

Careers Programme Audit (updated January 2023)

NOTE: Future actions and/or areas for (continued) development are highlighted in RED.

Benchmark	Explanation	Evidence
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 pupils, parents, teachers and employers.	<ul style="list-style-type: none"> • A detailed Careers Programme and Policy is published on the school website. • Provider Access Policy statement is published on the school website. • Annual Report and Action Plan evaluating the impact and success of careers programme (from each stakeholder) is published on the school website. • All employers and parents complete feedback forms following any visit/activity relating to the careers programme. Feedback form is published on the school website. Spreadsheet detailing feedback from guest speakers is available in OFSTED folder. • Career programme, policies and provisions audited and reviewed every year. All documents/action plan to be uploaded to school website at the end of the Summer Term. • Student survey (KS5) sent out in Summer term • Parent survey (KS5) sent out in Summer term • Focus Group ran by Careers & Enterprise Company (KS4) <p style="color: red;">Student focus groups led by our Enterprise Adviser to be carried out.</p>
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-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.	<ul style="list-style-type: none"> • Students and parents/carers are encouraged to use Unifrog to gain up-to-date career and labour market information. All students use Unifrog each year. • Unifrog log in details for parents (and virtual demonstration) available on website • Unifrog demonstrated to parents at various parent evenings over the year. • Virtual Employer Encounters webinars (Hertfordshire Local Enterprise Partnership) regularly advertised to Sixth Form students/parents to view via www.hopinto.co.uk. • Working in Hertsmere posters (www.hopinto.co.uk) circulated in Sixth Form Block and Business BTEC classrooms
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<p>Raising aspirations and challenging stereotypical thinking:</p> <ul style="list-style-type: none"> • Yavneh is the top performing non-selective school (progress 8 scores) in the country. • Year 12 students are given the opportunity for mentoring through the ORT JUMP UK mentoring programme. Approximately 40 Year 12 students participate in this event every year. • Careers Fair (Jan 2019) included 80 different employer stands (mainly using parents). This included a diverse mix of employers, both male & female and from STEM subjects. Careers Fair (2021) was run virtually with over 40 parents contributing via video. Careers Fair planned for February 2023. • Year 10 (most able) student visit to Cambridge University. • PSHCE lessons (years 7-11) focusing on apprenticeship pathways (post 16 and post 18)

		<ul style="list-style-type: none"> • Eleven-Up Cambridge Programme (Year 11 virtual webinars, Gonville & Caius College) • Unifrog allows each student to set up their own profile and search for careers, university/apprenticeship destinations according to their own needs, interests and criteria. • Records of student’s careers and enterprise activities are logged through Unifrog. • Destination data (year 11 and year 13) is overseen by Sixth Form Secretary. This information is shared with Hertfordshire County Council. • Guidance for EHCP students (years 9 and 11) given by HCC run through SENDCO. • Vocational pathway at Sixth Form continues to grow each year. • Year 11 Sixth Form one on one application consultations. • Higher Education/UCAS programme. • <i>Maths4Girls</i> speakers. • Alumni visits to speak to students about different gap year opportunities in Israel with different Jewish youth organisations. • Pathways assembly (year 8) detailing the different options/pathways at GCSE and post-16 • Assembly (year 9) run by Sky Studios detailing the different opportunities/training for career progression • Assembly (year 11) run by <i>ASK (Apprenticeship Support & Knowledge)</i> exploring and promoting apprenticeship pathways. • Assembly (year 11) delivered by West Herts College detailing the different courses and opportunities on offer. • Emphasis on promoting post 18 apprenticeship route for Sixth Form pupils alongside university preparation: Apprenticeship Evening, <i>ASK</i> workshops, <i>Investin</i>, apprenticeship workshops, alumni mock interviews, YC Hertfordshire careers interviews.
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • MK completed a skills audit for all subjects which is available on the school website. • MK completed a curriculum audit for all subjects which is available in the OFSTED folder. • Departments continue to develop careers displays, highlighting the careers that students could pursue in each subject area. <p>Alumni display.</p>
<p>5. Encounters with employers and employees</p>	<p>Every pupil 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>There are already a range of opportunities for students to experience at least one employer encounter each year they are in school.</p> <ul style="list-style-type: none"> - Year 7 participation in annual Hertsmere Annual Youth Conference (March 2020). - Year 7 careers assembly: Herts Cyber Project. - Year 8 careers afternoon: Interactive employment workshops (Feb 2020). - Year 8 Faraday Challenge: Real-life engineering problem solving activities from the Healthcare Engineering and Estate Management (IHEEM)

		<ul style="list-style-type: none"> - Year 8 and 9 careers assembly run by Sky Studios detailing all the different (local) career opportunities available. - Year 9 YCIT (three week visit to Israel) includes a range of visits/encounters with employees including agriculture, factories, army bases and the charity sector. - Year 10 Interview workshops run by <i>Communities 1st</i>. - Jewish Book Week: Years 11-13 encounter with a published author (Spring) - <i>Generation Hertsmere</i> Careers Fair (x50 students Year 10/Year 11) - Year 12/13 access to a series of post 18/careers webinars in partnership with ORT JUMP and <i>Yashar</i>. - Year 12 ORT JUMP mentoring programme (over 40 students participate every year). - Year 12 TFL <i>Innovate</i> Challenge. - Year 12 <i>Learn2Rescue</i> programme. - Year 12 trip to Parliament. - Year 12 "<i>Talk the Talk</i>" day. - Year 12/13 Apprenticeship Evening (including Alumni students). - Year 12/13 Young Enterprise programme. - Year 12/13 promotion of extra-curricular/speaker events/opportunities outside of school - Years 10-13 careers talk by <i>Sky Studios</i> - Informal Jewish Education charity work (all year groups). - Visiting speakers (range of year groups) run through departments, societies and clubs. - Mock interview practice (applying for jobs/apprenticeships) run by Yavneh alumni currently embarking on an apprenticeship. - School Careers Fair (2019, 2021, 2023). <p>The challenge with this benchmark is to provide employer encounters for younger year groups, especially at KS3. MK working with EA to develop a programme for Year 7 and make improvements to the Year 8 Careers afternoon.</p> <p>MK to look into possibility of dedicating time (PSCHE/form time) for students to engage in <i>virtual</i> employer encounters (<i>Communities 1st</i>, <i>HOP</i>, <i>Springpod</i>).</p> <p>MK to look into the possibility of continuing to utilise <i>LinkedIn</i> into sixth form careers programme as a way of developing connections with (future) Alumni students</p>
6. Experiences of workplaces	Every pupil 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.	<ul style="list-style-type: none"> • Year 12 complete a week's work experience during the very last week of the summer term. They complete preparation for this in the winter term, which includes CV building and writing letters of application. Students complete follow up work in the first week of year 13. • Over 20 work experience placements offered to year 12 students from parent body (including YPS).

		<ul style="list-style-type: none"> • Year 13 vocational students complete an additional week’s work experience immediately following their examinations in year 13. Preparation and reflection work will take place during Business lessons in so far as it may specifically relate to their course. • <i>ORT JUMP</i> mentoring programme includes work place visit(s). • <i>Investin</i> programmes: Online multi-day work experience with successful professionals in a live, interactive environment for students ages 12-18. • STEM GSK Work Experience programme for Year 12 students (June 2021) • <i>Experience (Speakers for schools)</i> virtual work experience opportunities run through the <i>Experience Portal</i> ages 14-19. • <i>Springpod</i> virtual work experience programmes for students ages 14-18. • <i>HOP</i> virtual work experience programmes for students ages 14-18. • <i>NHS Healthcare Careers</i> virtual work experience programmes for students ages 14-18. <p>While we are currently unable to run a pre-16 work experience programme, the following activities for the lower school could also be included for the lower school. MK will need to look into these:</p> <ul style="list-style-type: none"> • Internships and holiday placements (The school would need a record of students that have undertaken a placement) • Job shadowing • Work experience in school • Volunteering (again, if outside of school would need a record of this) • Workplace visits • Dedicating time for students to engage in <i>virtual</i> work experience (<i>HOP, speakers for schools, Springpod</i>) and looking into the possibility of making this into a wider (off timetable) day incorporating guest speakers, mock interviews/assessment centre.
<p>7. Encounters with further and higher education</p>	<p>All pupils 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>	<ul style="list-style-type: none"> • Provider access policy is published on the school website. • PSHCE lessons (years 7-11) focusing on the apprenticeship pathways. • Guide to “pathways” at KS4 and KS5 published on school website for students and parents. • Year 8 Options Evening. • Year 8 Options assemblies run by Heads of Department looking at advantages of all “option” subjects at GCSE such as Humanities, MFL, Technology, Drama. • Year 8 assembly introducing students to the different Key Stage 4 pathways including GCSEs, BTECS and UTCs. • *Year 8 assembly run by <i>Sky Studios</i> exploring the range of post 16 and post 18 courses/training available to students • *Year 9 assembly run by <i>ESA</i> exploring the range of post 16 and post 18 courses/training available to students • Year 10 (most able) student visit to Cambridge University.

		<ul style="list-style-type: none"> • *Year 11 assembly run by <i>ASK College</i> regarding the various post 16 courses/pathways/opportunities available to students • *Year 11 assemblies run by <i>West Herts College</i> regarding the various post 16 courses/pathways/opportunities available to students • Yavneh Sixth Form Open Evening. • Year 11 A level Taster Day. • Year 11 one on one Sixth Form consultations for all students applying to Yavneh College Sixth Form. • “Eleven-Up” Cambridge Programme (Year 11 virtual webinars, Gonville & Caius College) • UCAS programme (includes a morning off timetable for Year 12 students and speaker from University of Birmingham) • Year 12/13 Medicine programme. • Year 12/13 Oxbridge programme. • Higher Education Fair (Alumni students) • Apprenticeship Evening • EPQ study skills (academic research) sessions run by University of Leeds. • Oxbridge and Medicine Programme including mock interviews run by alumni students. • Mock interview practice (applying for jobs/apprenticeships) run by Yavneh alumni currently embarking on an apprenticeship. • *ASK: Application and registration workshop for students (year 13) looking into applying for an apprenticeship • *ASK: Mock interview workshop for those students (year 13) in the process of applying for an apprenticeship • *Careers Talk for Years 10-13 students run by <i>Sky Studios</i> exploring the range of post 16 and post 18 courses/training available to students <p style="color: red;">MK to look into the possibility of organising additional meaningful encounters with independent training providers. This is especially relevant in KS3 and KS4. MK to work with Careers & Enterprise Company and ASK to organise this.</p> <p style="color: red;">MK to look into possibility of organising a small group trip of (targeted) Year 11 students to view local colleges (West Herts).</p>
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study	<ul style="list-style-type: none"> • Yavneh College currently does not offer (all) students IAG from a qualified careers advisor. • YC Hertfordshire ran a two day programme at Yavneh College (Feb 2021) for 24 year 12 students offering a thirty minute one to one interview/consultation for each student. These students were selected based on answers to a careers/post 18 options focused survey completed by students. For the first time this programme was extended for an an additional

	<p>or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs</p>	<p>24 year 13 students (Nov 2021) and this was expanded in 2022-23 to include Year 11 students (Dec 2022).</p> <ul style="list-style-type: none"> • Unifrog “Personality Test” to completed by all students (and revisited in future years). A unique profile is then created for each student based on their responses and results published on the different types of careers/subjects which relate to personality types/traits. <p>MK to look at the possibility of expanding this programme in the future. MK to look into possibility of “in-house” training of a member of staff to qualify as a careers advisor (level 6 qualification).</p>
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*Provider Access Legislation January 2023:

The provider access legislation is new guidance that comes into force from January 2023, which builds on Benchmark 7 and adds new specific requirements for schools. It is a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- *Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend*
- *Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend*
- *Two encounters for pupils during the ‘third key phase’ (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend*

See Benchmark 7