

Walsall Studio School

Careers information



**WALSALL
STUDIO
SCHOOL**
TRANSFORMING
YOUR FUTURE...

Walsall Studio school's vision is about "Transformation from school pupil to young creative professional". This cannot be achieved without exposing our students to a high number of work experience opportunities and personally tailored careers advice. We believe that the quality of our work experience, our work-related activity, our employability building workshops, and our career support is second to none, allowing our students to become many steps closer to their chosen career pathway when they leave us.

Walsall Studio School use the Gatsby 8 Benchmarks to inform the provision of Careers Education, Information and Guidance (CEIAG) delivered. As part of our commitment to informing students of the full range of learning and training routes available we consider requests from training providers, vocational education routes and apprenticeship providers to speak to students and will also approach these partners ourselves when planning organising key CEIAG events throughout the school year. We also work closely with the Black Country Consortium to make links to local employers and to provide local work experience activities.

The school is committed to fulfilling its statutory duties in relation to providing clear and impartial career support and guidance across both Key Stage 4 and Key Stage 5 learners. This involves looking at various routes into further and higher education including diplomas, apprenticeships, traineeships, degrees and specialist technical qualifications. At Key Stage 5 all learners undertake a programme of study that needs to include an element of work experience and introduction into the world of work.

Every student is entitled to high quality career education and guidance as part of their overall education and at Walsall Studio School we are committed to implementing a bespoke careers programme that:

- Is supportive and non-judgemental
- Is based upon impartial sound advice that is always in the best interests of the learner
- Is ambitious and pushes learners to achieve and proceed at the highest standard
- Generates interest in developing career plans that result in sustainable employment
- Takes the individual specific needs of every learner with SEND into consideration
- Develops the employability skills of each learner in a structured, engaging and beneficial manner
- Is linked to the Gatsby benchmarks
- Forms part of the study programme package for each KS5 (Sixth form) learner
- Ensures that allocated for hours of work experience and/or work placements are adhered to

A number of opportunities exist within the CEIAG programme for our students to develop their employability skills and enhance their knowledge or career next steps. These include:

OPPORTUNITIES	DESCRIPTION	YEAR GROUP
UCAS WORKSHOPS	Taking our 6 th form students through the UCAS process. This includes writing personal statements, choosing the correct course, how to successfully interview, applying for loans and auditioning.	Year 12 Year 13
UNIFROG	The school is fully signed up to Unifrog. This gives the students access to lots of high-quality impartial information, advice, strategies and video interviews with employers. https://www.unifrog.org/	Year 12 Year 13
BLACK COUNTRY CONSORTIUM	This is a local company that shares information across a number of educational establishments about employers, employment opportunities and careers support for schools.	Year 10 Year 11 Year 12 Year 13

	https://www.the-blackcountry.com/	
VISIT BY SPEAKERS FROM INDUSTRY	A number of highly successful speakers visit the school to discuss how they got into the industry and giving advise on how to get ahead. This also includes alumni from the school.	Year 10 Year 11 Year 12 Year 13
JOB INTERVIEW ROLE PLAY SESSIONS	A number of workshops in tutorial sessions that highlight strategies of how to conduct yourself in a formal interview. These can take place in small groups but also larger workshops that can be filmed to analyse and give feedback and support.	Year 10 Year 11 Year 12 Year 13
TRIPS TO UNIVERSITIES	Whole group trips to a variety of universities both local and national.	Year 12 Year 13
INTERNAL WORK EXPERIENCE EVENTS	The studio school ethos works towards providing many opportunities to experience the world of professional work throughout the year. These include: <ul style="list-style-type: none"> • Performing on stage as part of one of our high-quality events • Working as a technician i.e. sound engineer, stage manager, lighting crew as part of one of our events • Working with events team i.e. coordinating raffles, catering, meet and greet etc • Coordinating goods being sold from within the school i.e. tuck shop, pop up shops or charity sales • Working as student ambassadors as part of external events i.e. VIP visits or open events etc 	Year 10 Year 11 Year 12 Year 13
TRIPS AND VISITS	Various throughout the year to places of employment i.e. Professional music studios, theatres, ICT centres, care homes etc	Year 10 Year 11 Year 12 Year 13
WORK PLACEMENT IN THE INDUSTRY	Work placements as part of the main course i.e. Health and Social Care placements in industry, training days/internships at the Birmingham REP etc	Year 12 Year 13
ARRANGEMENT OF WORK EXPERIENCE	Work experience co-ordinated and quality controlled by the school.	Year 10 Year 12
CAREERS' FAIR	Trips to local events with a number of further and higher education providers giving out information about their courses and next steps.	Year 10 Year 11 Year 12 Year 13
ALTERNATIVE CURRICULUM DAYS/WEEKS	Themed days or weeks in the year where all students across the school engage in developing employability and work-based skills and knowledge i.e. <ul style="list-style-type: none"> • Enterprise week • Financial management day • "T skills" week • "Be the employer" days • Apprenticeship weeks 	Year 10 Year 11 Year 12 Year 13
OPEN EVENINGS	Open events to look at next steps into further education within the school	Year 11
ASSEMBLIES	School assemblies looking at various skills, attitudes and behaviours that help advancement in the workplace.	Year 10 Year 11 Year 12

		Year 13
CV WRITING WORKSHOPS	Workshops in tutorial sessions that look at the skills and techniques needed to create curriculum vitae's that stand out to employers.	Year 10 Year 11 Year 12 Year 13
FINANCIAL MANAGEMENT SESSIONS	Workshops in tutorials that look at strategies if how to manage finance. i.e: <ul style="list-style-type: none"> • How tax works • APR in loans and credit cards • How mortgages work • Incomings versus outgoings • How to save efficiently 	Year 10 Year 11 Year 12 Year 13
CAREER CAFÉ EVENTS	Lunchtime events where students can come and have an informal chat about career-based topics and ask any pressing questions	Year 11 Year 13

The full programme of events including schemes of learning, objectives and topics is accessible on the link below:

[WSSGoogledriveCareers](#)

The school's career lead is Laverne Williams. She works alongside senior managers, subjects leads, personal tutors and teachers to ensure that all of our learners across KS4 and KS5 have access to high quality CEIAG across their learning programmes. Part of her role is to work with staff to develop clear strategies for the development of employability and careers-related skills in our students.

She can be contacted as detailed below:

Ms Laverne Williams

Williams.l@wss.merciantrust.org

01922 211 292 ext 7402

The school also has regular visits from professional careers advisors to ensure that all students are given comprehensive and impartial advice on their future steps.

The implementation of the careers programme will be monitored and reviewed every term by senior leaders with reports going to the school's board of governors every academic year. The reviews will concentrate on:

- Number of careers-based projects taken place
- % of students that have accessed one-to-one careers guidance
- % of Year 13 students completing and applying for university, apprenticeships or traineeships
- Number of hours logged for work experience/work placement activities
- Feedback from students
- Feedback from employers and other stakeholders
- Gatsby framework compliance
- Lesson observations/walkthroughs of career-based tutorial sessions

Our statutory obligations are stated below:

Colleges have a legal requirement to provide all college learners with guidance materials and a wide range of up-to-date reference materials relating to careers education and career opportunities. (Section 45 of the 1997 Education Act). The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which:

- a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from year 8 to year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018)
<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

All 16- to 18-year-olds (and 19- to 25-year-olds with a current EHC Plan) in college must have access to independent careers guidance (as set out in their funding agreement).

Guidance: Careers guidance for colleges (DfE, 2018) <https://www.gov.uk/government/publications/careers-guidance-for-colleges--2>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.

2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Y8-13. (For further details and an example of a policy statement see Statutory Guidance 2018, pp. 29-31, 33).

All ESFA funded education for 16 to 19-year-olds should be delivered as a study programme which combines qualifications and other activities, and which is tailored to each student's prior attainment and career goals.

Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018).

Ofsted

Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges.

The education inspection framework (2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf provides clear evidence of what inspectors expect. Included in the Quality of Education judgement on impact, for example, they are looking for evidence that "learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study". The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate the extent to which "at each stage of education, the provider prepares learners for future success in their next steps". Similarly, the Leadership and Management judgement has much that is implicitly related to careers including the statement that inspectors will evaluate the extent to which "leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services".

Gatsby

The DfE's guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation's Benchmarks of "Good Career Guidance" by the end of 2020 (para.17, p.14)

For further information:

Gatsby Good Career Guidance <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company Gatsby benchmark toolkits for:

- schools https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf

- special schools

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_the_send_gatsby_benchmark_toolkit.pdf

- colleges

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1073_thegatsbybenchmarktoolkit_colleges_online_3.pdf

Quality in Careers Standard

The DfE guidance strongly recommends that all schools should aim to achieve accreditation under the Quality in Careers Standard (para.22, p.16).

Quality in Careers Standard <http://www.qualityincareers.org.uk>