

Lambeth Careers Cluster

Project Leader: Juliet Williams

Career Consultants: Claire Nix and
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Lambeth Careers Cluster
Juliet Williams
Education, Learning & Skills
Project Manager

Lambeth Careers Cluster Programme

Objectives

1. To ensure London's young people make successful school to work/HE transitions by helping schools and colleges to deliver a high quality and comprehensive careers guidance offer that responds to the opportunities and developments in industry sectors
2. To deliver mechanisms to help schools and colleges utilise LMI to inform curriculum planning and careers guidance to support students and their parents

Lambeth Careers Cluster Programme

Objectives

1. To increase the number and effectiveness of sustained links between schools/FE and employers/HE
2. To improve school and college leaders' capability to work with employers/HEIs and to help employers and HEIs to identify the most effective way in which they can work with both individual schools and across a number of schools and colleges.

Initial Stages of Lambeth Careers Cluster

- Formation of Lambeth Cluster groups
- Service level agreements
- Training needs analysis completion
- Compass careers benchmark
- Quality in Careers Award



17 Schools engaged



ARCHBISHOP
TENISON'S
SCHOOL



Ark Evelyn Grace
Academy



Elm Court School
Every Learner Matters



The Elmgreen School



SAINT
GABRIEL'S
COLLEGE



THE
NORWOOD
SCHOOL
SIXTH FORM



La Retraite
Roman Catholic Girls' School



Lambeth Academy
The best in everyone™
Part of United Learning



South Bank
Engineering UTC



PLATANOS COLLEGE
An outstanding school for
pupils of all abilities



Lilian Baylis
Technology School



Park Campus
Academy

West Norwood, London SE27 9NP



St Martin-in-the-Fields
High School for Girls
A CHURCH OF ENGLAND ACADEMY



LANSDOWNE
SCHOOL



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What was offered to Lambeth schools

- Chance for senior managers and governors to engage with the project
- **720** young people engaged in careers related activities
- **150** teachers trained (LMI / career pathways)
- **300** work placements
- **18** employers engagement opportunities
- An updated careers guidance strategy endorsed by employers
- Complete project evaluation



Schools were also offered

Focussed pilot projects to tackle inequality including:

- **BME** underachievers programme
- **Gifted and Talented** support to HE Russell Group Universities
- **Careers Coaching** and Mentoring support
- **LAC** - looked after childrens' careers programme
- **SEND** project

Last but not least



Partners and supporters of Lambeth Careers Cluster

**Councillor
Dr. Mahamed Hashi**



**Siobhan Randell
WhiteHat**



**Joel Balkwill
CEO Spiral Skills**



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Employers



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Lambeth Careers Cluster Highlights and Events

- Lambeth Apprenticeship Ambitions Programme
- Lambeth Apprenticeship Conference
- The Big Careers Day and SEND conference



Lambeth Careers Cluster Achievements

Employer Engagement Pilot Projects



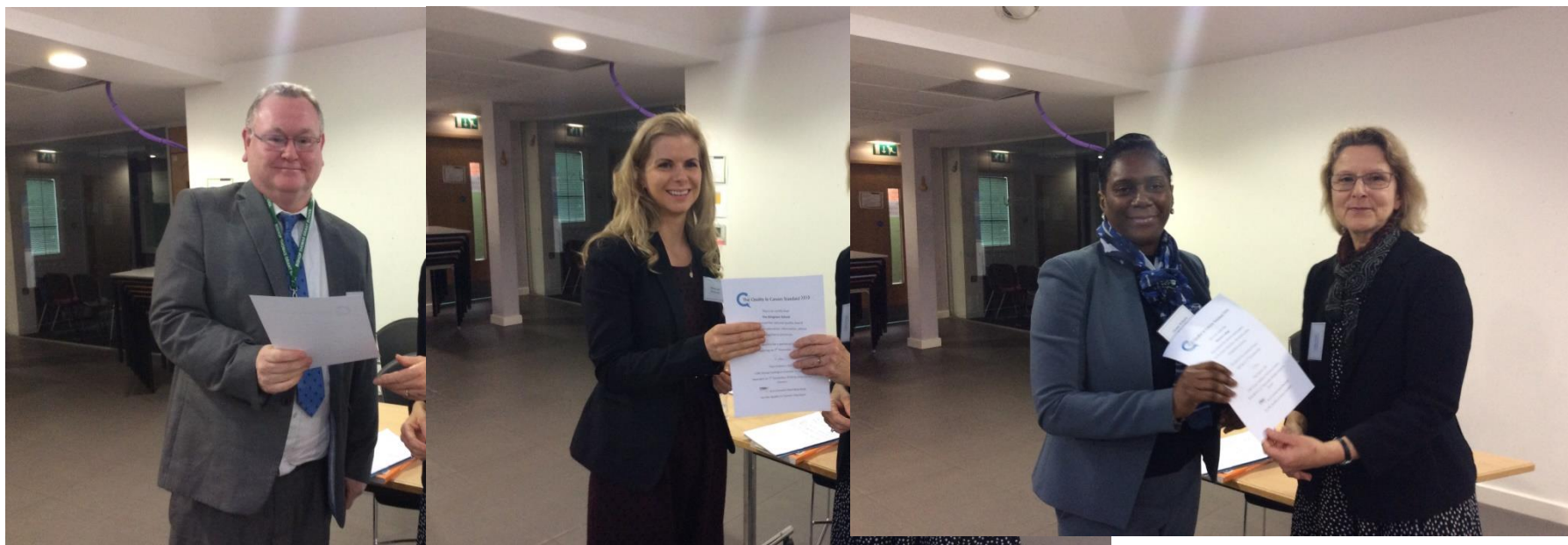
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Lambeth Careers Cluster Achievements



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Parents' conference and workshop



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End of Project Celebration Dinner



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Benefits and Future Opportunities....

Benefits

- Established relationships with local schools and employers
- Coordination of WEX
- Schools networking and sharing good practice.

Future

- Cross borough careers projects
- Working with Primary Schools
- Alumni Cluster
- 16-19 Careers Guide for students and parents

Lambeth Careers Cluster

Professional development support



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Top line objectives for Trevor Bottomley & Claire Nix

- Development of cluster wide training needs analysis – Compass, discussion at strategy days, LMI TNA
- Provision of workforce development sessions and support
- Support for individual school career guidance strategies
- Quality in Careers support and assessment

Results

Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.

Benchmark 1 score
A stable careers programme

47%

Your school has met 47% of the 17
assessment areas in benchmark 1



Show details



Benchmark 2 score
Learning from career & labour market
information

100%

Your school has met 100% of the 2
assessment areas in benchmark 2



Show details



Benchmark 3 score
Addressing the needs of each pupil

100%

Your school has met 100% of the 7
assessment areas in benchmark 3



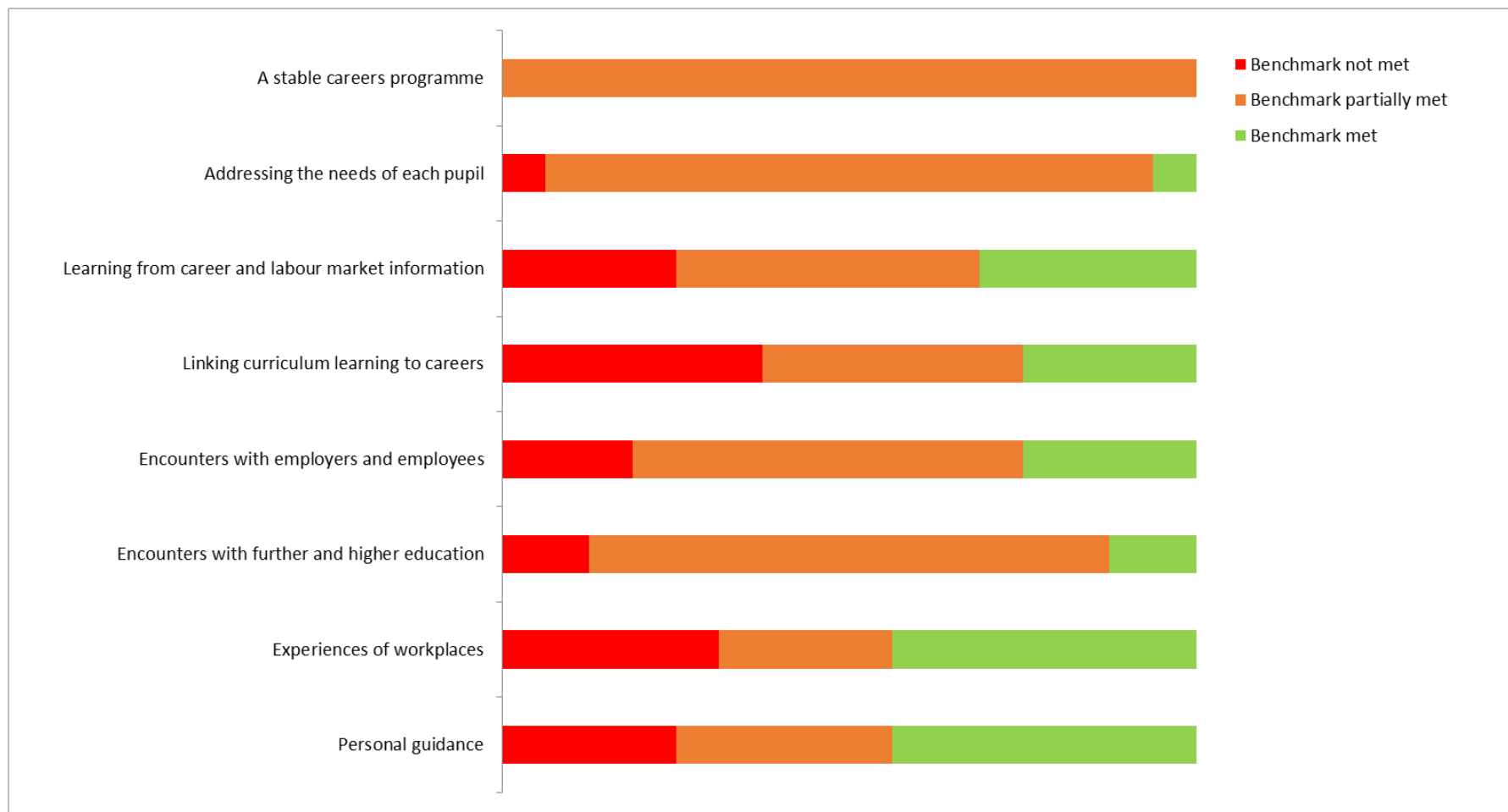
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The Local Enterprise Partnerships

Compass overview



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Quality in Careers Standard Framework

- Provides a framework for rigorous self assessment and continuous improvement of careers provision
- Raises the standard of CEIAG across the institution, within the curriculum areas and with partners
- Offers profile and public recognition of excellence
- Recognises the importance that the Careers Leaders and other staff are knowledgeable, skilled and confident in their CEIAG roles



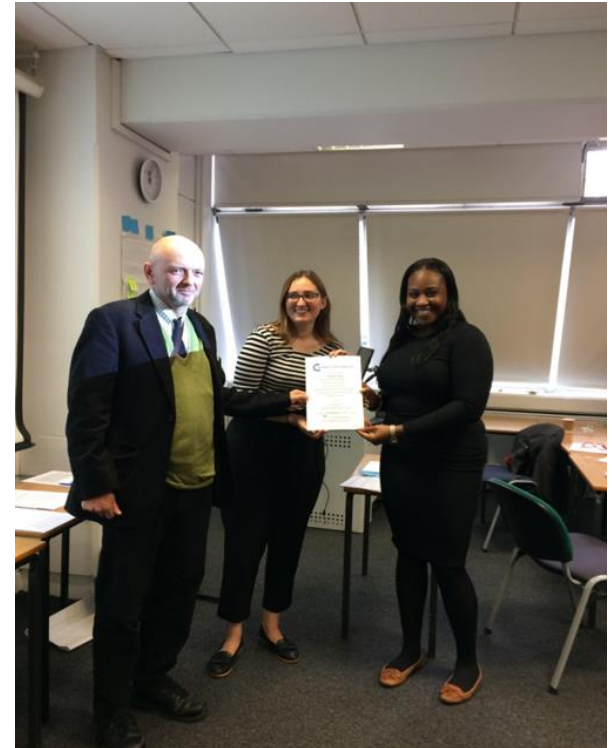
Vision/Mission statement

Working as a team to deliver a meaningful careers and guidance programme. All staff and professionals need to be involved. The Park Campus Academy works with a wide range of outside agencies and partners agencies within and beyond the local authority. This ensures all our students have access to **information** and **opportunities** regarding further education, training and the world of work. Our strategy builds on the national requirements for careers, enterprise and work-related learning and has been shaped to support the outcomes of the Lambeth career cluster.



Mini-cluster network meetings

- Getting started sessions – November 2016
- Developing your careers strategy – February 2017
- Evaluating impact and continuous improvement – November 2017
- Backed up by google drive resources (national guides and local toolkits, newsletters, consultancy support etc.)



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London Ambitions: Careers Curriculum

A Resource Supporting Your Careers Strategy

School based inset sessions



Training Menu

- Finding and using LMI
- Subject based careers work
- 14-19 pathways and apprenticeships
- Managing encounters with employers
- Front line advice and referral



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INSET/CPD training

School/ College	Date	Topic (staff)
Evelyn Grace	12-12-17	Subject based careers
Platanos	25-09-17	Subject based careers + LMI
Park Campus	27-01-18	Subject based careers (all)
Norwood	01-03-18	Subject based careers (heads of faculty & year)



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Bridget Clay's CPD advice....

- Encourage innovation & freedom to try out new ideas, combined with evaluating the impact and refining those new ideas
- Join a subject association. Effective professional learning includes exploration of subject-specific pedagogy and access to dedicated resources
- Start every CPD activity with two or three pupils in mind who you would expect to benefit. Professional learning has the biggest impact on pupil outcomes when we identify those needs before the process. What pupil needs do staff feel are most urgent?
- Engage with some research - look for new ideas to take forward into practice
- Remember the most powerful professional learning is sustained over time with opportunities to reflect, collaborate and refine practice



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TDT Network at the Teacher Development Trust, a national charity for professional learning in schools. Follow her on Twitter at @bridget89ec and the charity at @TeacherDevTrust



Michael Fullan Change in Education

Initiation factors

- Educational need should be linked to an agenda of high-profile need
- A clear model should exist for the proposed change
- There needs to be a strong advocate
- There should be an early **active initiation** establishing initial commitment, as an elaborate planning stage is wasteful of energy

Implementation factors

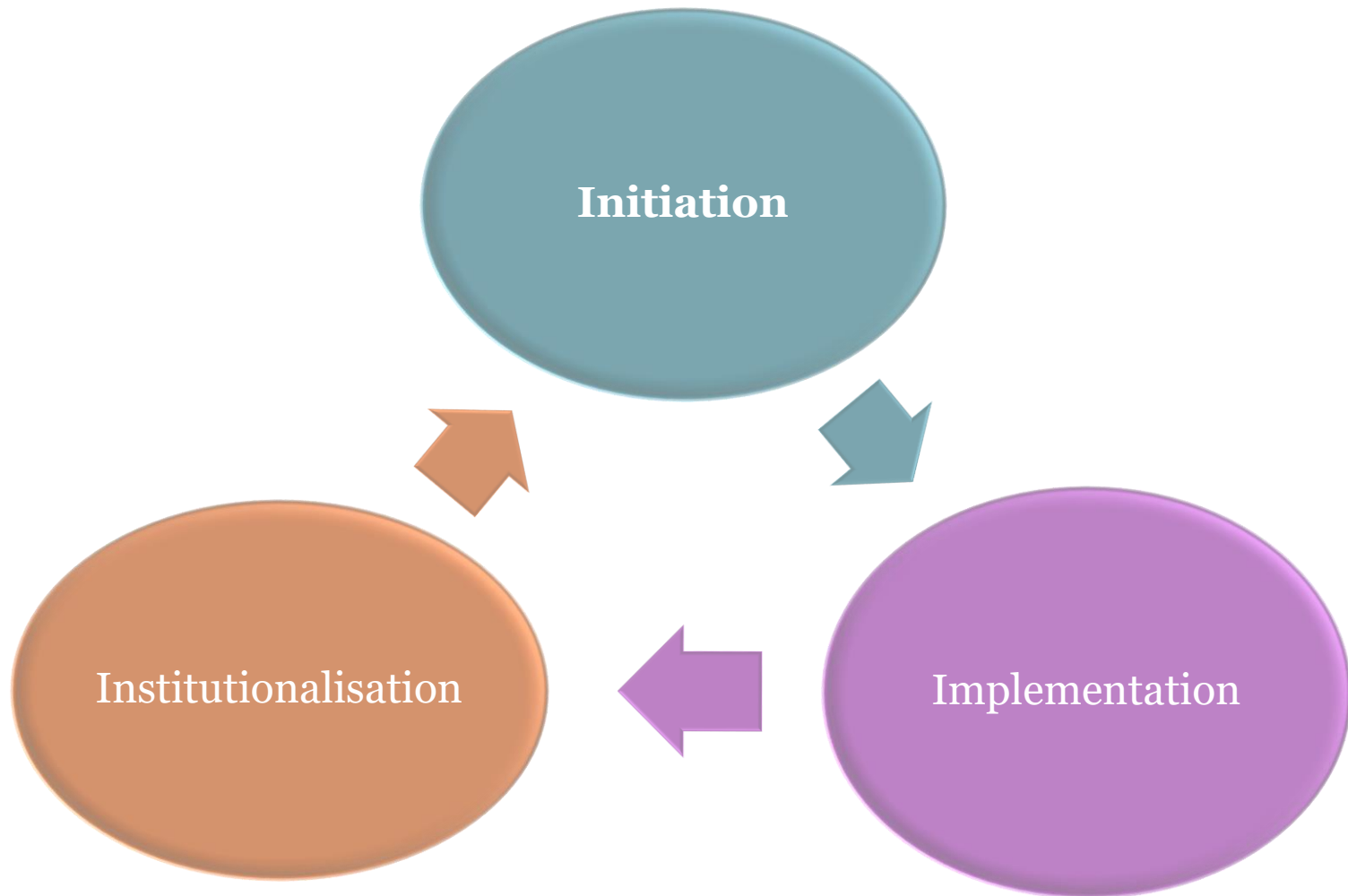
- Careful orchestration: implementation requires the clear direction of many players; a group is needed to oversee the implementation plan and carry it through
- The correct alchemy of pressure and support
- Early rewards for implementers
- Ongoing **INSET**, to maintain commitment as behaviours often change before beliefs

Michael Fullan Change in Education

Institutionalisation factors

- It becomes embedded in the fabric of everyday practice
- It is clearly linked to classroom practice
- It is in widespread use across several classroom and schools
- It is not contending with conflicting priorities
- It is subject to continuing **INSET** for new staff to consolidate commitment

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Benefits and Ongoing Lessons....

Benefits

- Supported isolated career leaders
- Raised profile in schools
- Distributed knowledge and understanding
- Stimulated fresh practice
- Two of careers leaders now enrolled on Careers leaders certificate course and one on Masters in Career Development

Ongoing lessons

- Personnel change – new careers leaders in at least 3 of the 17 schools
- Lambeth Alumni Cluster meeting planned

Lambeth Careers Cluster

Evaluation



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Key statistics

Schools

- Participants: 17 schools including 3 special schools and a pupil referral unit (PRU), plus an FE college and local university
- 16 school-based CPD sessions were attended by over 400 hundred staff and 13 mini-cluster sessions attended by 68 staff
- Each school developed a careers strategy and attained QiCS level 2
- 15 schools were awarded the full QiCS (Gatsby benchmark 1)



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Key statistics

Employer Engagement

- 2 borough-wide career fairs attended by over 800 young people and 40 employers
- 3 Lambeth Apprentices Ambitions Conferences each attended by over 100 students and 40 employers

“Students were impressed, inspired and engaged” – teacher.

“Students found it useful, although they did not want to go initially” – teacher.

(Gatsby benchmarks 2, 5 and 7)



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Key statistics

Employer Engagement

- 33 school-based employers-led projects of 26 weeks duration

Activities included:

- Employability workshops – e.g. C.V. writing, mock interviews
- Occupational and career progression presentations including apprenticeships



“Some students have now become open-minded about apprenticeships” - Student

Special projects

- **High achievers** – LSE: 75 year 10 students from 11 cluster schools, including Park Campus Academy (PRU) attending one of the two days
- **BAME and Looked-after Children** – mentoring programmes: B2B, The BelEve Project, The Dream Project
- **SEND** - BASE (British Association for Supported Employment)

“I have noticed that I have started to revise more and to take education more seriously and be more persistent”
– student



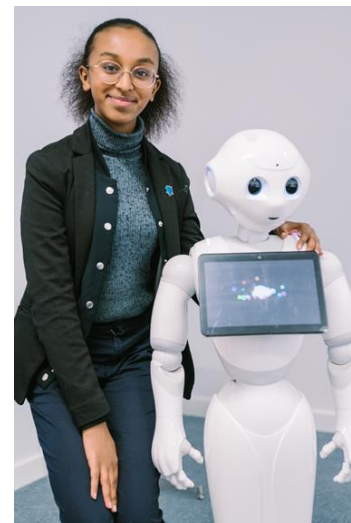
Work experience

- Over 300 work placements including placements for pupils from the special schools and PRU

“Most students were happy with placements. The way in which placements were managed was brilliant” – teacher

“Good insight into the world of work – long days, stressful! Learned good skills for life” – student

(Gatsby benchmark 6)



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Key lessons learnt

- Secure the commitment of the SLT
- Build in time – on average it took 4 months between schools meeting with employers and the first activity
- Prepare your students and the employers – allow time for conversations
- Identify a central point of contact
- Include parents/carers
- Never under estimate young people
- Always have a back-up plan!



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