

Intent

At Beauchamps High School we intend to provide our students with a set of skills that will allow them to access their intended destinations post-16, post-18, and further into their adult life. The relevance and aspirational nature of our curriculum across a range of subject areas lets students see the applications of their lessons in a wider context, and instils the idea that every lesson can enhance the potential and employability of our students in their futures. The skills-based approach in lessons, coupled with the support outside of lessons in events and one-to-one support, aims to open students' minds to the opportunities available to them for them to then make an informed decision as to which pathway after Beauchamps is the right one for them.

Implementation

Across our curriculum and lessons a skills-based approach is encouraged, based on the eight skills promoted by Skills Builder; speaking, listening, creativity, problem solving, aiming high, staying positive, teamwork, and leadership. These skills are used consistently in every lesson taught in the school, and we are working towards an explicit reference to these eight employability skills through resources, display boards, and assemblies. The broad applicability of these eight skills demonstrates how every lesson is relevant and useful in students' development of not only their subject knowledge but also, more widely, their future employability.

As well as the awareness of these eight skills, departments also look to make direct links to careers within their subject areas, whether that be a particular topic area that has a very clear application within a vocation and can be built into a lesson plan, or more widely looking at pathways that follow on from studying certain subjects into Further Education and indeed Higher Education. Resources within faculty areas (such as displays) further promote the importance of these curriculum areas and demonstrate their usefulness to students.

This relevance and usefulness is also displayed when Curriculum Leaders seek encounters with employers and employees from relevant industries for their curriculum areas to speak to students, which also informs students of the benefits pursuing a particular subject beyond post-16 and post-18 for their intended destinations. Furthermore these encounters confirm the application of the curriculum areas and eight skills that are discussed consistently within lessons.

In addition to these more lesson-focused subject-specific strategies, the wider extra-curricular provision underpins the intention to open students' minds to make informed, aspirational decisions about their envisioned future plans. Regular events across the school, ranging from apprenticeships awareness, encounters with Further Education and Higher Education institutions, CV workshops, interview practice, and UCAS support, all seek to equip students with a tangible competence and understanding in the most important areas of both applying for, and fulfilling, a job or place in an educational organisation in the future. All students in Year 11 are offered more targeted provision through one-to-one interviews with an Independent Careers Advisor, in which their next steps are discussed and support is put in place where necessary. These interviews are further extended to other students in the school, particularly in Sixth Form, where they are requested.

Impact

In the most recently verified set of destinations data for post-16 students, 89% went onto Further Education, of which 43% were in an FE College and 46% a Sixth Form. A further 4% went onto apprenticeships showing a level of awareness of other options that has been boosted since with support from external organisations such as AIM. 5% of students from the post-16 cohort were not

in education, employment or training, something for which further support has since been put in place to seek to remain below the national average for proportions of students being NEET. With regards to post-18, 46% went on to attend university, 8% into apprenticeships, and 37% into employment.