



STEP TWO

THE D2N2 EMPLOYABILITY FRAMEWORK – 2015



Self-evaluation Assessment Guide for Schools, Specialist Schools and Colleges

Element 1 – Strategy		
This element is about the way in which the organisation is led and managed to develop effective Careers, Enterprise and Employability		
Criteria	What this might mean	Impact and Measures
1.1 The organisation has a developed Careers, Enterprise and Employability Education Strategy which is linked to the wider organisational strategic aims.	<p>A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers & enterprise education as part of overall school policy and a clear understanding of the national and regional drivers.</p> <p>The Strategy is clearly linked to the School Improvement Plan and there is a clear vision for employability and enterprise education.</p> <p>There is a shared definition of ‘Employability, Careers & Enterprise’ for students, staff, governors and parents/carers.</p> <p>Local employers advise on the employability, careers & enterprise strategy to ensure the programmes enable children and young people to achieve the 10 D2N2 Employability Goals before they leave school.</p> <p>Specific ring fenced funding is available within the overall school budget for employability, careers & enterprise activity to take place.</p> <p>The 10 D2N2 Employability Goals are explicit throughout school and underpin both strategic planning and enterprise activity.</p> <p>The organisation has national or local standards which link to the D2N2 Employability Framework.</p>	<ul style="list-style-type: none"> • Clear routes to careers; higher education, work, apprenticeships • Reduction in NEETs • Increase no of PP students going to university • Increase no of students going into apprenticeships • All students have an appropriate destination and at the appropriate level (Education Destination Measures) • Activity assessments • Evaluate school budget for Activities
1.2 Careers, Enterprise and Employability is provided with clear leadership and direction.	<p>A member of the board of governors from a business background has specific responsibility for employability, careers & enterprise.</p> <p>Specific responsibilities and roles in the field of employability, careers & enterprise reflect the schools commitment to its employability, careers & enterprise education strategy (e.g. SLT, Employability, careers & enterprise coordinator).</p> <p>CPD opportunities and or knowledge sharing in Employability, careers & enterprise are available to all teaching and support staff (e.g. Industry Placements, Local Labour Market updates)</p> <p>A monitoring and evaluation plan is in place to assess impact of programmes and cost effectiveness of all resources</p>	

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Element 2 – Curriculum		
This element is about the way in which the organisation embeds Employability, Careers and Enterprise into the Curriculum		
Criteria	What this might mean	Impact and Measures
2.1 The organisation has a coherent employability, careers & enterprise programme across all year groups with clear progression pathways.	<p>There is evidence of an employability, careers & enterprise audit across all year groups and curriculum areas to identify current programmes and potential gaps in children and young people.</p> <p>Implementation and improvement plan in place to effect gaps in the Activity Audit.</p> <p>All curriculum areas have elements of employability & enterprise learning embedded within them.</p> <p>Each young person leaving school to have at least 6 ‘purposeful and impact measured’ employer interventions by the time they reach 16.</p> <p>Employability, careers & enterprise education is the responsibility of all teaching and support staff irrelevant of subject area.</p> <p>Children & Young People, staff and parents have access to up to date LMI e.g</p> <ul style="list-style-type: none"> • D2N2 Escalators which provide clarity about the progression routes for occupations across the priority sectors • National Careers Service – <i>What Work?</i> • Careers Fairs <p>The content of all activities are challenging and engaging to students.</p> <p>Employability, careers & enterprise programmes include activities such as; work experience, volunteering, industry sponsored competitions, careers fairs, job search, CV’s, interview skills, industry sponsored competitions, business mentoring, work place shadowing and networking opportunities.</p> <p>Working with local employers is embedded in the delivery of employability, careers & enterprise programmes.</p> <p>Businesses support Project Based Learning opportunities (e.g. real business challenges and competitions) throughout the curriculum.</p>	<ul style="list-style-type: none"> • Activity Audit • All employability and enterprise programmes are evaluated by all key stakeholders in terms of impact and cost effectiveness • Each young person individualised monitoring of 6 employer interventions (eg student CV, student report or school planner)
2.2 The organisation has clearly defined methods of engaging with providers of employability activities.	<p>The school or academy has established relationships with quality employability providers.</p> <p>Employability providers work to the D2N2 Employability Framework, for example all activities are based around the 10 goals.</p>	

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Element 3 – Business and Employer Engagement		
This element is about the way in which the organisation works and interacts with employability stakeholders and partners		
Criteria	What this might mean	Impact and Measures
3.1 The organisation has clearly defined methods of working with employability stakeholders.	<p>Within the Careers, Enterprise and Employability Education Strategy clearly defines the process for engaging with employability stakeholders (employers) and partners.</p> <p>The organisation has an audit of who they are working with, why and impact.</p> <p>The organisation has established relationships with local businesses and employers that are mutually beneficial.</p> <p>Local employers offer a range of workplace activities such as placements, shadowing and tours for students.</p> <p>The school or academy is a member of a local business network and actively networks with local employers.</p> <p>Local employers participate in a wide range of student activities in school to enable children and young people to achieve the 10 D2N2 Employability Goals, activities such as e.g master classes, business mentoring, speed networking.</p>	<ul style="list-style-type: none"> • Employer Evaluation and feedback • Activity Audit • Student feedback • Each young person individualised monitoring of 6 employer interventions (eg student CV, student report or school planner)
3.2 Clear protocols are in place to safeguard staff, students and employability stakeholders.	<p>Processes are in place for working with employers, including pre-event briefing and protocols for hosting business visitors.</p> <p>Processes are in place for Health & Safety and safeguarding when employers are on site.</p> <p>DBS protocols are in place for all visitors (where appropriate)</p>	<ul style="list-style-type: none"> • Case studies