



3-Year Careers Strategy

2020 – 2023

Overview

3-Year Strategy 2020 - 2023		
Priority	Overview	Lead
1	<p>Develop the Careers in the Curriculum Framework</p> <p>As part of this priority, we will appoint Career Champions 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>	<p>M Ford</p> <p>Careers Champions</p> <p>GAT central Career team</p>
2	<p>Build effective employer networks to develop work insight days for KS4</p> <p>The successful Year 12 Work Experience programme will be implemented into Year 10 and work insights will become part of the expectations of trips and visits. Pupils will be required to complete a specific task around careers and futures on all trips and visits they participate in. As part of the curriculum development priority, we aim to increase the number of meaningful engagements with employers through lessons to strengthen the link between careers and the National Curriculum. Careers Champions will look at where there are opportunities to engage employers with the curriculum and include this in their Curriculum Plans within the mid and long term planning section.</p>	<p>M Ford</p>
3	<p>Implement and embed an effective system for tracking student level careers interactions</p> <p>The Careers Lead will sign up to Compass+ and begin to embed this into the Academy. Providing training for key members of staff so they feel confident using the system and tracking student level data.</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 need additional interventions.</p>	<p>M Ford</p>

Priority One: Develop a Careers in the Curriculum Framework				
Core aim and person(s) responsible	Implementation	Desired Impact August 2021	Desired Impact August 2022	Desired Impact August 2023
<p>Appoint a career champion for each academy</p> <p>M Ford</p>	<p>All staff to attend a CPD session run by M Ford on the Careers Strategy, Gatsby Benchmarks and Ofsted's expectations of careers provision in secondary schools.</p> <p>Departments to appoint a careers champion to work with Careers Lead on GB4.</p>	<p>Each department has identified a careers champion who has attended an initial CPD session with Careers Lead to discuss actions.</p> <p>Departments to create a display which details the job roles relating to their subject(s).</p>	<p>Careers Champions have completed internal and external CPD to strengthen their role and have carried out QA of their faculty and implemented new initiatives</p>	<p>Careers Champions have full ownership of the Careers in the Curriculum scheme of work and it is fully embedded across all year groups. The Careers Lead quality assures the Career Champion who in turn quality assures the provision within the faculty.</p>
<p>Whole staff CPD throughout the year to embed careers within the curriculum</p> <p>M Ford</p> <p>R Mackenzie/S Gresswell</p>	<p>All staff to attend a CPD session run by M Ford on the Careers Strategy, Gatsby Benchmarks and Ofsted's expectations of careers provision in secondary schools.</p> <p>Staff to access GAT central CPD videos on Flipgrid.</p> <p>GAT central team work with the CAB to gain support at SLT level.</p>	<p>All staff are aware of Gatsby Benchmarks and an understanding of how to include them in their practice.</p> <p>GAT central team ensure that senior leaders are aware of Gatsby Benchmarks and the duties around GB4.</p>	<p>Careers in the Curriculum framework is fully introduced and delivered consistently across all faculties with all faculties being able to evidence each benchmark</p>	<p>Careers in the Curriculum framework is embedded and delivered consistently across all faculties with all faculties being able to cover each benchmark fully.</p>

Priority Two: Build effective employer networks to develop work insight days for KS4

Core aim and person(s) responsible	Implementation	Desired Impact August 2021	Desired Impact August 2022	Desired Impact August 2023
<p>Use drop-down days to begin to forge links with employers</p> <p>M Ford</p> <p>Careers Champions</p>	<p>Use a drop-down day for a ‘world of work’ day.</p> <p>Use a range of employers for workshops and encourage departments to get involved and begin to forge links with employers relating to their subjects.</p>	<p>Students learn about opportunities with local employers.</p> <p>Departments begin to forge links with employers relating to their subject.</p>	<p>Employers continue to support the academy careers programme during events and activities.</p> <p>Careers champions work more closely with employers, identifying potential insight days relating to their subjects.</p>	<p>Departments begin to roll out work insight days with employers.</p>
<p>Host a careers fair and invite a range of local/national employers</p> <p>M Ford</p>	<p>A number of FE, HE, Public Services and local employees to attend a fun and interactive careers Fair at SKA</p> <p>Invite our local feeder primary school year 6 cohort</p> <p>All year groups have the opportunity to visit the Careers fair</p> <p>Inspire and inform our students of Post 16 and Post 18 opportunities</p>	<p>Students to be talking about the event positively and remember the engagements they experienced. Build upon current employer relationships for future events.</p>	<p>Employers to attend future Career Fairs Employers willing to return to WFA to raise aspirations of students for years to come.</p>	<p>To gain deeper relationships with employers whereby they not only attend event but offer work insight experiences or work experience to students.</p>
<p>Develop a structured</p>	<p>All careers champions to provide audit of any trip or visits already planned within their faculty</p>	<p>Students to start developing links with their subject work, to the world of work.</p> <p>Students to realise how</p>	<p>As students become familiar with the varied work insights on trips, their aspirations will raise and students will</p>	<p>Students will develop an understanding for promotional opportunities within the work place and</p>

<p>approach to trips and visits</p> <p>M Ford</p> <p>R Mackenzie/S Gresswell</p>	<p>M Ford to work with the trip leader and the provider to organise a meaningful world of work insight whilst on the field trip</p>	<p>many hidden jobs there are behind the common well known jobs for example – Doctor, footballer, dentist.</p>	<p>understand the importance achieving target grades and higher.</p>	<p>pay structures, as they met employees at different levels within a business. They will be able to relate the levels they achieve in school against the qualifications needed to become successfully in a variety of different industries.</p>
<p>Develop a Year 10 work experience programme</p> <p>M Ford</p> <p>HOY10/DHOY 10</p>	<p>Using the audit from the Career Champions on existing trips year 10 will already be attending, links with our enterprise coordinator and adviser and our partnership with Aim Higher will be able to form a range of informative work insight sessions for all SKA year 10 students</p> <p>Work with the year 10 team to group student interest to run work experience days with larger organisations.</p>	<p>To implement work insights on already planned trips. Student will learn about all the jobs available to them on site at a field trip.</p>	<p>Using our employer contacts year 10 students in attend a work experience day in large groups with a teacher present. Students will learn more about the world of work from a hands on session rather than a lesson explanation from a teacher.</p>	<p>Enhance the provision for year 10 students to get longer tailor-made work experience sessions.</p>

Priority Three: Implement and embed an effective system for tracking student level careers interactions				
Core aim and person(s) responsible	Implementation	Desired Impact August 2021	Desired Impact August 2022	Desired Impact August 2023
Implement Compass+ across the Academy M Ford All academy staff	M Ford to upgrade to Compass+ and attend training on implementing it across the academy. Staff trained and competent to input data into Compass+	Academy has upgraded to Compass+ M Ford has attended training and has begun to input data into the system	Staff are trained and feel confident to input data into Compass+	Academy use the system effectively to assess student level data. They are able to identify any students who need additional interventions and can use the system to confidently discuss destination data.
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. M Ford Heads of year GAT central careers team	Data is inputted into Compass+ at the following collection points: <u>Years 10/11</u> Intended destinations - July (Y10), Nov (Y11), Mar (Y11) Actual destinations - October <u>Years 12/13</u> Intended destinations - July (Y12), Feb (Y13) Actual destinations - October Data is used to identify students who are at risk of NEET or who need	Academy have collected intended destinations at the listed collection points. Information collected is analysed and students are identified for interventions.	Collection of intended and actual destination data is embedded at the listed collection points.	Academy have developed a range of intervention for students which can be selected to best meet their needs. Academy NEET figure is 0

	additional support and interventions are put into place			
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