

Vision and strategic objectives for Careers 2020-2023

Vision for Careers 2020-2023

Vision Statement:

All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work.

The intent of our Careers Curriculum at Chellaston Chellaston Academy is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop 8 employability skills and enhance knowledge of labour market information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

It is time to rethink our strategic plan for careers, we need to ensure careers education is embedded into high-quality teaching.

Chellaston Academy has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks by 2020

Set Strategic Objectives 2020-2023

**Strategic Objective 1:**

Promote and increase careers education in the curriculum across all year groups.

Benchmark:

2,3,4,7

- Support all staff to lead CEIAG initiatives in their subject areas.
- All subject areas to incorporate careers and LMI into SOW/knowledge organisers by September 2021.

Strategic Objective 2:

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmark:

3,4,5,6

- Develop an ALUMNI of support
- Continue to develop links with organisations and build on existing relationships

Strategic Objective 1:

Supporting students in key groups (PP, SEND Vulnerable) to progress to positive destinations and reduce the risk of NEET

Benchmark:

2,3,4,7

- linking curriculum learning to careers and LMI
- providing meaningful encounters with employers and providers
- providing quality experiences of work
- providing a clear progression route from Year 7- 13 within the Chellaston Academy

Current State

Following a review of Careers improvement plan 2019/2020 with SHD and HDG and taking into account students' feedback. I have identified the 3 strategic areas to focus on over the next 3 years. SLT fully support the development of Careers at Chellaston Academy, which aims to raise the aspirations of ALL students.

SWOT analysis of Chellaston Academy position has identified that SHD is working hard towards embedding Careers throughout the school. We are working hard to achieve all Gatsby Benchmarks and hope to achieve the full eight by 2021 as outlined in the Statutory Guidance. Careers has been delivered through PSHE lessons in Year 7-11 and via drop down days. In the Sixth form Careers is delivered through form time and drop-down days. We are implementing the use of Knowledge Organisers (subject specific document incorporating key vocabulary, topics and links), from September 2021 each organiser has to include Careers. The hope is to enhance the new curriculum by introducing the Skills Builder, 8 essential skills this academic year.

Informed decisions

Positive and sustained destinations Post 16 & 18

Aware of labour markets, local, regional, national and international – growth sectors

Raising aspirations by providing the link between curriculum and world of work

Exposure to employers

Challenging stereotypes

Development of entrepreneurial skills

Employability skills

Responsive to the digital needs of the 21st Century

No NEET

Staff CPD – making them aware of the links to the work place

Areas for Development:

- Create an ALUMNI of support – to help support Benchmarks 3, 6 & 7.
- Use student voice to greater support Careers development and Gatsby Benchmarks
- Offer greater support for those applying for traineeships and apprenticeships focussing on the 'at risk' groups to avoid students becoming NEET (Benchmarks 3 & 8).

Action Plan

Strategic Objective 1 Promote and increase careers education in the curriculum across all year group Benchmarks: 1,2,3,4,7		
	Targets	Actions
Year One 2020-2021	<ul style="list-style-type: none"> • Subject Areas implementing Careers initiatives in the area • Skills Builder Implemented by the whole school 	<ul style="list-style-type: none"> • Curriculum areas to implement Knowledge organisers (KOs) • for years 7-17 which reference careers and Labour • Market Information (LMI). • Planning to incorporate careers. • Staff receive CPD on CEIAG and Skills Builder.
Year 2 2021-2022	<ul style="list-style-type: none"> • Curriculum areas implementing CEIAG initiatives in their subject. • Skills Builder implemented by the whole school 	<ul style="list-style-type: none"> • KOs widely used across the school. • Staff are talking about careers in lessons. • Skill Builder logos used to introduce topics and career related learning across all faculties. • Appoint careers champions to lead on subject projects relevant and create links with businesses.
Year 3 2022-2023	<ul style="list-style-type: none"> • Faculties take ownership of and lead • CEIAG initiatives in their subject areas. • Skills Builder widely used in school 	<ul style="list-style-type: none"> • KOs reviewed, developed to incorporate LMI and Skills Builder skills. • Staff are using Skill Builder logos in teaching. • Project based learning used by all faculties. • Links with business employers embedded and projects ongoing.
Strategic objective 2 Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning Benchmarks 3,4,5,6		
	Targets	Actions



Year One 2020-2021	<ul style="list-style-type: none"> • Develop an ALUMNI of support • Work more closely with Enterprise Adviser • Continue to increase variety of businesses / organisations we work with 	<ul style="list-style-type: none"> • Start collecting data from leavers to keep in touch with them • Set up data capture process and system for storing information • Set up LinkedIn to attract /contact former students • Use Social Media accounts to communicate with from students • Maintain current external relationships
Year 2 2021-2022	<ul style="list-style-type: none"> • Develop links with organisations and build on existing relationships • Increase variety of businesses /organisations we work with <ul style="list-style-type: none"> - Sector - Size • Track careers interactions to ensure coverage across all students in all year groups as appropriate 	<ul style="list-style-type: none"> • Meet with targeted organisations and get service level agreements in place • Review tracking system, Identify and fill gaps. • Highlight students that need specific or additional support and put this into practice
Year 3 2022-2023	<ul style="list-style-type: none"> • Increase employer and education links • within curriculum areas (link to ob1) 	<ul style="list-style-type: none"> • Careers champions to work on implementing and embedding this • Match up ALUMNI with facilities relating to experiences and interests.

Strategic objective 3 Supporting students in key groups (PP, SEND Vulnerable) to progress to positive destinations and reduce the risk of NEET Benchmark: 2,3,4,7		
	Targets	Actions
Year 1	<ul style="list-style-type: none"> • Awareness of LMI and how it can be useful 	<ul style="list-style-type: none"> • Know how to find relevant LMI and use it in careers planning • research education, training, apprenticeship, employment and



	<ul style="list-style-type: none">• Know how to identify and explore options open to students post 16• Raise profile of careers education at	<p>volunteering options including information on pathways through to specific goals</p> <ul style="list-style-type: none">• Understand how personal, social, economic and environmental impacts of different kind of work and working life• Greater promotion of Careers Education through all channel and social media outlets
Year 2	<ul style="list-style-type: none">• Raise awareness of post 16 and post 18 pathways• Increase employer and education links (SO2)	<ul style="list-style-type: none">• Students to take ownership of their next steps• Year 9 Careers programme to focus more closely on LMI and future planning• Bespoke employability workshops for Year 11 and Post 16 students
Year 3	<ul style="list-style-type: none">• Students confidence with their next steps increases• Increased awareness of pathways for the students• Engagement /attendance with 1:1 guidance meeting	<ul style="list-style-type: none">• Students feel more confident in deciding their next steps and can attend post 16 provider open days/evening• Curriculum areas display LMI information in classrooms• Employer encounters to be incorporated into lessons through employer links

Monitoring & Evaluation Plan

The careers programme at Chellaston Chellaston Academy is delivered through a variety of activities including; timetabled, PSHE lessons in Key Stage 3, as part of the tutorial programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and from this inform our future decision making.

Monitoring activities adopted by Chellaston Chellaston Academy are:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Work scrutiny
- Knowledge organisers

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Chellaston Chellaston Academy are:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

Careers Programme

Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The Chellaston Academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The Chellaston Academy is committed to not just fulfilling its statutory requirements in this area but providing for student exceptional support and guidance throughout their time at Chellaston Academy.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment;
- Helping students to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering students to plan and manage their own futures;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance; and
- Actively promoting equality and challenging gender stereotypes.

Methods

The methods by which the CEIAG team will accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum;
- Promoting awareness of the world of work;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement;
- Promoting awareness and understanding of work, industry, the economy and community;
- Relating skills, attitudes and knowledge learned in the Chellaston Academy to the wider world;
- Developing students' personal and social skills to relate to the world of work;
- Providing informed and impartial guidance;
- Enabling students' to make considered decisions in regard to future choices;

- Maintaining and developing effective links with key partners, including Rolls Royce, Bombardier, Severn Trent, Business in the Community, ASK and work experience providers;
- To prepare students for transition to Further Education or employment with training.

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- The Chellaston Academy website;
- Careers lessons in years 7-9;
- SMSC & Connect lessons;
- Planned delivery of year group/transition specific activities
- University Links;
- Industry specific talks and presentations;
- Face-to-face guidance with a qualified Level 6 Career Guidance practitioner;
- Assemblies and group activities for specific pathways (Apprenticeships);
- Display boards including job vacancy boards for Year 11 & Post 16 and careers posters.

Management

CEIAG is currently led and managed by the Careers Leader who is responsible for: The management and co-ordination of the various aspects of CEIAG;

- The activities at each Key Stage;
- Monitoring/evaluation;
- Liaison with SLT and Governing Body;
- Regular meeting with the School Enterprise Adviser and Jacqui Kinch;
- Consulting with Heads of subject;
- Working with Careers Champions in each subject area;
- Sharing good practice at termly Careers Leaders meetings;
- Careers CPD.