



Quality in Careers >>>>

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CEIAG Case Study:

Huntcliff School, North Lincolnshire

Huntcliff School is a smaller than average sized 11-16 school and is situated in a rural part of North Lincolnshire. The school's clear commitment to providing excellent Careers Education, Information Advice and Guidance (CEIAG) for their students is reflected in the school vision: *"achieving the best possible outcomes for all students."*

Career Education, Information, Advice and Guidance (CEIAG)

Huntcliff School was **awarded the Quality in Careers Standard in 2018** (accredited by Humber LEP as the Licensed Awarding Body). The school was commended for its strong commitment to CEIAG from the Headteacher, Senior Leadership team and the Governing Body as well as its effective management systems, policies and committed and enthusiastic staff.

The Deputy Head, **Philippa Hartley**, who is the Career Leader, is passionate about careers and has a clear commitment to enabling students to progress onto the best opportunity for them and to develop career resilience. Philippa comments: *"At Huntcliff we're passionate about careers education, information, advice and guidance, recognising its place as a driver for future individual success. We invest in CEIAG to ensure our students have the best possible opportunity to progress to achieve fulfilling future careers."*

The school has received several noteworthy accolades for its careers work, including a commendation in the 2019-20 National Excellence Awards for most progress towards the Gatsby Benchmarks. In addition, the school has adapted its strategy very well to maintain a high-quality careers programme amidst the disruption of the COVID19 pandemic.

Employer engagement is outstanding. A broad range of activities is offered for all year groups and delivered through a series of assemblies, special events and 'Step Up' Days. This is reviewed annually and amended to suit the specific year groups and in response to feedback. The 'Step Up' Days have been further adapted in light of COVID19 restrictions to include interactive and pre-recorded presentations from colleges and training providers to encourage positive progression and assemblies are also working well in a virtual format. During this testing period, students were given the opportunity this academic year to take part in virtual work experience, which was well received.

A key feature of curriculum at Huntcliff is the Enrichment Programme, which offers a large and varied range of provision for all students to take part in on a regular basis. The programme provides extra-curricular opportunities for students, which enables them to develop a range of employability skills. In addition, a mentoring programme is offered to all year 11 students, and this is used to enable the students to reflect on their career pathways.

Measuring the impact

The Careers and Enterprise Company Compass Tracker has been excellently used to evaluate provision, to identify areas for development and improve specific aspects, in addition to targeting support for learners based on specific needs and interests. The CDI Framework has been used effectively to map the current provision and measure outcomes.

Evaluation is thorough and comprehensive. A range of feedback methods are used including student voice, a parent focus group and the staff voice. Evaluation takes place after all key activities and via the Year 11 Exit Survey. Evidence has been used to continuously develop provision, ensuring it meets student needs.

CEIAG Quality

As a fairly small school of 665 pupils on average, Huntcliff is able to offer a personalised approach as the school has an in-depth knowledge of its students. In addition, there are strong links with the North Lincolnshire Careers Service to provide independent impartial careers guidance to all year 11 students and this has continued safely amidst COVID19 restrictions. The number of young people 'Not in Education Employment or Training' is consistently very low and careers guidance is tailored well to students' individual needs. Destination information is analysed to measure successful transition to careers and alumni links are well-developed.

The approach to embedding careers in the curriculum is exceptional. All subjects have identified where careers input fits within their curriculum structure as part of a recent review. Teaching staff, Trustees and Associate staff have all had focussed careers CPD, so they understand the statutory guidance. Additionally, the school's independent careers adviser has led a CPD session on an individual basis with each subject leader, so they have a clearer understanding of Labour Market Information relating to their own subject as well as courses offered locally. This has improved confidence in delivering careers within the curriculum. Staff are also asked to find employer encounters for each year group in order to enhance their own curriculum areas.

The management of the programme is well resourced with dedicated administrative support. The careers leader is very proactive and contributes to a wide range of networks including active involvement with the Careers and Enterprise Company and supporting with pilot versions of virtual events including Women in Manufacturing and Engineering. Having successfully been **awarded the Quality in Careers Standard in 2018**, she has shown great commitment to sharing her school's good practice with other schools.

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