

Foundation Approach Matrix

A guide to implementing the Foundation approach in your setting.

This matrix identifies the key features and steps to implement the Foundation approach within a learning setting. It offers guidance on what actions are relevant for each of the steps to help embed the approach and align it with clear careers learning outcomes. The Foundation Careers in the Curriculum approach is characterised by

- A progressive careers programme designed by a Careers Leader and delivered primarily in time dedicated for careers learning.
- The relevance of careers within each subject area; the relationship that subject has to future jobs, skills and pathways is clearly highlighted by subject teachers.
- Students are supported to understand potential pathways from subjects.
- Accountability for the programme resides with the Career Leader who defines the careers learning outcomes.



Foundation Model

Career Learning Outcomes are delivered during times allocated dedicated for 'careers'

<p>Step 1 Defined Careers Learning Outcomes</p>	<p>Ensure the careers learning outcomes are clearly defined.</p> <p>Best practice is where the Careers Leader is supported by Senior leaders to define progressive career learning outcomes.</p> <p>Curriculum staff highlight the relevance of their subject to future careers, skills and pathways.</p>
<p>Step 2 Audit of provision (All key stages and subjects)</p>	<p>The audit tools help to identify how and when each learning outcome is directly delivered in time allocated for careers. Two audit tools are available :-</p> <p>Subject Area Audit & the Career Leader Audit which collates the evidence from the subject area audits to identify gaps in provision .</p> <p>Use the audit to Identify where staff are highlighting the relevance of their subject to careers. It also allows staff to identify where they are working beyond foundation and are also supporting careers across the curriculum through delivery of career learning outcomes.</p>
<p>Step 3 Engaged Senior Leader and Link Governor.</p>	<p>Engage Senior Leaders and the Link Governor to foster a culture and environment that recognises the relevance and impact achieving of careers learning outcomes has upon strategic priorities.</p> <p>Senior Leaders and Link Governors prioritise sufficient time and resource for the Careers Leader to deliver a careers programme, that achieves defined careers learning outcomes aligned to strategic priorities.</p> <p>Senior Leaders and Link Governor understand and accept the risk that careers can be seen as an 'add on' and recognise that where time is limited careers learning outcomes' will be compromised with implications to achieving strategic objectives.</p> <p>Where possible Governors and Senior Leader support the development a strategic careers plan & a progressive careers programme linked to whole school/college priorities.</p>
<p>Step 4 Student participation is tracked and recorded</p>	<p>Track at a student level how each student is supported to access progressive learning outcomes to identify gaps in provision for specific cohorts within each key stage.</p>
<p>Step 5 Impact Measurement is embedded</p>	<p>Identify the evaluation methods for measuring achievement of defined careers learning outcomes.</p>

<p>Step 6 Resources are mapped and signposted to subject teachers to aid delivery</p>	<p>Identify and provide 'plug and play' resources to subject teachers to enable them to deliver each careers learning outcome for each key stage.</p> <p>Resources are mapped against each defined careers learning outcome and quality assured by the Careers Leader.</p>
<p>Step 7 CPD is provided to support subject teachers to deliver careers learning outcomes</p>	<p>Provide CPD to all staff who are responsible for delivery careers learning outcomes in discrete time for careers</p> <p>CPD supports curriculum staff in highlighting the relevance of careers within each subject area; the relationship that subject has to future jobs, skills and pathways.</p> <p>Where possible all staff receive CPD to highlight and raise awareness of the Meaningful Encounters Framework and introduces them to the resources for delivering the defined careers learning outcomes -</p>
<p>Step 8 Opportunities for effective delivery are identified</p>	<p>Identify time available to deliver careers in discrete time allocated for careers and the relevant interventions that will support delivery of the defined careers learning outcomes.</p> <p>Utilise the template to help build the rationale to secure the necessary time for careers.</p> <p>Resource: Template and Slide Deck to enable Careers Leaders to construct a proposal to SLT</p>
<p>Step 9 Employer Engagement is planned and mapped to support achievement of defined careers learning outcomes</p>	<p>Identify 'how', 'when' & 'where' there is an optimum opportunity for 'meaningful' employer encounters to be embedded in interventions to support achievement of defined careers learning outcomes in discrete time for careers or when curriculum staff highlight the relevance of their subject to career pathways</p>