

DYC EMPLOYABILITY PROGRAM FAQs

1) How does your program help us achieve and improve academic performance?

By preparing teachers, parents and carers to help students be happier, more confident, emotionally literate and resilient, so that they become increasingly responsible and engaged with learning. Teachers will be less stressed and more able to cope with increasing workloads and challenging perceptions of the profession. Parents will be better equipped to handle the demands of balancing work and home and the increasing cost of living.

2) How does your program fit with the national curriculum?

Our program is built to support the Compass Careers Benchmark that uses the Gatsby Foundation Benchmarks. This is how this is evidenced in practise.

The eight Gatsby benchmarks of Good Career Guidance

a. A stable careers program – a digital platform that allows for tracking, progress reviewing and updating following the pupil through the academic life in the school and with the potential to be accessed at apprentice/university/employment stages too.

b. Learning from career and labour market information – opportunity for reflective learning on how such information impacts on their self-esteem, self-awareness, self-responsibility, team working, confidence and communication skills to create a more positive/growth mind-set leading to greater authenticity and self-respect.

c. Addressing the needs of each pupil – strong point of the program is that it is learner focused and shaped around the individual's level of awareness and confidence. Combining self-paced and self-directed learning to create a comprehensive action plan.

d. Linking curriculum learning to careers – mapping across to the Nation Curriculum is important and will be done through pinpointing areas of cross over and tracking their impact in relation to personal growth, employment awareness and readiness.

e. Encounters with employers and employees – reflective learning and recording of the impact of this and its application through using new or existing systems

f. Experiences of workplaces – reflective learning and recording of the impact of this and its application.

g. Encounters with further and higher education – reflective learning and recording of the impact of this, and its application.

h. Personal guidance – using the information learners have gathered about themselves to have a more informed discussion about career options, as well as reflecting more effectively at various stages of the career journey.

3) How does your program contribute towards us meeting Ofsted Inspection requirements?

It meets the inspection framework of Personal Development, Welfare and Behaviour, which includes employability skills and will support future government plans for Ofsted to give a higher priority to careers guidance in school inspections.

4) How can your program help us improve behaviour management and student conduct?

Because learners are more confident in themselves they take more pride in their performance and are more motivated to succeed. We do this through using benchmarking tools that can also be utilised at other stages.

5) Which year group do you think would benefit most and why?

We work across Years 8 to 13 partnering with you to develop the most suitable program to meet your aims and outcomes. At the end of Key Stage 3 is a pivotal time to introduce this work in support of work being undertaken on considering career pathways and selecting GCSE options.

6) What evidence do you have on the efficacy of this approach?

Our work has been externally evaluated by Canterbury Christ Church University. It is also informed by government policy and the Compass Framework.