of at year 12 when it has the capacity for research apprenticeships</p> <p>Have a designated 'careers champion' role for a teacher in every CA so that they can do displays for careers and create three lessons that have careers embedded in them</p> <p>Have careers advisor giving out CV workshops and interview skills workshops</p>
<b>Year Two 22-23</b>	<p>Students in years 9 and 10 have information about themselves to be able to choose an effective career.</p> <p>By year 11 have 100% of students be out on a trip related to careers in some shape and form</p> <p>Create a year 13 life skills program for PSHE, which allows for training of students for everyday skills such as budgeting</p>	<p>Allow year 9 and 10 students to start using Unifrog/ Moresby in school and off-site, allowing them to build an effective database about themselves.</p> <p>The contribution log database is fully embedded to ensure that information is clear and accessible. If a trip is approved, the teacher organising has to record the trip. Students also log the trip on their Unifrog/Moresby profile.</p> <p>Have careers lead create eight or more lesson units to be delivered during PSHE. Resources can be used from the life-skills Barclay website or other links</p>
<b>Year Three 23-24</b>	<p>100% of students demonstrate knowledge of different routes and careers available for different subjects.</p> <p>All students make KS4 and post-16 choices within the timeframe and justify their choice.</p>	<p>Each department Careers Champion ensures the subject display area is up to date and provides relevant updates in department planning meetings.</p> <p>Have students' Unifrog/ Moresby profile up to date so that they can see that the choice they made for their career is the right one.</p> <p>Have targeted workshops and trips based on the database created from year two and Unifrog/Moresby profile.</p> <p>Review practice with another school to identify the next steps.</p>

**Long-Term Strategic Objective: Every student by the end of post 18 has had some form of work experience two times during their time at Barnhill**

This year we started to have work experience again for year 12s. It has been half-successful with half of all year 12 students going on some form of work experience. It has been shown that the chances of a student becoming NEET reduce if they go on some form of meaningful work experience. The work experience has to be significant. If it isn't then, it will not count towards anything as such that is our aim for this objective.

**Link to Benchmarks: GB5 and GB6**

	<b>What will success look like (Targets)? What do we need to achieve?</b>	<b>What actions will we take as a school to achieve these targets?</b>
<b>Year One 21-22</b>	<p>Have students go on work experience in years 10 &amp; 12 and visit them on work experience</p> <p>80% of all year 10 students would have had some form of a workplace visit</p> <p>Create an effective network of businesses that are willing to take one student for work experience</p> <p>CA has effective links with work in their CA.</p> <p>Have 100% work experience for year 12 students</p>	<p>Have workshops that allow them to learn about CV writing, workplace etiquette and interview skills. Also, have workshops about effective email writing techniques.</p> <p>Have form tutors off timetable to visit students in their place of work</p> <p>Careers lead to organise one-day workplace visits with our various external partnerships.</p> <p>Students will reflect on their placements.</p> <p>Start creating an alumni database and external partnership database</p> <p>Allow career lead to go to conferences which allow them to develop networks</p> <p>Careers champion has all links for that department and can call upon them for work experience for kids.</p> <p>Have students who do not find their own experience by May pay for places where EDT can place students into positions</p>
<b>Year Two 22-23</b>	<p>Have every year 10 students decide on areas for work experience and give them workplace visits for a day</p> <p>Prepare year 10 students for the world of work.</p>	<p>Create a database of different trips and businesses that students can visit (start with 10). Students will choose which businesses/employers they want to visit for the day</p> <p>Have extra PSHE lessons where students are taught how to make CVs and do interviews by tutor teacher. Allow CPD for this to occur for tutor teachers so that they upskill</p>
<b>Year Three 23-24</b>	<p>Social projects in the community with our students through enterprise</p> <p>Students designing and been given work around the school</p>	<p>Real-life work in community areas which could be as simple as renovating a park bench or doing up a waiting room. Will require links in the council or with different businesses in the areas.</p> <p>Students can be given paid work around designing websites, doing displays or planting around the school, which allows them to experience what project-based learning is like</p>

**Long-Term Strategic Objective: By the end of each school year, all students have a school careers experience, either external delivery or in house.**

Students at times only think about what they want to do for a career in year 12. We must embed this thinking earlier, which will help inform us of our careers program, how to go further in the program, and what opportunities we need to include. Along with this, we do not have enough links with businesses and employers, as seen in our compass results. This will help us both allow for more ideas for our students and allow for more work experience opportunities, which will help the second strategic objective.

**Link to Benchmarks: GB1, GB2, GB4 and GB8**

	<b>What will success look like (Targets)? What do we need to achieve?</b>	<b>What actions will we take as a school to achieve these targets?</b>
<b>Year One 21-22</b>	<p>Quality data about students and their strengths and weaknesses so that they can use this to create good CVs at year 11</p> <p>All students to be interviewed by year 11</p> <p>Students have effective data on all careers on offer in each CA.</p>	<p>Help launch Unifrog/Moresby for year 11s instead of year 12 when it has the capacity for research apprenticeships. Allows students to come up with 3 ideas of what they want to do in the future, which will help with their UCAS applications. This will be recorded via the aspirations document.</p> <p>Will require students to be interviewed by careers advisor. Have an effective system that allows students to be sent to a careers advisor and not ignored by teachers</p> <p>Careers champion creates displays in their CA and updates them every term with new information. Careers champion for each CA makes a presentation to display a chosen career on the school TV and the school website for parents. Different CA each week.</p>
<b>Year Two 22-23</b>	<p>Careers week created and maintained</p>	<p>Careers week will have careers fair for students and then a second fair for parents. Each year level will be taken off timetable on different days to do activities related to careers. Off timetable for teachers involved CA careers champions</p>
<b>Year Three 23-24</b>	<p>Creation of Alumni network which allows for students to have effective information about different careers</p>	<p>Have honour board put up which celebrates any degree/qualification/apprenticeship qualification</p> <p>Have an effective up to date database which tracks all students after they leave</p> <p>Create alumni events where students meet up after 5 years and 10 years</p> <p>Allow alumni to come back and talk about their experiences in assembly</p> <p>Allow alumni to be active in decisions in careers planning</p>

## Destination Data

Barnhill has a very high success rate in putting student in position to succeed, with 93% of students attending university (2022-23) and 100% of students taking the next step..

Year	University	Apprenticeships	Gap year	Employment	Further Education
2023 - 2024	91% 22% Russell Group 1% Oxbridge, 3% medicine or dentistry	8%	N/A	1%	N/A
2022-2023	93% 23% Russell Group 1% Oxbridge	4%	1%	3%	1%
2021-2022	96% 32% Russell Group 2% Oxbridge	3%	1%	1%	1%
2020-2021	94% 33% Russell Group 2% Oxbridge	3% 1% sponsored degrees	1%	1%	1%
2019 - 2020	87% 22% Russell Group 3% Oxbridge	5% 2% sponsored degrees	5%	1%	2%
2018- 2019	64% 25% Russell Group 1% Oxbridge	0%	8%	25%	3%

## Careers Team

Over the past few years there has been serious investment in the careers offering at Barnhill. Below outlines the careers team, who aim to Every student is in a position to make informed, realistic and sequential decisions about their futures.

Name	Role	Responsibility
Clara Love	Associate Assistant Head teacher – Careers SLT lead	Ensure the carers offering at Barnhill is effective, unbiased and puts students in a position to succeed
Tayyba Qureshi	Associate Headteacher	Ensuring KS4 have adequate offering throughout their time at Barnhill. leasing with the careers coordinator and careers advisor to offer opportunities and timely guidance.
Zak Rawlinson	Assistant Head teacher – KS3	Ensuring KS3 has adequate offering throughout their time at Barnhill.  Liaising with the careers coordinator and careers advisor to offer opportunities and timely guidance.
Deborah Streatfield	Independent Careers Advisor	Offering independent careers advise and 1 on 1 meeting with students across KS4 & 5. Supported by the Educational Leadership Trust
Edith Okoye	Careers Co-ordinator	Offering careers advise and 1 on 1 meeting with students across KS3-5
Claire Fitzgerald	VI careers and further education advisor	Offering further education and careers advise , supported by 1 on 1 meeting with students across KS5.
Amanda Martincevic	Assistant SENDCo	Supporting high needs students on the Prince’s Trust pathway. Organising Alt Ed to accompany this programme and post 16 pathways.
Curriculum Leaders		Subject specific careers advice, projects, guidance and opportunities.
Head of Years		Supporting students with specific careers advice, projects, guidance and opportunities.
Form tutors		Offering guidance and delving careers advise through PSHE

## MONITORING AND EVALUATION

Most of the activities implemented within the school are delivered through the PSHE curriculum (form time based) and events/activities designed in collaboration with external agencies, organisations and employers. With such a structured programme, monitoring and evaluation become straightforward. Therefore, our focus is on ensuring the quality of provision and using evaluative and summative comments to inform future planning and activities. Following this simple plan means that the needs of all learners can be considered and provided for when new opportunities arise, and external agencies offer their support, time and expertise.

To evaluate our careers programme, we need to set out what we want our end results to be, what we want our students to achieve by the end of their full-time education. The aims of our programme are simple:

1. For our students to aim for the highest level in all employment, apprenticeships and higher education
2. For students to know the different career pathways/routes, they could follow
3. For our students to understand what they need to do to follow their chosen career route

The evaluation process will require us to look at all the data collected through the monitoring process and then determine if the above objective is being fulfilled. This will require all stakeholders in the careers program (careers lead, headmaster, LEAN ambassadors to the school, careers advisor) to sit down and evaluate the effectiveness of all the activities. Some of the effects of the careers program will not be obvious straight away, and as such, we will be taking that into consideration when we evaluate each of the tasks.

Once the evaluation process is done, the strategic objectives will be reviewed, and a new yearly plan will be drawn up. Along with that, the 3-year plan will be reviewed once again. The plan will be flexible, and as such, if a strategic objective is seen as to not be in line with the direction the school is going, it will be amended.