

## Introduction

A young person's career is their pathway through learning and work. Madani Schools Federation is committed to providing a stable, structured, and planned programme of careers education, information, advice and guidance with clear student outcomes to ensure students are supported in their career planning. This document outlines Madani's Careers Programme which has been developed in accordance with the government's statutory requirements and the Careers Development Institute's (CDI) Framework for Careers Enterprise and Employability Education.

## Our vision

Madani Schools Federation is committed to preparing our students with the knowledge and skills necessary to make informed choices about their future. Careers education is fundamental to this commitment, and is at the heart of the schools' vision of providing education and care that enables all learners to reach their potential of personal excellence and develop the skills, identity, and values to contribute positively to British society and the world.

The aim of Madani's careers strategy is to promote a range of pathways to help students achieve their long term goals and to provide our students with the support they need to make the transition to the next stage in their education and training, and ultimately, to the world of work.

*These aims and values are the foundation for the overall vision and strategic objectives of Madani's careers education strategy found below.*

<b>Careers Strategy Vision: Preparing students with the knowledge &amp; skills to make informed choices and contribute positively to society and the world of work</b>	
<b>Strategic Objective 1</b>	<b>All stakeholders will be aware of, and invested in, promoting and furthering students' awareness of and opportunities to pursue a diverse range of career paths</b>
<b>Strategic Objective 2</b>	<b>Students will develop the skills and knowledge necessary to engage with and independently plan a strategy to achieve short- and long-term career goals</b>
<b>Strategic Objective 3</b>	<b>The school will develop effective networks to provide students with a range of meaningful experiences</b>

Students will need to make several key decisions about their future during their time at Madani. **Objective 2 above reflects the core role that students' goal setting based on their interests, strengths and experience, plays in our careers strategy.** Our careers programme prepares students to make these choices and plan their next steps through a range of activities which provide our young people with the key knowledge and opportunities necessary to develop the essential skills identified by employers as key to success in today's rapidly changing society.

**Objectives 1 and 3 recognise that Careers Education is a collective effort and that each child is supported by a team** of people within the school and in the partnerships and networks we have developed with providers of further and higher training and education, employers and businesses, the local community and school alumni and partner organisations with expertise in developing careers education.

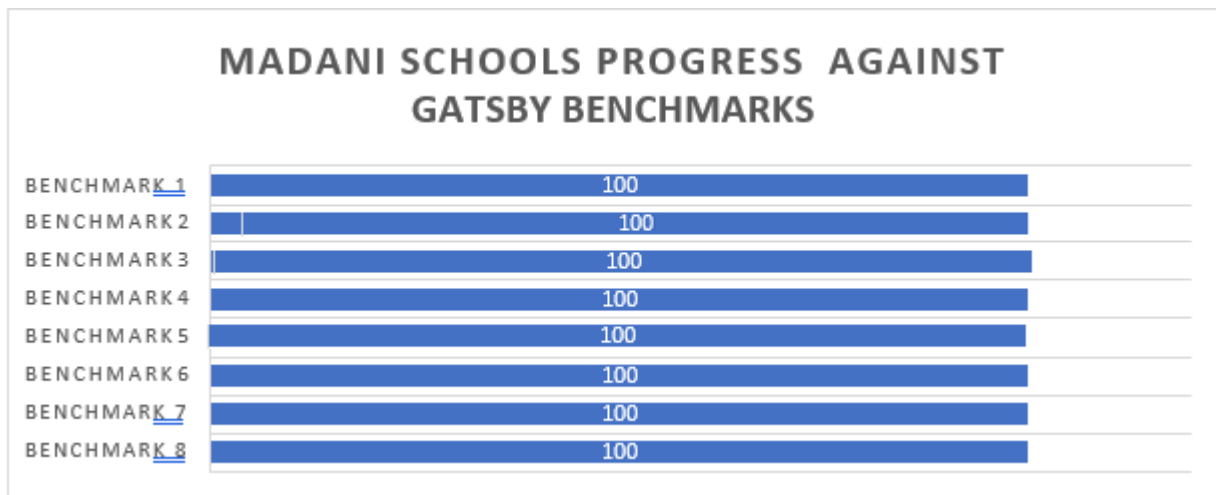
## Our Commitment

In December 2017, the Department for Education's Careers Strategy placed the Careers and Enterprise Company (CEC) and the Gatsby Benchmarks at the centre of careers provision for young people. The Benchmarks are designed to provide high quality careers education on a national level, have formally been adopted by OFSTED, and form part of their school inspection process.

The Eight Gatsby Benchmarks of Good Career Guidance are the following:

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. Experience of workplaces
7. Encounters with further higher education
8. Personal guidance

Madani Schools Federation works closely with the CEC as a Careers Hub School with the Leicester and Leicestershire Enterprise Partnership (LLEP) and is committed to fully meeting all eight of the Gatsby Benchmarks by the end of the 2022-23 academic year.



As of September 2020, Madani had achieved full achievement of Gatsby Benchmarks 5 – 8. While Covid restrictions have meant we were not able to maintain our work experience visits and many of our visits to the school from employers during the 2020-21 academic year, we are committed to promoting a range of vocational and academic routes which enable students to pursue their chosen career paths and have agreements in place to follow through with work experience placements in both the 2021-22 and 2023- 23 academic year. In fulfilling Benchmark 2, we have embedded labour market information in our Key Stage 3 curriculum and have included detailed information on our website which is signposted for students, parents and teachers in their Heart for Life lessons. We have also introduced the Unifrog Careers Platform which ensures that the school is able to effectively track the careers profile of every student and allow students to access their own progress. These steps have enabled Madani Schools Federation to fully meet Benchmark 1.

Unifrog also provides opportunities to links careers effectively to the curriculum of every subject to help fully meet the requirements for Benchmarks 3 and 4 as well as our new work experience provider helping us to continue to meet Benchmark 6.

## Statutory requirements and expectations

Madani Schools Federation is committed to fulfilling its statutory duties in relation to careers education. All students in Years 7 – 11 at Madani Schools Federation are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.

**For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).**

## Learner Entitlement

**The Careers Progression Plan** outlines the key focus and intended outcomes for each Year group, and is the basis for the planning for Careers programme which is delivered in Heart for Life lessons and across all subjects. It also informs the selection of key events and extra-curricular activities which contribute to the Careers curriculum. This plan is focused on the three main strands of labour market information; knowledge of and preparation for the expectations of the world of work; and goal setting and skills development over time. It outlines how the steps in place prepare students to make informed choices about their next steps when they leave Madani. The objectives and key events of the careers curriculum are shared with each year group in their Heart for Life lessons. They can also access a student centred explanation of these objectives and key activities in the student section of the careers area on the school website.

*Please find the Careers Progression Framework here:*



Careers Progression  
Framework

**The Careers Programme** outlines the main activities provided for students in addition to their lessons as well as how these activities are monitored and evaluated. Each event is chosen based on how it fulfils the focus and objectives for each school year in line with meeting the eight Gatsby Benchmarks and the statutory requirements of the Department for Education included in the student entitlement above. Some adjustments have been made in 2020 and 2021 to accommodate Covid requirements.

*Please find the Careers Programme here:*



Careers Programme

These documents as well as a detailed Careers Programme which includes how each activity and event is delivered, monitored, and evaluated are shared with all staff and are available on the staff shared resource drive.

## Management and Delivery

**Roles and Responsibilities:** Careers education and advice is planned, monitored, and evaluated by the Careers Leader in consultation with the school Leadership Team, the LLEP Enterprise Co-ordinator and the school's Enterprise advisor. The Heart for Life team delivers a half term of lessons specifically focused on careers education to each year group, and careers is integrated throughout the curriculum so that all members of staff are expected to contribute to the planning and delivery of careers education programme through their roles as tutors and subject teachers. The Careers Learning Resource Centre is located in the school library and maintained by the school librarian and all careers administrative support is provided by the Careers Administration Officer. Impartial careers advice sessions are provided by Leicester Education and Business Company (LEBC). Key Careers team staff are listed below

**Assistant Head for Personal Development:** Maryam Chopdat  
**Careers Leader:** Nimo Salah ([careers@madani.leicester.sch.uk](mailto:careers@madani.leicester.sch.uk))  
**Careers administration** (for example PS16 and Unifrog): Ms H Sarang  
**Careers Advisor:** Jackie Bambrick-Whittingham (Leicestershire Enterprise Business Company)  
**Librarian:** Ms A Khalifa (for guidance with the Careers library)  
**Heart for Life Head of Department:** Ms N Salah  
**Enterprise Advisor:** Neelam Bhalsod (Regional Recruitment)  
**Careers Governor:** A Esat

**Staff Development:** All staff are expected to contribute to the career learning in their different roles. To ensure they are equipped to do so, staff training needs for planning and delivering the careers programme are regularly identified through audits, teaching and learning focused discussions and the appraisal process. These needs are recognised in the staff development plan and activities are planned to meet them through presentations and workshops during INSET and twilight sessions, updates during Extended Leadership Team meetings and individual training where appropriate.

**Funding:** Funding for careers education is allocated annually in the school budget at the level needed to achieve the aims of this policy and in line with the school priorities. The school will also explore sources of external funding where appropriate and possible.

## Stakeholders and Partnerships:

**Employers, community partners and learning providers:** Partnerships with external providers are key to fully meeting Gatsby Benchmarks 5 – 8. Through strong partnerships with organisations such as Leicestershire Cares, and the Leicestershire Enterprise Business Company (LEBC), Madani Schools Federation provides opportunities for students to speak with a range of employers and employees over their five years at the school. These opportunities are designed to expose students to a range of careers options and allow students to explore the different career paths available to them.

To provide the support necessary to form their long-term goals, all students visit a university or participate in a virtual tour and attend assemblies and have the opportunity to participate in workshops led by Amazing Apprenticeships in Years 9 and 10. Students also have the opportunity to speak to a wide range of post-16 providers at the annual Careers and Apprenticeship Fayres.

# Madani Schools Federation

## Careers Education, Information, Advice and Guidance Policy

**Careers Support Agencies:** The curriculum is based on the Careers Development Institute Framework and Careers and Enterprise Guidance. Madani Schools Federation is a member of the Leicester and Leicestershire Enterprise Partnership and works with the Careers Hub Manager and the School's Enterprise Advisor to develop the Careers Education, Information, Advice and Guidance provision. The school also has an annual agreement with Connexions.

**Information, advice and guidance:** Students are also supported with independent careers advice in small group sessions at Year 9 when they make their GCSE Options choices, during an assembly in the final term of Year 10 and again with individual sessions in Year 11 when they make decisions regarding their next steps with Post-16 providers. Careers advice is provided by fully qualified advisors from the Leicester Enterprise and Business Company (LEBC).

**Parents/Carers:** Madani recognises the key role parents and carers play in supporting their child's career development and encourages parents' engagement with the careers curriculum in a number of ways. The careers section of the school website includes a parents' area with links and information to inform parent's discussions with their children. Parents are provided with the opportunity to register for a Unifrog login and are encouraged to access information regarding different career paths on the Unifrog careers platform. The Heart for Life team also runs parent workshops regarding the Post-16 applications process during the annual Careers Evening in the Autumn Term.

The school also seeks feedback from parents regarding key events such as the Careers Fair and the Options Process and through feedback with teachers during parent teacher interviews.

Parents are encouraged to take the opportunity to discuss their child's short- and long-term career goals with our LEBC careers advisor who is present at most parents' evenings.

### Monitoring, Reviewing, Evaluating, and Reporting

This policy is reviewed and evaluated annually by the Careers Leader and the school Leadership Team. This process includes

- Monitoring and evaluation of destinations data as well as student attainment and progression linked to further and higher education, training, and employment.
- Evaluation of feedback of careers activities provided through evaluation forms, focus groups, verbal feedback and communications from students, teachers, parents, and providers.
- Use of the Compass+ Tool to monitor progress against the Gatsby Benchmarks
- Evaluation of progress against the Three-Year Careers Development Plan and One-Year Action Plan. This evaluation is conducted by the Careers Leader, the Leadership Team and the Board of Governors