

Self-Evaluation Form – Element 5 – Encounters with Employers, Employer Engagement and Experiences of the Workplace

Introduction

The Greater Peterborough UTC prides itself on our identity, our values and our vision. A school in the heart of the industrial City of Peterborough, surrounded by organisations at the very epicentre of engineering excellence. The GPUTC through support from its sponsors as well as its own value “Engineering at the heart of all we do” places Encounters with Employers, Employer Engagement and Experiences of the Workplace as one of the most important measures and parameters of our learner’s success.

As per the GPUTC vision, we strive to ensure that our learners benefit from and contribute to the success of the proposed new industrial strategy for the UK. This includes the Greater Peterborough area where dedicated and committed employer sponsors such as Perkins Engines, Anglian Water and Larkfleet Homes show a constant commitment towards the success of the UTC as we aim to provide the future of engineering through our committed learners. The GPUTC aims to raise young people’s aspirations towards further study as well as promoting employment through advanced learning or an apprenticeship with our sponsors, or nationwide employers depending on the specialism of engineering which is desired. The GPUTC vision and values promote our success through our learner’s destination and advertise through the learner’s journey, promoting access to all career pathways to best suit our learners needs and requirements. The GPUTC aims to enable all our learners to develop the knowledge, skills and behaviour that they will need to achieve career wellbeing, including respect, readiness and responsibility in all we do.

To emphasise this importance we have incorporated a 5th tier in to our Self Evaluation Document titled Element 5. We will self-evaluate and grade ourselves as fully met, partially met or not met at each sub-element giving the GPUTC an overall grade in this element.

Based on the Gatsby Benchmark Model, we have evaluated ourselves for effectiveness against the following parameters;

- 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**

1.0 - Stable Careers Program

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.
- The careers programme should be published on the school's website so students, parents, teachers and employers can access and understand it.
- The programme should be regularly evaluated with feedback from students, parents, teachers, senior leaders and employers as part of the evaluation process.

What we measure against;

- 1.1** The careers programme has strong backing from the Principal, senior leaders and governing body. It needs to be embedded into the structures of the school and its position should be recognised and secure. This means the programme can continue to be developed to meet the needs of students.
- 1.2** The programme is coordinated and led by an appropriately trained and supported careers lead, whose views are considered in the decision-making structures of the school. This means that the role is part of the senior leadership team. The role of the careers lead needs to be wide enough to support contributions from specialists in related roles, such as the coordinator for students with special educational needs and disabilities, and for teachers embedding careers in subject learning.
- 1.3** Students, parents, teachers and employers know what is in the programme. The programme is set out clearly on the school's website and promoted through the school's social media accounts and newsletters and local media outlets. Students should discuss the programme in the school council and parents should know what to expect in the meetings arranged for them throughout the year. Messages for teachers are reinforced through the staff handbook, meetings and curriculum guidelines. Employers invited to participate in the programme know clearly what to expect, how their contributions fit in and how they will benefit.
- 1.4** A plan for how the careers programme will be implemented is included in an annual careers plan that includes priorities from the overall school development plan. This makes it easier to evaluate the achievements of the programme at the end of each year.
- 1.5** Students, parents, teachers and employers provide regular and systematic evaluative feedback on their participation in activities via questionnaires, surveys and focus groups. This feedback is then used to inform decisions about the future development of the programme and feeds into the whole-school process of evaluation.

2.0 - Learning from career and labour market information

All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

- All students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.
- Parents should be encouraged to access and use information about labour markets and future study options to support their children

What we measure against;

2.1 Students are taught how to find and process information. They use objective information about the local and national labour market to make decisions that improve their careers and transitions into work.

2.2 Students have access to accurate and up-to-date information, which plays a key role in raising aspirations and promoting social mobility. This information challenges stereotypes with regional and national LMI and support from Local Enterprise Partnerships (LEPs).

2.3 Information is adapted to meet the needs of different learners. This includes the development and support of employability for students with severe learning and communication difficulties.

2.4 The careers information area is attractive, highly visible and contains carefully-selected resources that meet the needs of different groups. The area should be properly maintained, well-used and include a mix of printed information (careers books, posters, prospectuses), online resources (dedicated careers pages on the website and/or Virtual Learning Environment VLE) and in-house information (options booklets, alumni profiles, projects) to help students understand the range of different opportunities.

2.5 Appropriately trained staff are on hand to offer students practical help with researching opportunities and using the resources. The staff should use social media to reach students and their parents and provide personal advice and guidance, particularly to students with intensive information needs.

2.6 The GPUTC arranges for students to gain information first-hand through encounters with employers and experiences of workplaces. Staff organise follow-up activities in the classroom to help students to personalise and maximise the benefits of these encounters.

2.7 Local Enterprise Partnerships produce local labour market information to help students, parents and staff understand the changing labour market in their area. These resources are actively promoted by schools and colleges on their websites and at events, such as parents' and / or open evenings

3.0 Addressing the needs of each pupil

Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student and subsequent agreed decisions. All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.

What we measure against;

3.1 The GPUTC has a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the learner's barriers to overcome and the bridges of support they need to maximise their life chances.

3.2 The GPUTC takes regional and national labour market information and destination patterns into account. It grasps the regional and inter-school differences in the proportion of students securing apprenticeships at both key stage 4 and key stage 5. The school also addresses the significant differences in the take up of science, technology, engineering and mathematics (STEM) subjects and higher education progression on both a regional and gender basis.

3.3 Students benefit from provision targeted to their needs. Students with special education needs and disabilities (SEND) face additional challenges in progressing from school to further learning or work. In mainstream schools, the needs of vulnerable and at-risk students are met through a specifically designed careers programme and additional support, including mentoring. Employers and other local partners are active in improving these students' chances of developing an independent life and taking their first steps into jobs and courses.

3.4 The GPUTC maintains well-kept records to enable staff and partners to track the consistency and impact of the careers and enterprise programme. Staff know what students' career education and guidance needs are and where they are in terms of their career planning. This draws on insights from tutors, careers advisers, mentors and the students themselves. Teachers and careers advisers maintain comprehensive records of individual advice and subsequent decisions. This helps schools to manage agreed actions and next steps, and to provide students and their parents with ongoing support.

3.5 The GPUTC strengthens students' personal agency and self-advocacy skills by encouraging them to access and take ownership of their career development records. Students should be able to draw on careers experiences and employer encounters and turn them into a clear and compelling story for applications and interviews.

3.6 The GPUTC collects and maintains accurate data for each student around their education, training and employment destinations for at least three years after they leave. This information is shared with current students to support ongoing review and evaluation of the careers and enterprise programme.

4.0 Linking curriculum learning to careers

All teachers link curriculum learning with careers.

- Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.
- Every pupil has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.
- All subject teachers emphasise the importance of succeeding in English and Maths.

What we measure against;

- 4.1** The GPUTC adopts a strategic approach to linking curriculum learning to careers and develops a coherent rationale for embedding careers in subject learning. This includes making subjects more relatable and relevant to everyday and working life. Real-life contexts and examples can make subjects easier to understand and help students feel more engaged in their learning.
- 4.2** Each department produces schemes of work and / or lesson plans which show how career-relevant learning will be embedded in their teaching. They use a variety of approaches, with some schemes of work setting up dedicated careers-related units or modules at the beginning or end of courses. They devise lessons that include career-related learning, inserts, activities and a plenary. Their planning also makes clear how career-related subject learning will be assessed and, where appropriate, accredited.
- 4.3** Options booklets for year 11 explain the skills developed by the subject and how those skills can be applied in a range of contexts, including further study, paid work and volunteering.
- 4.4** Each department or faculty identifies a member of staff to lead on career-relevant teaching. STEM coordinators, for example, organise encounters and events for students, develop their knowledge of STEM resources and support their colleagues. They also link with the careers lead so that the careers specialists can promote opportunities for students and staff.
- 4.5** The GPUTC maintains a record of employer contacts, parents and alumni who have helped to run activities for students. Every teacher is confident and enthusiastic about their role in embedding careers in their subject teaching and can explain the application of the content, processes and the skills involved.
- 4.6** The GPUTC recognises that the reach of subject teaching is far greater than what can be achieved through a few careers education sessions. It uses these sessions to pull together and complement everything learned in subjects, encounters with employers and experiences of workplaces to help students make the most of them.

5. Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

- Students should participate in at least one meaningful encounter with an employer every year
- Work with your regional LEP to make sure you are aligning to the strategic economic plan of the region.

What we measure against;

5.1 Employers and the GPUTC work together in creative ways to ensure students build a rich picture of the world of work and are well prepared to take up workplace opportunities. The GPUTC provides first-hand encounters with employers as part of careers and enterprise programmes for years 10 to 13 and celebrate these links in their prospectuses and on their websites. The GPUTC builds sustainable relationships with large and small employers and plan mentoring, careers talks, mock interviews, enterprise competitions and workplace visits. The encounters are well planned and help to increase student enthusiasm and confidence.

5.2 The GPUTC aims to offer 4 or more progressive encounters per year. Year 10 is an opportunity to address self-presentation and what employers want, while, in year 11, there should be a practical focus on making plans and applications for post-16 learning. The post 16 study programme should include structured work experience, volunteering and personal development.

5.3 The GPUTC has a strong and lasting link with local businesses. In some cases, links are sustained through the school's governing body or fostered through programmes, such as Business Class from Business in the Community.

5.4 The GPUTC and employers draw on evidence of what works including The Careers & Enterprise Company's ongoing study of the evidence base for each activity. They focus on the different effects for different kinds of activities, the sequencing of these activities to ensure they are age appropriate and progressive and the importance of effective implementation including proper briefing and debriefing.

6. Experiences of workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities.

- By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.

What we measure against;

6.1 Experiences of workplaces are part of a structured programme of work-related encounters at each stage of a student's course or education. Students, parents, teachers and employers fully understand their scope and purpose.

6.2 Post-16 students, especially those in technical education, focus on activities closely aligned to their study programmes.

6.3 Students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests, often with the help of their families. The GPUTC monitors the quality of placements offered to students from deprived backgrounds to ensure that they are not unfairly disadvantaged.

6.4 Students are prepared well for the experiences they are about to have. This is more than just dealing with organisational matters. It is about framing learning so that students know what they can get from the experience. The GPUTC works closely with employers to make the experiences as positive as possible.

6.5 Students are well-supported during the workplace experience and have opportunities to talk with a trusted and familiar adult about what they are doing and finding out. After the experience, students undertake structured reflection in a specially-arranged session and/or in subject lessons to reinforce what they have learned.

6.6 Employers provide valuable feedback to the GPUTC. They provide information about how well students have performed doing work experience or work shadowing placements. They also evaluate their experience of taking part in activities arranged by the school or college.

7. Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.

- By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

What we measure against;

7.1 Enterprise Advisers and Enterprise Coordinators work closely with local institutions and agencies on a collaborative and strategic approach. All partners – schools, colleges, universities, local authorities, careers guidance providers, parents/carers, employers and the wider community – have a common understanding of local needs and solutions. Co-operative working makes it easier to organise big events, such as careers, skills and higher education fairs.

7.2 The GPUTC has a multi-pronged approach to ensure students are well-supported to choose pathways they value post-18. We start this work long before students reach the point of decision as evidence shows that raising aspirations and building resilience is effective from year 7 or earlier.

7.3 The GPUTC acts in the best interests of students. It recognises and accepts that students post-14 have the possibility of going to a university technical college or a studio school, rather than simply choosing what subjects to take at GCSE and equivalent.

7.4 The GPUTC makes maximum use of its flexibility to organise suspended timetable days for different year groups, such as careers and higher education preparation days for year 12s in the summer term.

7.5 The GPUTC ensures encounters with further and higher education are part of an overall approach that encompasses personalised and small-group information. This includes advice and guidance, carefully selected sources of information including digital and print-based, which are promoted through the school's website, newsletter and social media. A planned programme of on-site and off-site encounters with further and higher education to strengthen accessibility, outreach and transition preparedness for targeted groups, such as Pupil Premium, gifted and talented students and students with special educational needs and disabilities

7.6 The GPUTC can demonstrate close co-operation with parents, families and carers in recognition of their key influence on children's thinking and decision-making, specifically to develop their capacity to talk about careers with their children and encourage family learning.

8. Personal guidance

Every student should have opportunities for guidance interviews with a career adviser.

- Every student should have at least one of these interviews by the age of 16, and the opportunity for a further interview by the age of 18.

What we measure against;

8.1 Career conversations are an ongoing part of a student's GPUTC experience and personal guidance is an integrated part of the overall careers programme.

8.2 The GPUTC offers personalised support tailored to students' needs and abilities. The advice is impartial and always in the best interests of the young person. It has an observable impact on their career and progression.

8.3 The personal guidance on careers is closely integrated with the wider pastoral and student support system in the school. Senior staff, including the Principal, heads of year, mentors, and learning support staff, consider students' career development as an integral part of their overall personal, social and educational development. Communication between staff is good and underpinned by effective information-sharing and record-keeping. Specialist inputs by career advisers are valued and acted upon.

8.4 Career advisers work closely with staff to deliver a range of individual support to students, including:

- one-to-one guidance at crucial points of decision making and choosing pathways for post-16 and post-18 – this guidance offers students in-depth support to interpret information and apply it to their own situation
- group work sessions on particular topics, such as apprenticeships, labour market trends or employability skills
- advice to parents and students at careers fairs and parents' evenings • advertised drop-in sessions for students at lunchtimes and other times during the week
- support on exam results days.