



Market Field School – ‘*Learning for Life*’

&

Market Field College – ‘*Fostering Readiness for Work and Life*’

Careers Strategy

2024 – 2026

Staff Responsibility	Created	Next Review
Hazel Govia	Spring Term 2024	Autumn Term 2025

Vision Statement

Market Field School and College are committed to changing lives; affording our learners the skills, knowledge and confidence to successfully prepare them for the opportunities and responsibilities their futures hold.

Introduction

The Careers Strategy outlines how we intend to meet our Vision Statement. It demonstrates our strengths and areas for development across our school and college site. Our key objectives are:

- to meet the eight Gatsby benchmarks of good careers guidance
- to respond to the needs of each pupil
- to challenge stereotypes and promote equality
- to encourage the skills and confidence our pupils need to successfully shape their own futures
- provide comprehensive advice, information and experiences

Using data extracted from Compass + based on the Gatsby Benchmarks, this strategy outlines where Market Field School and College currently is and provides us with the opportunity to explore what our goals are for the future. The strategy outlines how different stakeholders will work together to improve Careers and Employability provision.

Our commitment

A strong and well-rounded careers provision is vitally important in today's climate. Approximately 5.1% of working age adults with additional needs are in paid work. At Market Field School and College, we are determined to form a brighter outlook for our students, and we therefore have a critical role to play in preparing our learners for the next stage of their education, training and beyond. Our learners will be following careers pathways which are far more complex and multi-faceted than previous generations. Many young people will work through multiple careers and will potentially work in a career that does not presently exist.

With a greater range of education providers, training providers and employment available to them, our aim is to prepare learners for these ever-changing opportunities and responsibilities. Thus, affording our learners with the skills, knowledge and confidence they need to navigate their own futures.

Our values

Our core values are **respect**, **excellence** and **friendship** which we celebrate throughout school and college.

We aim to:

- Promote equality of opportunity for every member of the school community regardless of gender, race or disability.
- Develop a strong home/school partnership.
- Promote a positive and caring environment in which all staff and students feel valued, and their successes and achievements are recognised and appreciated.
- Provide appropriate guidance and support to achieve each student's potential with the aim to instil employability skills and learning for life.
- To enable every individual to be the best version of themselves they possibly can be.
- Support students to enjoy fulfilling and rewarding lives.

Educationally we aim to:

- Assess each student's needs and develop appropriate teaching programmes to meet those needs.
- Offer all students a broad, balanced, relevant and differentiated curriculum on one of the school/college's pathways.
- Promote and develop good study habits and attitudes and, where appropriate, to involve the students in the planning and recording of their own work.

Socially and morally we aim to:

- Provide our students with a school family in which to grow and develop.
- Emphasise the need to respect and understand others.
- Establish clear moral standards where students consider what is right and wrong and own their own behaviour.
- Provide a range of opportunities for individuals to develop areas of interest through leisure activities.
- Gain skills, knowledge and attitudes relevant to the world in which we live.
- Prepare our students for adulthood.

Entitlement

At Market Field School and College, we are working towards having a continuous approach to careers education. We aim for our careers programme to support the achievement of the eight Gatsby Benchmarks in line with Government guidance. Our aim is that learners understand how what they are being taught will link to their future pathways.

We work closely with local SEND provision careers leaders as well as The Careers and Enterprise Company. We will shortly be joining a bespoke package of careers support and guidance from SEND careers specialists Talentino.

Roles and responsibilities

The governing body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 14.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. Please see our Provider Access Policy.
- Ensuring that independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options - including apprenticeships.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Careers Leader is responsible for:

- Managing the provision of careers information.
- Liaising with the curriculum leaders to plan careers education in the curriculum.
- Liaising with teaching staff to identify students requiring guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, apprenticeship providers and employers.
- Monitoring teaching and learning in careers education, and the access to and take up DfE careers guidance.
- Advising senior leadership on policy, strategy and resources for CEIAG.
- Preparing and implementing a strategy for CEIAG.
- Preparing and implementing, and then reviewing and evaluating the programme of CEIAG.
- Using the Gatsby Benchmarks to improve the school's and college's careers provision and ensure compliance with legal duties, with an aim to meet all benchmarks.
- Allowing students to have access to providers, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Using the Compass+ tool for self-evaluating the careers provision the school offers with the support of Tom Spence/Charlotte Harris from The Careers and Enterprise

Company.

- Publishing details of the school and college’s careers programme and a policy statement on provider access on the school and college’s website.
- Maintaining the school and college’s websites and uploading all required documentation.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school and college’s careers plan.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

SEND Gatsby Benchmark Toolkit

The SEND Gatsby Benchmark Toolkit, which was created collaboratively by Talentino, CDI (Careers Development Institute) and the Careers & Enterprise Company states that: *‘there is a consensus that the Gatsby Benchmarks are appropriate for all students, although we recognise that some flexibility should be applied when using the Gatsby Benchmarks with students with PMLD/Highly Complex Needs.’*

<p>Gatsby Benchmarks</p>	<p><i>‘The analysis of the Gatsby Framework using the content devised for the Special Schools version of Compass identified that the following changes could easily be made and located within a broader guidance document and the essence of all the Benchmarks themselves can stay intact.’</i></p>
<p>1. A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>The content of a holistic careers programme to reflect the core themes of the Preparation for Adulthood programme including employment health, independent living, education, housing options, relationships and community.</p>
<p>2. Learning from career and labour market information: Every student, and their parents, should have access to good quality information about future study options and</p>	<p>The aim remains the same, but the content will reflect the relevant information that the cohort and their family needs.</p>

<p>labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	
<p>3. Addressing the needs of each student: Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>The aim remains perfectly aligned and needs to refer to the multiple statutory planning processes and achieving participation of students.</p>
<p>4. Linking curriculum learning to careers: All teachers should like curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>The language does need to reflect this group more strongly and the interpretation of the subjects English, Maths and Science must reflect a cross curricular approach as opposed to the hard-core subject matter.</p>
<p>5. Encounters with employees and employers: Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>The aim needs to be re-framed possibly as a two-way learning for employers and the activities to reflect the types of destinations for this cohort.</p>
<p>6. Experiences of workplaces: Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>	<p>The recommendation is to follow the same approach as with Benchmark 5 with an enhanced focus on Enterprise.</p>
<p>7. Encounters with further and higher education: All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>	<p>Universities / HE has already been removed and the inclusion of the wider range of destinations and young people's transition into them need to be highlighted.</p>
<p>8. Personal guidance: Every student should have opportunities for guidance interviews with a careers</p>	<p>The focus has been on generating internal qualified Careers Advisers and the</p>

<p>adviser, who could be internal (a member of the school) or external (provided they are trained to an appropriate level). These should be available whenever significant study or career choices are being made.</p>	<p>advantages to their being in place for this cohort.</p>
--	--

The below statistics are taken from Compass+. The Evaluation was completed on 07/02/2024 by Hazel Govia.

Please note: This evaluation covers both the school and the college site. The previous review covered only the college site. This is under recommendation from Tom Spence (Enterprise Coordinator for East Essex). Historically, the sites have worked and been evaluated as separate entities. From January 2024, the provision is being viewed and evaluated as one.

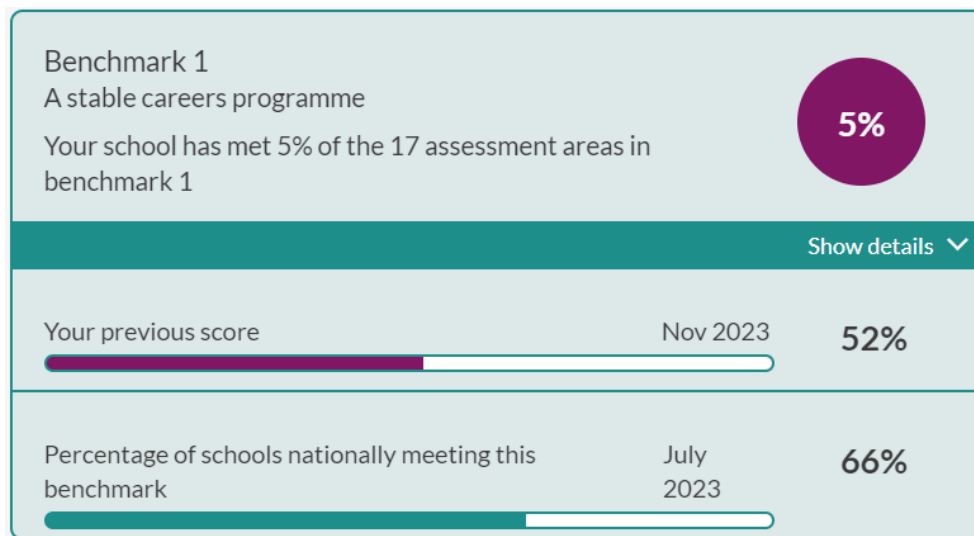
The college's careers offering is strong, as outlined in the recent Ofsted report (October 2023).

Ofsted observed *'a high-quality careers curriculum and work experience in the sixth form...'* which *'...provide a positive 'springboard'. This guides students well towards appropriate further education and employment.'* It was further detailed that: *'Leaders place a high priority around work experience and employability. Therefore, pupils are regularly in the community at different workplaces... Consequently, nearly all pupils and students leave the school to relevant workplaces or further education.'*

The low statistics on this strategy are a result of the school just starting out on its careers journey. As has been outlined, there are clear actions planned which will raise the profile of careers at Market Field School.

Some of the commentary in this report will refer to the school and the college as separate entities.

Benchmark 1 – A stable careers programme



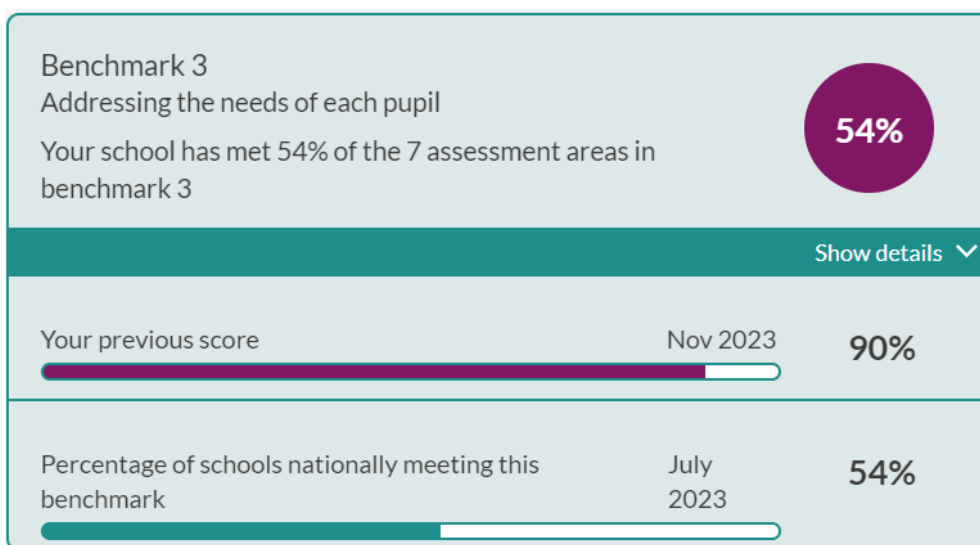
What we do well	<ul style="list-style-type: none"> • Appointment of Careers Lead from January 2024 – initial focus on Benchmark 1 • Although our careers programme cannot be explicitly backed by SLT (as a programme across all year groups does not exist yet), SLT do informally back and value careers. SLT across both provisions are fully supportive
Key Strategic Objectives	
1	Hazel Govia to write a Careers Programme, inclusive of the school and college with the support of SLT, teaching staff, Governors and external agencies such as The Careers and Enterprise Company.
2	Obtain Governor and SLT approval of Careers Programme – as well as for Provider Access Policy, CEIAG Policy and Next Steps Guidance.
3	Update school and college websites with approved documentation – ensuring accessibility for staff, students, parents/carers and employers.
4	Evaluate the provision (every 3 years) and gather required feedback – completed via Microsoft Forms and/or on paper. Shared on website, social media platforms, Class DOJO and Parent App.
<p><i>Completion of Key strategic objectives 1-3 before the end of academic year 2023 – 24. Upon completion, strategic objectives will be updated with continuous evaluation of the provision going forward.</i></p>	
Outcomes	Ensure clarity for all involved parties (students, staff, parents/carers, SLT and Governors) will provide firm foundations as the careers provision is developed across the school and college.

Benchmark 2 - Learning from career and labour market information



What we do well	<ul style="list-style-type: none"> • Market Field College displays and shares LMI via Parent App & on social media • Students and parents/carers are invited to careers and transition events (SEND Forward) • Signed up to support from Talentino as recommended by Terry Logan from Essex County Council • Some contact with past-alumni has been made and recorded
Key Strategic Objectives	
1	Create a Transitions Directory/Next Steps Guidance – obtain SLT and Governor approval and share via website, communication platforms and on social media.
2	Create a bank of teaching and learning resources and make them accessible to all staff.
3	Contact past alumni to share stories. Increase aspirations. Publish stories on website, in school as well as organise in person conversations. Build a bank of contacts on Compass+ and track encounters.
4	Develop a careers newsletter to share up to date LMI and transition information. Share this on social media platforms, Class Dojo, Parent App and the websites.
5	Develop relationships with local businesses; encourage investment in the school/students (started working in partnership with Colchester Zoo).
<i>Progress to be made/completion of certain objectives before start of academic year 2024/25</i>	
<i>Significant progress/completion outlined objectives by 2026</i>	
Outcomes	Students and their parents/carers to receive appropriate careers and LMI.

Benchmark 3 – Addressing the needs of each pupil



What we do well	<ul style="list-style-type: none"> • Teachers, Employability Team and SLT are determined to raise aspirations and challenge stereotypes. • Destinations are tracked for 3 years after school - leaders encourage regular communications and information is shared with Essex County Council. • Development of systems in place, specifically designed for our students, which will allow us to track and manage students aspirations, diagnosis, encounters etc. (My Learning Journey).
Key Strategic Objectives	
1	Hazel Govia to train Careers & Employability Team, and in future the wider school community, on the use of Compass+ to keep systematic records on students experience of career and enterprise activity, and decisions on future pathways.
2	Hazel Govia to lead, with support of Duncan Thomas, the development of a new website 'My Student Journey' to enable students to access accurate records about their own careers and enterprise experiences, and decisions on future pathways.
3	Work with the local authority to provide careers guidance to students. Hazel Govia beginning Careers Guidance Level 6 qualification and due to complete in October 2024.
<p><i>Training to be provided on 8.03.2024 to Careers and Employability Team</i></p> <p><i>Practice to be embedded by the end of academic year 23/24</i></p> <p><i>100% benchmark aim by September 2025 with the qualification of Hazel Govia as Level 6 Careers advisor. Evaluation beyond that will be ongoing.</i></p>	

Benchmark 4 - Linking curriculum learning to careers



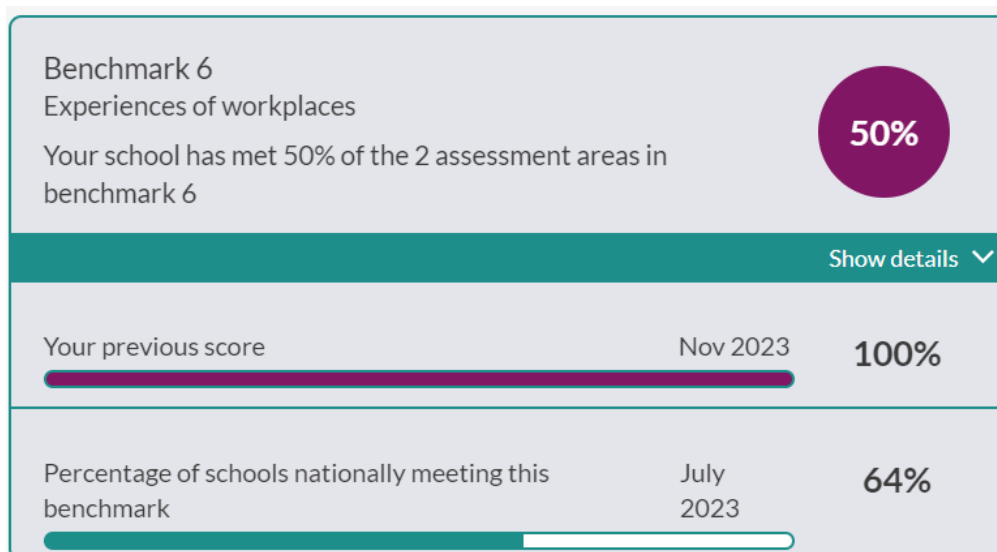
What we do well	<ul style="list-style-type: none"> To be updated following meetings with Kim Bere (school) and Nicola Duke (college) plus any other subject leaders
Key Strategic Objectives	
1	Complete an audit of what staff are already doing with the support of Curriculum Leads Kim Bere (school) and Nicola Duke (college).
2	Share resources following research completed by Hazel Govia (<i>My Learning, My Future Inspiration Guides</i>) and clearly share the definition of careers with all staff (future staff meeting at both school/college led by Hazel Govia).
3	Supportive programme with Talentino scheduled to begin as recommended by Terry Logan from Essex County Council.
<i>Progress to be made/completion of certain objectives before start of academic year 2024/25</i>	
<i>Significant progress/completion of outlined objectives by 2026</i>	
Outcomes	<p>The majority of students at Market Field School and College to have careers related learning integrated into the curriculum as well as being delivered directly via Talentino (school).</p> <p>Improve engagement in learning by raising aspirations.</p>

Benchmark 5 - Encounters with employees and employers



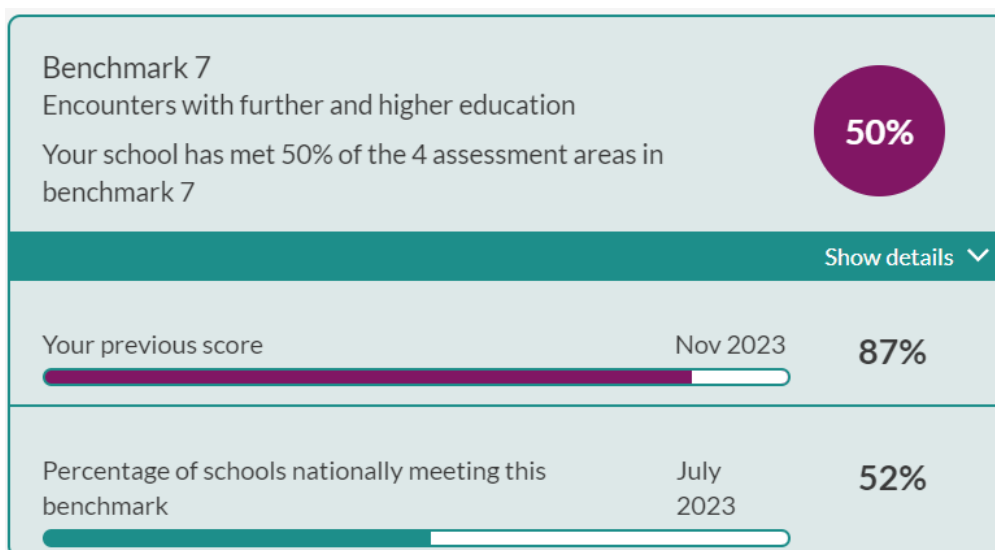
What we do well	<ul style="list-style-type: none"> The school is beginning to provide encounters. Job fair was organised by Sarah Gallaher 25th January 2024 to great success All students invited to the SEND Forward transition event, January 2025 School site classes making regular trips to Pizza Express
Key Strategic Objectives	
1	With the development of the Whole School Careers Programme, meaningful encounters will be arranged and implemented across all key stages.
2	These encounters will be systematically recorded on Compass+ (for professional use) and on Student Learning Journey (pupils & parents/carers use).
3	Hazel Govia to explore My Learning My Future and My Skills My Future Guides to encourage curriculum staff to use employer encounters.
<i>Progress to be made/completion of certain objectives before start of academic year 2024/25</i>	
<i>Significant progress/completion of outlined objectives by 2026</i>	
Outcomes	Structuring employer encounters within the school curriculum, with the support of teaching staff, will create a cohesive programme which will raise aspirations and improve attainment.

Benchmark 6 - Experiences of workplaces



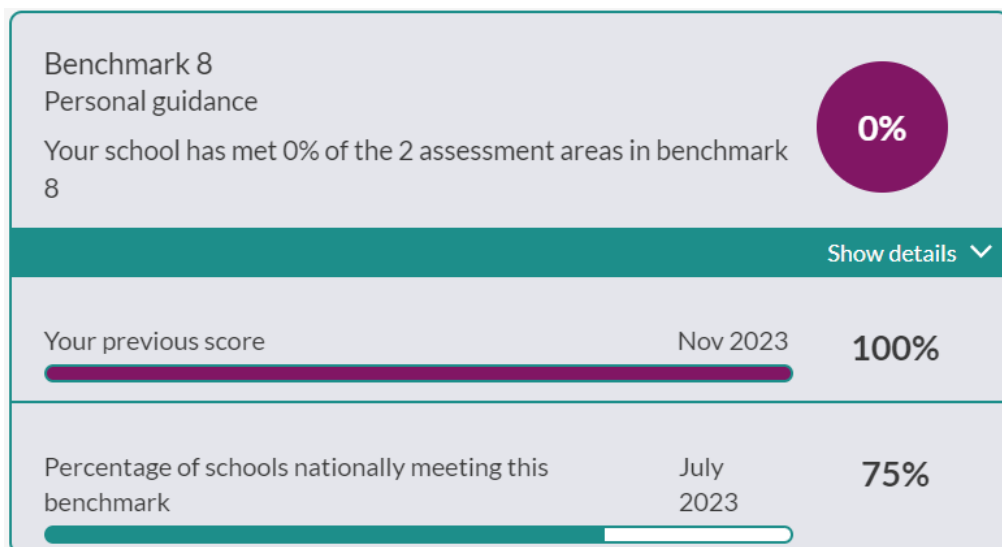
What we do well	<ul style="list-style-type: none"> The college has a fantastic programme in place! Students are on work placement (starting at 1 day a week) from year 13 – this is embedded and historic Some work visits are taking place within the school (Pizza Express) Examples of meaningful encounters present within the school (job fair, Colchester Zoo)
Key Strategic Objectives	
1	Prioritise the reintroduction of work visits, work shadowing and/or work experience' with particular drive on the school site for academic year 2024 – 2025.
2	Collaborate and track the work visits, work shadowing and work experience that is already taking place via Compass+ and My Learning Journey – train teach staff to support with this.
3	Reintroduce year 10 work experience placements – both group and individual.
4	Gather feedback from pupils, staff and parents/carers.
<i>Progress to be made/completion of certain elements before start of academic year 2024/25</i>	
<i>Reintroduction of work experience in year ten in the Summer Term of the academic year 2025 - 2026</i>	
Outcomes	All students to have meaningful experiences with places of work which can be incredibly rewarding, support in overcoming barriers and raise aspirations.

Benchmark 7 - Encounters with further and higher education Encounters with further and higher education



What we do well	<ul style="list-style-type: none"> • Pupils invited to the SEND Forward Event – January 2024 – scheduled to take place in January 2025 • Year 14 students visit Colchester Institute and ACL • Year 11 students visit Colchester Institute
Key Strategic Objectives	
1	Information to be collated and recorded using Compass+ and My Learning Journey.
2	Consistently share the information gathered with students, staff and parents/carers via the school & college website, social media platforms and Class Dojo/Parent App.
3	Gather student feedback via Microsoft Forms/face to face via paper copies.
4	Create a Transitions directory, including information of LMI and further/higher education.
<i>Progress to be made/completion of certain objectives before start of academic year 2024/25</i>	
<i>Significant progress/completion of outlined objectives by 2026</i>	
Outcomes	Students provided will all relevant information about further education and training options.

Benchmark 8 – Personal guidance



What we do well	<ul style="list-style-type: none"> • Our students receive full support in completing applications from both the careers and employability team and from teaching staff • All pupils have an EHCP and therefore each annual review considers what provisions is required for the student to prepare for adulthood and independent living
Key Strategic Objectives	
1	Hazel Govia to begin Careers Guidance level 6 in October 2024. Upon completion, provide Careers Guidance to years 11, 12 and 13.
2	Contact Peter Norfolk (Shorefields School) regarding outsourcing Careers Guidance until Hazel Govia is qualified.
<i>Hazel Govia in place by the Summer Term for the academic year 2024 - 25 Careers Guidance to be outsourced before this time</i>	
Outcomes	Students to feel confident and supported through periods of transition.

Please note this is a working document. It will be changed and updated regularly as Hazel Govia and the Careers and Employability Team work through the strategic objectives. Their work will be supported by SLT, teaching staff, Tom Spence at the Careers and Enterprise Company and Talentino.