**Maidenhill School: Careers and Enterprise Plan and Provider Access Legislation Opportunities 2024 – 2025**

**Introduction, ethos and school context**

As a small school, we pride ourselves in knowing our students well and treating each child as an individual. We are a close, learning community and we are determined that students will achieve their personal best in everything they do, both within the classroom and beyond. Student achievement is at the heart of everything we do, whilst providing aspiration, opportunity, challenge and support in order for our students to achieve their potential.

Our school mantra is ‘Be Kind, Aspire, Persevere and Achieve ’ and we are committed to providing the very best education for our young people. We want our students to enjoy their time with us and be ready to move on to further education, training or employment as well-qualified, confident, happy and successful young adults. They need to achieve the very best grades they can, but they also need opportunities to develop into adults through their interaction with others and their active involvement in the variety of experiences and activities that we offer. We aim to develop personal skills and qualities in students beyond academic achievement. For example: Being critical, commitment, collaboration, creativity, challenge, motivation and resilience.

We are a growing school with 727 students on roll as of September2024. The students we serve are from a range of backgrounds and contexts with each bringing their own individual aspirations for the future. It is our challenge to support and raise their aspirations. It is our duty to keep our students up to date with local opportunities as well as widen and broaden their horizons to make them aware of what lies beyond Gloucestershire.

Careers Education, Information and Guidance: Statement of Intent

All students are entitled to be fully involved and engaged in an effective, inspiring and thought provoking Careers Education Information and Guidance program. Throughout their secondary school career; students are encouraged to take an active role in their own career exploration, research and development. The careers program emphasises student participation with a focus on self-development; learning about careers, receiving up to date information about the world of work; raising of aspirations, developing employability skills in order to prepare students for life after Maidenhill School.

Student destinations

The latest internal published destination data tells us that 100% of our Year 11 2025 student leavers applied for and went onto further education, employment or training. The data that we receive from the local authority in March 2025 indicate that 96.8% of our 2024 leavers are currently in education, employment and training. We analyse the breakdown of destinations to help support and inform planning to ensure improved guidance and context for all. Destinations data allows the school and careers advisor to target specific groups of students and/or individuals students and inform them of more specific education and employment opportunities that can meet their individual needs. Further destinations data is available on request from Mr A. Hara and Mr S.Clements.

The local labour market

In 2022 Gloucestershire First LEP produced a Skills Strategy the county, which is available on our school website. Labour Market Information is referenced in our Learning for Life and Ethics and Philosophy curriculum so that students have some understanding of differing market trends and growth industries. Information is also sent to parents and carers via email providing up to date information and LMI trends. Growth sector industries are often represented in our face to face careers and enterprise events at Maidenhill.

The list below shows that the sectors that employ the most people in the county and that advertise most vacancies.

* Wholesale and Retail (15% of the workforce)
* Health and Social Care (14%)
* Manufacturing (12%)
* Accommodation and Food (9%)
* Education (8%)

While future employment growth sectors are anticipated to be:

* Cyber and Information Technology
* Agricultural Technology
* Advanced Manufacturing
* Healthcare and Nursing
* Construction and Engineering
* Green Energy.

Aims and overview of the careers and enterprise strategy

The aims of the school’s careers and enterprise strategy is to aspire to meet the ‘Gatsby Benchmarks’ and in line with the new ‘Provider Access Legislation’ PAL by ensuring:

* That every student has an opportunity to meet their potential
* To develop students’ employability skills and aspirations
* To enhance student and parent/carer knowledge and understanding of the national and local Labour Market Information (LMI). careers and qualification pathways
* To give students the tools and strategies to plan their career path and develop their job search skills.
* Two Meaningful encounters with pathway employers, further education and/or higher education - (during years 8 and 9 and during years 10 and 11) four in total
* Contact with wide range of local post-16 education and training providers to support with careers and enterprise events, inform students about the workplace and career pathways and raise aspirations
* Has involvement in Enterprise challenges
* Duke of Edinburgh Award Scheme
* Targeted mentoring and raising aspirations programmes – ‘Brilliant club in Year 10’
* Independent Careers Adviser and Employer one-to-one interviews (minimum of one of each type during a student’s time at Maidenhill. Early careers interviews available during Year 9 on request to support KS4 choices)
* Careers-related activities designed to support key decision points and milestones (such as Year 9 and post-16 options) by providing timely information, including subject specific and interest-related careers and qualifications information for parents/carers and students
* Undertakes a full Work Experience week during term 6 of Year 10
* PSHE careers and enterprise-related learning woven through the curriculum in each year group
* Y11 Leavers destinations tracked each year and communicated to school via the Local Authority.
* Student logging of skills, experience, learning styles, interests, personality styles to help inform careers decision-making, career plans, aspirations and future pathways using the Xello platform.

Our progressive careers program will focus in Key Stage 3 on raising aspirations and broadening students’ horizons and in Key Stage 4 on providing students with the knowledge and opportunities to identify and plan their chosen career or educational pathway.

Review and Reflection

The Careers and Enterprise Plan, Provider Access Legislation opportunities and Careers Provision throughout the school will be continuously reviewed to ensure the activities are sufficiently up-to-date, relevant, comprehensive, evidence-based and reflective of best practice/current guidance. In particular, a monitoring and evaluation strategy will be developed to ensure that activities are effective and informing student decision making. This monitoring, review and reflection is done internally by Mr S Clements, Mr A Hara, other senior leaders and governors; our monitoring, review and reflection is also supported by our external stakeholders, Gloucestershire LEP, the Independent Careers Advisor and Enterprise Advisor.

Evidence to support our review and reflection is also collected via Student Feedback following events, student Future Skills Questionnaires, Parental Feedback and Employer Feedback following events.

A common theme from the feedback gathered from Year 10 and Year 11 parents, was that parents and carers would have liked their child to have more opportunity to take part in formal work experience. Therefore, Year 10 Work Experience was launched in September 2023 to take place during last week of June 2024. This was an overwhelming success with 100% of the Year 10 cohort participating in work experience. The same expectation is in place for the current Year 10 cohort for June 2025.

***The remainder of the document maps the strategy onto the Gatsby benchmarks and Provider Access Legislation Opportunities. It will show how Maidenhill intends to develop careers and employability across the curriculum, showing current provision and plans for addressing gaps that will take careers and enterprise education at Maidenhill to the next level.***

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| **Gatsby benchmark** | **Currently in place** | **Future actions under consideration** |
| **Gatsby benchmark 1**  A stable careers programme | * In place: senior leader (Andy Hara, Assistant Head), (Simon Clements, Assistant Leader SWAG), Independent careers advisor (Kim Harris), link governor (Peter Ethelston) and enterprise adviser (Jon Batterham, Chrysalis Research) * Careers and Enterprise Plan on website – staff, students and parents/carers briefed on contents * Careers delivered in PSHE lessons Years 7 - 11 * Use of the Compass Plus tool to review progress * Regularly review progress made against Gatsby benchmark and evaluation of outcomes – an evaluation strategy that looks at how careers education is informing student decision making * Year 11 leavers questionnaires each academic year to gather student voice and parental feedback. | * Reference to and strategy for employability/life skills that the school looks to develop * Students in Year 9, Year 10 and Year 11 complete the Future Skills Survey * Employer feedback from the careers events hosted at Maidenhill School and employer feedback from work experience has been extremely positive and encouraging. Employers are happy to return to Maidenhill School to support on-going events and continue to take Y10 students on work experience. * Action – Employer feedback following events to be formalized. |
| **Gatsby benchmark 2**  Learning from Labour Market Information (LMI) | * Summary of Gloucestershire LMI sent to school by Gloucestershire LEP June 2023 * Development of student search/research strategies, job opportunities and career routes: Years 7-11 through use of Xello in PSHE lessons * All students took part in a LMI information giving session during National Careers Week | * Students and parents/carers given access to LMI to inform and research Post-16 options: to become more familiar with, and signposted to key resources and opportunities. * More up to date LMI information needed from GCC and disseminated to students and parents |
| **Gatsby benchmark** | **Currently in place** | **Future actions under consideration** |
| **Gatsby benchmark 3**  Addressing the needs of each pupil | * Careers Advisor interviews used to identify individual needs: targeted at Yr 9 and Y10 and all students at Yr 11 * Process in place for tracking destinations of each student – used to inform review of careers strategy * Xello used to identify student career interests and provide them with relevant information and activities * GROWS (University of Gloucestershire) working with students from families that did not attend university. * Invite students and parents Year 9 – 11 to attend GROWS future careers event at Gloucestershire University. * All Year 11 students are supported to apply for a Post 16 destination. The information is tracked and monitored throughout the year and verified at transition panel meetings to ensure that all Y11 leavers have applied for a Post 16 destination. * All students and parents receive via classcharts information and invitation to attend college taster days, apprenticeship vacancies, outreach and widening participation events. | * Xello for parents to be investigated further to support individual student needs and create a wider dialogue between students and their parents. |
| **Gatsby benchmark 4**  Linking curriculum learning to careers | * Each Curriculum area has a ‘Departmental Careers Champions’ to be the advocate for careers within their department. * Maths department has introduced further links with Gloucestershire University and The University of West of England * Science, DT, ICT, PSHE and Travel and Tourism have increased their curriculum offer linking with employers and future pathway providers * Teacher encounters with employers and GCC have increased with ICT and Travel Tourism departments. Offer extended to PE department. | * To develop an agreed list of employability skills that Maidenhill aim to develop in their students – mapped/applied to curriculum areas * Programme of study making use of tutor time, the curriculum and drop-down days to develop these skills. Displays showing career routes linked to curriculum areas and teacher CPD. |
| **Gatsby benchmark** | **Currently in place** | **Future actions under consideration** |
| **Gatsby benchmark 5**  Encounters with employers and employees | * Year 9: Enterprise Event, * Year 10: mock interviews with employers * Year 7 mini careers morning Feb 2022 - 2025 * Year 9 Fame Lab event Feb 2022 - 2025 * Year 10 Cirencester College Taster Day * Year 10 Stroud College Taster Day * School Careers Fayre – March 2023 - 2025 * Year 8 and Y10 Author Visit and career pathway talk * Recorded/live employer talks for different curriculum areas. * Tony Gee Engineering – Employer talk in Year 7 DT * HSBC Year 8 L4L Lessons and Assembly * Cirencester, Stroud & Hartpury College assemblies to Year 10 * Year 8 Girls: CYNAM event November 2022 – November 2025 * Year 11 Post 16 evening * Year 10 visit to Renishaw * Year 10 brilliant club - UWE * Lunchtime Careers Talks during terms 3 and 4 | * Careers / Enterprise Champion in each department charged with arranging visits/sessions with employers linked to curriculum area (e.g. STEM subjects could access: <https://www.stem.org.uk/stem-ambassadors/>) * Years 7: Science in Schools (Cheltenham Science fair in June) * Years 9: employer talks to support Year 9 options and PAL * Year 10 and 11: activity to support post-16 options. |
| **Gatsby benchmark** | **Currently in place** | **Future actions under consideration** |
| **Gatsby benchmark 6**  Experiences of workplaces | * Year 8 and 9 Renishaw STEM visit in school to demonstrate 3d manufacturing and printing * Apprenticeships: – Utilise the resources provided by Apprenticeship resource and information websites to enhance understanding and knowledge of opportunities. This includes utilising parent and student resources all year round and specifically during National Apprenticeship Week * Year 9 Enterprise Event with Employers * Year 10 Work Experience launched in September 2023 to take place during last week of June 2024 and again in June 2025 | All students to have 5 days of experience of the workplace during Years 7 - 9 at Maidenhill |
| **Gatsby benchmark 7**  Encounters with further and higher education | * Year 11: post-16 education providers options fayre and parents/carers information evening held in-school * Year 9 Assembly Introduction to Further Education with Stroud College * Year 8 NHS and Social Care future pathways and careers PSHE workshops. * Year 7 Mini Careers Morning with employers and Post 16 providers * Invitation to parents to attend Higher Education careers fayre at Wycliffe College * Hartpury College Higher Education Assembly | * Further engagements with GROWS University visit to Oxstalls Campus – University of Gloucestershire * Year 9 raising aspirations event to Gloucester University – 22 from year 9 aimed at high prior attaining students. * To extend encounters with Higher education providers |
| **Gatsby benchmark 8**  Personal guidance | * Yr 9: Entitlement to careers guidance interview to support choice of options * Yr 10 and 11: development of CV and action plan in conjunction with employer mock interviews * Yr11: interview with careers adviser | * Apprenticeship provider assemblies for Years 9 - 11 |

**Jon Batterham and Simon Clements**

**Update May 2025:**