



# 3-Year Careers Strategy

## 2022 – 2025

## Overview

3-Year Strategy 2022 – 2025			
Priority		Overview	Lead
1	<b>Develop the Careers in the Curriculum Framework</b>	<p>As part of this priority, we will use teaching and learning leads in each faculty who will support the Careers Lead to create a framework that fits all faculties and incorporates the CDI, LMI, apprenticeships, HE and FE. The planning within the curriculum will support the development of both hard and soft skills and promote the application of these skills into the National Curriculum.</p> <p>The central careers team will begin to work closely with the Trust's Curriculum Assurance Board to raise awareness of GB4 and provide some ideas and CPD at SLT level.</p>	<b>M Ryder Wolf</b>  <b>N Patel</b>  <b>T&amp;L Leads</b>  <b>GAT central Career team</b>
2	<b>Develop effective and impactful opportunities for students to experience the workplace</b>	<p>The Careers Lead will use a number of different networks to begin to recruit employers who are willing to offer work insights. Initially this will be trialled with one business but the aspiration is that, over time, the network will grow and students will have the opportunity to choose a work insight that relates to their interests and aspirations.</p> <p>.</p>	<b>M Ryder Wolf</b>  <b>GAT Central Careers Team</b>
3	<b>Implement and embed an effective system for tracking student careers interactions</b>	<p>The Careers Lead will launch UniFrog to staff and begin to embed this into KS5 initially. Providing training for key members of staff so they feel confident using the system and tracking student level data. The Careers Lead will also look to introduce UniFrog to parents once it has been embedded into the academy with all students.</p> <p>The Careers Lead will upgrade to Compass+ and begin to roll this out across the academy. To do this, logins will be created for teaching and learning leads to record faculty careers interactions. The CL/Admin will record all activities that sit outside the curriculum</p> <p>In the long term this will support the collection and collation of intended destinations and help the Academy to analyse data of priority groups and to identify and track students who</p>	<b>M Ryder Wolf</b>  <b>N Patel</b>  <b>T&amp;L Leads</b>  <b>All staff</b>

		need additional interventions. It will also support the monitoring and review of the programme.	
<b>4</b>	<b>Fostering a culture of ‘whole school careers’</b>	<p>SLT to agree time, resource and working arrangements of the Careers Lead to ensure full support in the role.</p> <p>Staff training to be delivered by members of SLT to ensure emphasis on careers as a whole school priority and responsibility. Careers to feature at all staff training. Teaching and learning leads and SLT Careers Lead to ensure that careers is a focus at faculty/SLT meetings.</p> <p>Recruitment of careers governor and use of EA at SLT level.</p>	<p><b>M Ryder Wolf</b></p> <p><b>N Patel</b></p> <p><b>All staff</b></p> <p><b>GAT Central Careers Team</b></p>

<b>Priority One: Develop a Careers in the Curriculum Framework</b>				
<b>Core aim and person(s) responsible</b>	<b>Implementation</b>	<b>Desired Impact August 2023</b>	<b>Desired Impact August 2024</b>	<b>Desired Impact August 2025</b>
Teaching and Learning Leads are fully briefed and supported to deliver effective curriculum careers across their subject areas  M Ryder Wolf	All T&L Leads to attend a CPD session run by M Ryder Wolf on the Careers Strategy, Gatsby Benchmarks and Ofsted’s expectations of careers provision in secondary schools.  T&L to then relay this using department meetings	Each faculty has completed a staff audit around careers in the curriculum to ascertain current state and identify areas of development.  Faculties to create a display which details the job roles relating to their subject(s).	Using results from audit, departments have fully mapped their curriculum to the CDI Framework and identified opportunities for skill development.  Regular CPD offered by CL’s to T&L leads and whole staff CPD.	T&L leads have full ownership of Careers in the Curriculum scheme of work and it is fully embedded across all year groups. The Careers Lead quality assures the T&L leads who in turn quality assure the provision within the faculty.
Whole staff CPD throughout the year to embed	All staff to attend a CPD session run by M Ryder Wolf on the Careers Strategy, Gatsby Benchmarks and Ofsted’s	All staff are aware of Gatsby Benchmarks and an understanding of how to	Careers in the Curriculum framework is fully introduced and delivered	Careers in the Curriculum framework is embedded and delivered consistently

careers within the curriculum	expectations of careers provision in secondary schools.	include them in their practice.	consistently across all faculties with all faculties being able to evidence each benchmark and curriculums fully mapped the CDI Framework	across all faculties with all faculties having mapped programme to the CDI Framework and completed a yearly audit.
M Ryder Wolf R Mackenzie (GAT Adviser)	Staff to access GAT central CPD offered through the Learning Alliance  GAT central team to work with the CAB (Curriculum Assurance Board) and Post-16 network to gain support at SLT level.	GAT central team ensure that senior leaders are aware of Gatsby Benchmarks and the duties around GB4.		Faculties have begun to make links with local employers to enrich curriculum.

Priority Two: Develop effective and impactful opportunities for students to experience the workplace				
Core aim and person(s) responsible	Implementation	Desired Impact August 2023	Desired Impact August 2024	Desired Impact August 2025
Use networks to recruit employer partners who will offer work insight opportunities to students  M Ryder Wolf	Using the academy EA/EC, local hub and collaborative networks the Careers Lead will look to recruit local workplace opportunities for students.  The CL will work with businesses to ensure that these insights are designed to be meaningful and will create pre and post activities for students to reflect on their learning	All year 10 students to have had at least one meaningful experience of a workplace.	All students have had at least one meaningful experience of a workplace which is matched to their interests/aspirations.	All students have had a least 2 meaningful experiences of a workplace which they have selected based on their interest.  Students have documented and reflected on their experience.

Priority Three: Implement and embed an effective system for tracking student careers interactions				
Core aim and person(s) responsible	Implementation	Desired Impact August 2023	Desired Impact August 2024	Desired Impact August 2025
Implement UniFrog across the Academy  M Ryder Wolf  All academy staff	Staff trained and competent to input data into UniFrog.  Student all have logins and are regularly using the platform to record their career learning journey.  Parent/carers have access to their child's Unifrog profile.	Academy has embedded UniFrog in KS5  Staff are fully trained and competent to input data on UniFrog	Introduce and embed UniFrog with KS3 & 4.  UniFrog is used collect and collate intended and actual destination data.	Academy use the system effectively to assess student level data. They are able to identify any students who have additional needs and put interventions into place.  Academy introduce UniFrog to parents and provide training on how to use it.
Upgrade to Compass+ and embed across the Academy.  M Ryder Wolf  T&L Leads  Head of Sixth	Careers Lead and key staff fully trained and competent with Compass+  Compass+ is used effectively across the academy to monitor student interactions.	Academy has upgraded to Compass+ and begun to use for activities that sit outside the curriculum.  M Ryder Wolf has accessed training and is confident using Compass+	Key staff (T&L leads) are trained on how to use Compass+ effectively and tasked to update for their faculty areas.  All activity that sits outside the curriculum is captured by M Ryder Wolf/Admin	Academy use the system effectively to monitor student level data, ensure activities are put in place for those absent and identify interventions.  Academy use both UniFrog and Compass+ data to inform programme.

<p>Intended and actual destination data is collected and collated at a number of key points and used to target students who need additional support or intervention.</p> <p>M Ryder Wolf</p> <p>All Tutors</p> <p>GAT central careers team</p>	<p>Data is inputted into UniFrog and Compass+ at the following collection points:</p> <p><b><u>Years 10/11</u></b></p> <p>Intended destinations - July (Y10), Feb (Y11), Results Day (Y11)</p> <p>Actual destinations - October</p> <p><b><u>Years 12/13/14</u></b></p> <p>Intended destinations - July (Y12), Feb (Y13/14)</p> <p>Actual destinations - October</p> <p>Data is used to identify students who are at risk of NEET or who need additional support and interventions are put into place</p>	<p>Academy have collected intended destinations at the listed collection points.</p> <p>Information collected is analysed and students are identified for interventions.</p>	<p>Collection of intended and actual destination data is embedded at the listed collection points.</p>	<p>Academy have developed a range of intervention for students which can be selected to best meet their needs.</p> <p>Analysis of data is used to identify trends and inform programme.</p> <p>Academy NEET figure is 0</p>
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Priority Four: Fostering a culture of 'whole school careers'				
Core aim and person(s) responsible	Implementation	Desired Impact August 2023	Desired Impact August 2024	Desired Impact August 2025

<p>Ensure that all staff know and understand all elements that make up a good careers programme.</p> <p>M Ryder Wolf</p>	<p>M Ryder Wolf, supported by SLT, to deliver staff training on the statutory guidance, Gatsby Benchmarks, CDI Framework and the Quality in Careers standard.</p> <p>SLT to ensure that there are opportunities for refresher training.</p> <p>Staff are aware of CPD opportunities through the Trust</p>	<p>Staff feel trained and competent to discuss careers education, their statutory duty and the relevant frameworks which surround it.</p> <p>Staff feel confident to discuss the CDI framework.</p>	<p>Staff have been provided with refresher training and have received any relevant updates.</p> <p>Staff have begun to map the CDI Framework within their own curriculum areas.</p>	<p>Staff have been provided with refresher training and have received any relevant updates.</p> <p>Staff have mapped the CDI framework into their curriculum areas and make regular reference to careers within their teaching.</p>
<p>The Careers Lead has the support, time and resource to effectively carry out the role</p> <p>SLT</p> <p>GAT Central Careers Team</p>	<p>Careers Lead's time allocation and TLR is agreed and signed off allowing ample time to fulfil role</p> <p>Careers Lead is effectively supported by SLT, Careers Governor and EA.</p> <p>Careers has an adequate budget.</p> <p>Careers Lead has regular support meetings with SLT/GAT Adviser</p>	<p>Academy has agreed on time allocation and pay for CL.</p> <p>Academy has discussed options for recruiting a suitable governor.</p> <p>Careers budget is agreed</p>	<p>Careers Lead time allocation is protected.</p> <p>A careers governor has been appointed and they are working closely with CL.</p> <p>CL is supported through regular 1:1's with SLT/Trust Adviser.</p>	<p>Careers Leads time allocation is protected.</p> <p>Careers governor supports CL to make effective strategic change.</p> <p>CL regularly has the opportunity to attend SLT meetings.</p>