



Our Vision

To consistently support and engage every individual student to understand and develop their own future pathway, and to confidently raise and achieve their aspirations in an increasingly competitive and ever-changing world.

Our Careers Strategy 2019 - 2022



Careers at Southmoor Academy



Our Vision:

To consistently support and engage every individual student to understand and develop their own future pathway, and to confidently raise and achieve their aspirations in an increasingly competitive and ever-changing world.

Our Careers Strategy: Introduction

There has never been a time when careers guidance has been as important for young people as it is today. At Southmoor Academy, we have a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare students for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (December 2017), our careers plan supports the achievement of the eight Gatsby benchmarks which we are on track to achieve by the end of 2020. Careers Education at Southmoor is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum. Our aim is that students understand how what they are being taught will link to their future pathways.

The motto of Southmoor Academy is Achieve, Aspire and Enjoy. Our Careers programme identifies with all three of these words. We want our students to achieve, not only in school but in the future, and we want them to aspire to be the best that they can be. Above all, we want them to enjoy and have fun exploring their Career options.



Our Strategic Objectives

Strategic Objective 1:

Careers is a consistently integral part of every area of school life. All members of the school community understand their role in the careers programme and the importance of careers and enterprise education being embedded throughout the whole school.

Benchmarks 1, 2, 4, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2019-2020)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the PSHCE programme to enable all students to develop their own personal career pathway. Student survey shows that 100% of students are excited about different jobs and can all name a range of careers and career pathways. 100% of students can understand the link between their learning in each subject area and their future career pathways, and every student can identify career pathways in all aspects of their curriculum learning. 	<ul style="list-style-type: none"> Implement the Oxford Opportunity North Careers programme into new whole-school PSHCE curriculum. Regular CPD training for all staff to deliver the new PSHCE Careers programme. Monitor and Evaluate the programme by staff and students each half term. Career Pathways are referenced in curriculum schemes of learning and each department has career displays. Implementation of the Skills Builder programme of key employability skills across the curriculum. Update the CEIAG area of school website with latest Careers, Enterprise and Employability links.
Year Two (2020-2021)	<ul style="list-style-type: none"> All curriculum areas will have linked with a local business and will have completed at least one collaborative project. 100% of students are able to explain what the 8 key employability skills are and they can demonstrate how they can use these skills in their future pathways. In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so students can see link between learning and their future plan. 	<ul style="list-style-type: none"> Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses visiting school and speaking with staff. Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information. To continue implementing the Skills Builder programme throughout all areas of teaching and learning.
Year Three (2021-2022)	<ul style="list-style-type: none"> 100% of all students demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects. All students can make KS4 and post-16 choices within time frame and can justify their choice. Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. Careers and LMI presented at parents events. Targeted workshops to focus on key employability skills, including involving parents. Review practice with another school to identify next steps.

Strategic Objective 2:

Every individual students' engagement within the careers programme during their journey through school is consistently tracked and evaluated to ensure that students are supported in raising their aspirations, whilst, at the same time, being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2019-2020)	<ul style="list-style-type: none"> • All students have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 13 having 1 appropriate and meaningful interaction with an employer once during the year. • All students in Years 7, 11 and 13 have created a profile to record their career pathway experiences. • 100% of all students in Year 11 and Year 13 have a clear plan for post-16 and post-18 and that 100% of students are in some form of education or employment at the end of their phase in school. There are NO students post-16 who are NEET. • 100% of Year 13 students to have joined the Southmoor Alumni association and at least 3 events organised inviting former students into school to inspire next generation. 	<ul style="list-style-type: none"> • Creation of a careers database to record all individual career engagements with staff CPD to show how to record and access information. • LMI is used to update the Careers Programme and that Year 8, Year 11 and Sixth Form have access to the latest information to make decisions and key transition points. LMI section of website updated for parents to access. • Students in Years 7, 11 and 13 are using Globalbridge to create their own profile. • Every Year 11 and Year 13 have a 1:1 guidance interview with Careers Advisor which is rigorously monitored for quality and effectiveness. • Baseline data to be recorded on every student and used throughout the year. • Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed at parents' evenings. • Development of the Southmoor Alumni association with FutureFirst and then using the links created to plan future engagements.
Year Two (2020-2021)	<ul style="list-style-type: none"> • Students in Years 8 and 12 to continue updating their profile to record their careers pathway experiences, and all students in Years 7, 9, 10, 11 and 13 to create their own profile. • 100% of Year 13 students to have joined the Southmoor Alumni association and at least 3 events organised inviting former students into school to inspire next generation. • All students have access to career and labour market information through library, school display, website and tutor time. 	<ul style="list-style-type: none"> • Staff training on labour market information for all staff to support staff to bring into their subject teaching • Embed the use of software to students and staff • Staff training to colleagues can use the Alumni profile in order to invite former students into school to support with events and in curriculum areas.
Year Three (2021-2022)	<ul style="list-style-type: none"> • 100% of Year 13 students to have joined the Southmoor Alumni association and at least 3 events organised inviting former students into school to inspire next generation. • All students are updating their careers profile on a termly basis and software data analysis shows these updates across all accounts. • To continue working with a range of local employers to ensure that all students in Years 7 to 13 have at least one workplace visit per year and have at least one encounter with an employer each year. 	<ul style="list-style-type: none"> • Ensure that time is built into the Careers programme so that students can update their profiles and that staff have relevant CPD training in order to access these profiles to check progress. • Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded on the careers database and on individual students' profiles.

Strategic Objective 3:

Build a continuously increasing and relevant network of varied partners and providers who can engage students in developing their career pathways. These partners will work in partnership with subject areas to develop collaborations enabling opportunities for students to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2019-2020)	<ul style="list-style-type: none"> • Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage students. • 100% of Year 7, 12 and 13 students to have visited at least one higher education provider and 100% of Year 11 students to have had contact with at least one further education provider by the end of the academic year. • 80% of all students in Year 10 and Year 12 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> • All Year 10 students embark on a work placement one afternoon per week and record these encounters each week. • Annual Southmoor Careers Fair where local business, training providers and further and higher education providers will engage with Year 8, 10, 11 and Sixth Form students. The types of employers who attend will reflect LMI. • Arrange with local universities for all Year 7 students to meet with staff and students. • Raising Aspirations coordinator to ensure that all Year 12 students visit a university to meet with staff and students. • In collaboration with our Enterprise Advisor, every department to be linked with a local business and to begin collaborative work.
Year Two (2020-2021)	<ul style="list-style-type: none"> • 100% of all students in Year 10 and Year 12 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. • 100% of all Year 10 students have visited a local university and explored future pathways linked to their interests and their own future pathway research. 	<ul style="list-style-type: none"> • All Year 10 students embark on a work placement one afternoon per week and record these encounters each week. All Year 12 students to complete work experience week in the summer term. • Raising Aspirations coordinator to work with a local university in order to plan a whole day visit for the whole of Year 10.
Year Three (2021-2022)	<ul style="list-style-type: none"> • Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> • Continue to create links with local businesses in order to link these with curriculum areas. Teachers need time in order to engage with these businesses and to have time to plan collaborative links. • Survey each curriculum area in order to establish what links have been created already and how successful these links have been.



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Current Position Summary

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool and the outcome of our assessment at Stage 1 of the Inspiring IAG Award.

Areas of Strength

- The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS tool (see full Gatsby Benchmark strengths and areas for improvement in detail in appendix). We have fully achieved three Benchmarks (2, 4 and 6), and we have achieved 75% and above in every other Benchmark, demonstrating that we are making good progress towards fully achieving all Benchmarks by the end of 2020:

Benchmark	% of the assessment areas in Benchmark achieved (Feb 2019)	% of schools nationally meeting this Benchmark (2017)
1: A stable careers programme	82%	4%
2: Learning from career & labour market information	100%	30%
3: Addressing the needs of each student	81%	9%
4: Linking curriculum learning to careers	100%	13%
5: Encounters with employers and employees	75%	37%
6: Encounters of workplace	100%	39%
7: Encounters with further & higher education	87%	8%
8: Personal Guidance	87%	46%

- The school achieved Stage 1 of Inspiring IAG and we are working towards the full award, "The Quality in Careers Standard". The Stage 1 assessor commented "this is a really sound and detailed workbook for stage 1." We hope to have the Stage 2 of Inspiring IAG submitted by July 2019, with Stage 3 by July 2020.
- Careers Leader has completed the Teach First Careers and Employability Leadership Programme.
- Southmoor was successful in the application to join the North East Ambition Careers Hub and we are one of 40 secondary schools and 10 colleges to join this Hub. This offers extra support from the North-East Local Enterprise Partnership Skills team, in addition to extra resources and funding.
- Southmoor is a School Affiliate member of the CDI (Career Development Institute). This provides us with regular careers news and updates, training opportunities and national representation.
- We are currently engaged with the RTC North Mentoring Programme where we have eight boys in Year 10 working with local business leaders in order to boost aspirations.
- The careers work in school has already gained national reputation as the Careers Leader was asked to speak to a programme manager at the Gatsby Foundation about the impact of Careers in the Curriculum. This information was to be used in a presentation delivered to the British Academy (Humanities and Social Sciences). Careers Leader was also asked to demonstrate our successful work on Gatsby Benchmark 4 (Careers in the Curriculum) at the Regional Careers Hub meeting in February 2019.
- The school was awarded the Silver Award and School Champion status for 2017-2018 by NCS (National Citizen Service) for the number of Year 11s involved in the summer of 2018.

- In terms of staffing, the careers team consists of the Trust Director of Careers & PSHCE (Careers Leader with oversight of Careers provision and PSHCE/SMSC across the Southmoor Multi-academy Trust), Careers Advisor (Level 6 trained), Raising Aspirations/Oxnet Coordinator based in the Sixth Form and Apprenticeship Coordinator. Staff at all levels in school have input into the Careers provision, including all teaching staff, pastoral colleagues, and non-teaching staff. The Trust Director of Learning and Progression has the strategic Senior Leadership Team overview of Careers across both schools in the multi-academy trust (see Careers Roles and Responsibilities 2019-2020 overview).
- Each curriculum area has an appointed Careers Champion who is responsible for disseminating careers information to colleagues within their own subject area.
- We are working with Skills Builder to incorporate Employability Skills across the Curriculum.
- Typically, the school has maintained low NEET (Not in Education, Employment or Training) figures with the majority of students moving on to Further Education (many remaining in the school's recently developed Sixth Form provision):

Secondary

Destination	2013 %	2014 %	2015 %	2016 %
Pupils staying in education for at least 2 terms after key stage 4	89%	86%	89%	84% (Boys: 75%, Girls: 94%) (Disadvantaged: 77%, others: 88%)
Further education college or other further education provider	75%	44%	48%	40% (Boys: 34%, Girls: 44%) (Disadvantaged: 43%, others: 37%)
School sixth form	N/A*	40%	41%	43% (Boys: 38%, Girls: 48%) (Disadvantaged: 33%, others: 50%)
Entered Employment	UNK*	4%	5%	2%
Entered Apprenticeship	11%	10%	12%	7%
Pupils staying in education or employment for at least 2 terms after key stage 4	UNK*	90%	94%	93% (Boys: 89%, Girls: 98%) (Disadvantaged: 86%, others: 98%)
NEET	2%	SUPP*	6%	SUPP*

***N/A: Our Sixth Form opened in 2014 with the first entry in 2014**

***UNK: Unknown**

***SUPP: Suppressed - This is usually when there are 5 or fewer pupils or students covered by the measure (10 in the case of destination measures). These figures are not made public to protect individual privacy.**

16-18 (data only available for 2016, as this was the first year where students completed post-16 education within the school's own sixth form)

Destination	2016 %
Students staying in education or employment for at least 2 terms after 16 to 18 (level 3) study	88%
Students staying in education for at least 2 terms after 16 to 18 study	66%
Higher education (level 4 and above)	64%
Top third higher education institutions	29%
Of which Russell Group	26%
Of which Oxford or Cambridge	SUPP*
Other higher education institutions or providers	34%
Students staying in apprenticeships for at least 6 months after 16 to 18 study	10%
Students staying in employment for at least 2 terms after 16 to 18 study	12%

***SUPP: Suppressed - This is usually when there are 5 or fewer pupils or students covered by the measure (10 in the case of destination measures). These figures are not made public to protect individual privacy.**



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Monitoring and Evaluation Process

Most of the activities implemented within the school are delivered through the PSHE curriculum and both one-off and ongoing events / activities designed in collaboration with external agencies, organisations and employers. With such a structured programme, monitoring and evaluation as a process becomes straightforward and our focus is therefore on ensuring the quality of provision and using evaluative and summative comments to inform future planning and activities.

To evaluate our careers programme we need to set out what we want our end results to be, what we want our students to achieve by the end of their full-time education. The aims of our programme are simple:

- 1) For our students to know what opportunities are available in the local area
- 2) For our students to aim for the highest level in all employment, apprenticeships and higher education
- 3) For students to know the different career pathways / routes they could follow
- 4) For our students to know what they need to do to follow their chosen career route

Full details of our Monitoring and Evaluation programme can be found in Appendix 10.



Careers at Southmoor Academy



Our Key External Partnerships

At Southmoor we work with a large number of key external partners to support our delivery of the Careers Programme. These are our major partners who we work with each year.



Department
for Work &
Pensions



Civil Service



Apprenticeship Support
and Knowledge
for schools and colleges



North East
Local Enterprise Partnership



University of
Sunderland

Bridges



Northumbria
University
NEWCASTLE



THE
CAREERS
SERVICE



Newcastle
University



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Links to Appendices

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This Careers Strategy has been approved by the Principal:

Signed _____

Date _____

The Careers Strategy will be reviewed in June 2020.



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APPENDIX 1: Our School's Current Careers Guidance Provision - Strengths, Weaknesses, Opportunities and Threats

This review was completed in September 2018 in order to see, at that time, what the strengths, weaknesses, opportunities and threats were to the Careers provision at Southmoor Academy. This document was then used to identify our Strategic Objectives and then the individual action points to achieve those objectives.

Strengths

- Through working with our partner school in our MAT, we have developed good careers based resources that we can use in PSHCE lessons to go through the important key areas of careers education. These have already been trialled and evaluated by our partner school and we will be putting these into place here in September.
- In the previous academic year, we successfully launched a "Careers Week" where each subject area planned and delivered a specific careers lesson based on the skills that they can develop in that particular curriculum area. This was accompanied by presentations and assemblies. We will be repeating this again in the next year, but on a bigger scale with improvements. We are well on the way to achieving Benchmark 4.
- The vast majority of students in the current Year 11 have had a meaningful experience of a workplace through a work experience placement. The current Year 12 also completed a work placement programme just before the summer holidays and therefore have gained a meaningful experience.
- A small number of less-engaged students completed a work-related learning week, where businesses and outside agencies came into school to talk to our students.
- The out-going Year 11 students had the opportunity to have an interview with an impartial careers advisor before the end of their Year 11, who was able to establish an action plan which was shared with the student.
- There were a number of opportunities throughout the last academic year for groups of students to visit various industries and workplaces (including Nissan and Liebherr). Students also took part in a work discovery week.
- Our most recent OfSTED report (November 2017), highlighted the school's vision for every student, regardless of their background, to secure a route to university and future careers. Good careers guidance was also highlighted, particularly for sixth form, to enable students to make the right decisions about which higher education course they should apply for.
- Appointment of a level 6 trained Careers Advisor, who previously worked for Local Authority Connexions service. She will be based across both schools in the MAT.

Weaknesses

- Monitoring the effectiveness of our careers programme. Director of Personal Development has already done some monitoring of the programme by gaining the views of students and staff; however, the results are concerning. Of more concern is there has been no improvement in the effectiveness of the careers programme.
- We have not engaged with LMI and communicating this with parents or students.
- Students have not had the opportunity to have a meaningful encounter with an employer every year that they are at school. We have mainly targeted Years 11 and sixth form in the past through careers fairs, although some students in Years 9 and 10 have been involved in workplace visits.
- Not all students have had the opportunity to engage with sixth form colleges and universities. We have favoured our own Sixth Form; however, we need to offer impartial advice to all.
- We have not been successful in recording individual students' engagements with careers. We have not established a tracking system, nor have we pulled everything together across the school to get an overview of where individual students are in terms of their career development.
- Not all school staff are aware of exactly what the Gatsby Benchmarks are and what the statutory requirements are for both 2018 and what we need to achieve by 2020.

Opportunities	Threats
<ul style="list-style-type: none"> - Work Experience placements for all students in Year 10 in 2018-2019. We have completed overhauled the work placement experience - all students in Year 10 will take part in a work placement every Wednesday afternoon from 12.45 onwards (this replaces the tradition Work Experience week) from October. Students are currently finding their placements and our own in-house Health and Safety checks will start (following H&S training of key members of staff). This will take place across our MAT. - Careers Fair on Thursday 22 November. We are in the process of inviting as many businesses, outside agencies, enterprises and services as possible to attend. The careers fair will be aimed at Years 8, 11 and Sixth Form, but, for the first time, we will be opening this up to parents in the evening too. - RTC North have offered business mentors to work with some of our less-engaged students. This will be established early September. - Careers Friday to be established during Personal Development (PSHCE time in a morning) where students will be engaged with a range of activities to support their career development. This will be led by Form tutors following an introduction in early September. - We have been invited to be one of the 40 schools in the north-east Careers Hub as announced recently by the Government. We will be working closely with the LEP and will be attending the launch in early October. This will provide additional resources and support. - We have two demonstrations booked in by companies who will be showing us what software is available to track careers data. - Establishment of "Careers Champions" in each curriculum area of the school. This will be launched in late September and will lead to each curriculum area having their own "Careers Week". 	<ul style="list-style-type: none"> - Not all members of staff understand their role in the Careers programme and understand how to engage with it. Director of Personal Development and Careers Leader will need to evaluate in more detail the effectiveness of form tutors in delivering the programme. - Finding outside agencies, businesses and services to engage with our provision. In previous careers activities, many businesses have dropped out at the last minute due to either time constraints or funding issues. We need to build up and strengthen our relationship with these businesses and services. - Time - as with anything, more time would be a luxury to build on the careers programme. We just need to be careful and efficient with the time available for all colleagues involved in the careers programme. - Not enough Work Placements available to achieve our ambitious goal of having every Year 10 engaged in a work placement on a Wednesday afternoon. We need to be positive from the outset and believe that it will work, but there is always the risk! - Budget: there is a very small budget for Careers activities. We are having to actively seek where we can engage with outside agencies at very little cost or for no cost at all.



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APPENDIX 2: Compass Results Summary – February 2019

Using the Career and Enterprise Company's COMPASS tool, we are able to see how well our school is working towards achieving the Gatsby Benchmarks and compare our school to other schools nationally. This summary below shows how well we have achieved on each Benchmark, what our current provision and achievements are and our current areas of development. The COMPASS review will be completed again in June 2019 to where we have improved since February and therefore we can adjust our targets for next year.

Gatsby Benchmark	Current Provision & Achievements	Areas for Development
1. A stable careers programme 82%	<ul style="list-style-type: none"> All students in Years 7 to 10 have a weekly Careers lesson during personal development time. All resources are mapped to the CDI framework. Students in Year 11 have access to regular information-giving presentations from both internal and external speakers. All Year 11 have a 1:1 Careers Guidance interview with a Level 6 Careers Guidance Advisor during the academic year. Year 12 and 13 have regular careers sessions delivered by tutors and external speakers. 	<ul style="list-style-type: none"> Information on the school's website needs updating for employers and teachers. Evaluations of the careers programme by employers needs to be developed. The programme will need to be reviewed next year with the change in school curriculum and school day – we will be adopting the Oxford Opportunity North Careers programme resources.
2. Learning from careers & labour market information 100%	<ul style="list-style-type: none"> Students in Years 7 to 10 have termly sessions from form tutors related to LMI. Some Year 10 students had a session from DWP colleagues about understanding LMI. DWP colleagues attended Sixth Form Open Evening. LMI is displayed at all parents' evenings with access to Careers Advisor for further information. LMI is displayed in the Careers Hub and regularly updated. Staff CPD session in January 2019 led by colleagues from DWP 	<ul style="list-style-type: none"> Years 12 and 13 students need to have more regular access to LMI. This is currently not used as much in their Careers programme.
3. Addressing the needs of each pupil 81%	<ul style="list-style-type: none"> Recent staff survey agreed that we are raising the aspirations of all students. Destinations data is analysed each year in order to further develop the Careers Programme. Connexions service from LA are carrying out 1:1 Guidance interviews for vulnerable students as identified from data and by SENDCO. We have started to use a basic recording system for all careers interactions but this needs developing further. Currently tracking access to the careers programme and key presentations/events in school. 	<ul style="list-style-type: none"> The tracking process is being extended to also record the activities/events students take part in across the school as a whole. This will ensure as wide a cross section of students as possible participate in culturally stimulating and aspirational opportunities. Investigation of the Tracker resources provided by the CEC to use as a tracking tool.

<p>4. Linking curriculum learning to careers</p> <p>100%</p>	<ul style="list-style-type: none"> Careers Champions have been identified in each subject area. Names are displayed on school website. Careers Week in each subject area across the year. “What can you do with....?” display for each subject area showing 6 key skills in that subject area and possible career pathways – also showing links to other subjects. All colleagues regularly involved in CPD to highlight the importance of Careers throughout the curriculum. 	<ul style="list-style-type: none"> Curriculum Areas to support with Workplace visits All subject areas to be linked to a local business in the second half of the 2018-2019 academic year and to develop projects into next year. Ensure that all colleagues are clear on their role with the careers strategy and that all colleagues are responsible for careers education.
<p>5. Encounters with employers and employees</p> <p>75%</p>	<ul style="list-style-type: none"> Very successful Careers Fair held on 22 November 2018 where students in Years 8, 11 and Sixth Form were able to speak to employers and employees (tasks to complete during their encounters). Year 10 are completing a work placement on a Wednesday afternoon throughout the year (currently 75% are involved). Visits to employers are starting to be integrated in the curriculum. Involved in the Speakers4Schools programme – recent visit by Communications Director for National Theatre (all Year 10 and Sixth Form students). Recent visit by BBC Roadshow and showing the careers available in Media (students in all year groups). 	<ul style="list-style-type: none"> Business Breakfast to take place on Wednesday 6 March to develop further links for curriculum areas and local businesses (opportunity for networking and developing projects). More engagement with Local Enterprise Advisor with all year groups – mock interview event for year 11 for next year. Careers Fair next year to involve more year groups, including Year 7.
<p>6. Experiences of workplaces</p> <p>100%</p>	<ul style="list-style-type: none"> All Year 11 students had a successful work placement last year. Approx. 75% of Year 10 currently take part in a weekly work experience placement. All Year 13 students had a work placement last year. 	<ul style="list-style-type: none"> Need to develop work placement programme for the remaining 25% of Year 10 who have not completed work placement this year. All year 12 to have organised and had a work placement by July 2019. Curriculum areas to regularly offer workplace visits. Develop the Alumni association after funding received from CEC.
<p>7. Encounters with Further & Higher Education</p> <p>80%</p>	<ul style="list-style-type: none"> All Year 12/13 students have opportunity to visit universities. Major local universities were present at the Careers Fair in November. Further Education & Higher Education providers attend Open Evenings and Sixth Form parents’ evenings. Targeted information for Year 11 on progressing into Southmoor Sixth Form. Sixth Form taster day for Year 10 students in July each year. 50% of Year 7 students will have visited a local university by the end of the academic year. 	<ul style="list-style-type: none"> 100% of Year 7 students to visit a university each year. 100% of Year 10 students to visit a university each year – investigate NECOP provision. HE presentations needed for students in Years 7 and 10.

<p>8. Personal Guidance</p> <p>87%</p>	<ul style="list-style-type: none"> • Appointment of a Level 6 trained Careers Advisor based across the 2 schools in the Trust. Careers Advisor interviews at Southmoor for 2 days each week. • All Year 11 students have a 1:1 Careers Guidance interview by end of the year. • Year 13 students are targeted for 1:1 Careers Guidance interviews where necessary. • Individual Careers Action plan is created and shared with the student and with form tutors. 	<ul style="list-style-type: none"> • All Year 13 students to have had a 1:1 Careers Guidance interview by the end of year in future years. • Parents to be informed about when students have an interview, to encourage discussion at home. • Investigate use of group interviews in order to increase volume of Careers Guidance interviews to ensure that students are seen twice by the end of Year 13. • Offer regular drop-in sessions for students in other year groups, and informing parents of how this system works.
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APPENDIX 3: Careers training needs

In October 2018, all staff at Southmoor were invited to complete a survey to identify the current areas of training needs so that we can identify where staff feel confident in delivering careers education and where they need further support. This document summarises the results of this survey to identify the strengths of our staff, areas of development and then an associated action plan. This survey will be conducted again towards the end of the 2018/2019 academic year so that we can target appropriate training for the 2019/2020 school year.

Strengths	Areas for development	Action plan
<p>1. 32.69% of colleagues feel that they know how to talk to students about Higher Education, including the UCAS points system and foundation courses. 11.54% felt competent and capable of providing support to others.</p> <p>2. 61.54% felt confident enough to link together subject curriculum to the world of work and labour market information and a further 11.54% felt competent enough to provide extra support to others.</p> <p>3. 48.08% of colleagues feel confident enough to prepare students to be successful on future study routes and employment, with a further 15.38% feeling competent enough to provide extra support to others.</p> <p>4. It is really promising that already 44.23% of colleagues feel that they know their role in contributing to the school's careers programme.</p> <p>5. 38.46% of colleagues feel that they are confident enough to know where to find resources about careers and progression routes for students and a further 9.62% feel competent enough to provide extra support to others.</p>	<p>1. 36.54% of staff require extra development in how to talk to students about employment-based routes for post-16 and post-18, such as apprenticeships, traineeships and T-Levels, with 26.92% saying there were trained but need further support/coaching.</p> <p>2. 48.08% of all colleagues say that they need extra development in order to interpret and use destination data. 21.15% felt that they were trained but need further support/coaching. Only 3.85% felt competent enough to provide this extra support.</p> <p>3. 42.31% feel that they need extra development in how to connect with and use employers in school.</p> <p>4. There is still 47.08% of colleagues who feel that they need further development and extra support/coaching/training in understanding what their role is in contributing to the school's careers programme.</p>	<p>1. Sandhill View (other partner school in the MAT) to carry out same survey in November 2018.</p> <p>2. In January, there is to be a whole MAT CPD afternoon dedicated to careers and ensuring that staff move from needing extra development to feeling more confident. There will be a carousel, where staff will move around different activity groups focussing on the following strands:</p> <ul style="list-style-type: none"> - Post-16 and post-18 employment-based routes (apprenticeships, traineeships and T-Levels). - interpreting and using destination data - connecting with employers in school - using LMI in curriculum/subject areas - Higher education and the UCAS points system and foundation courses <p>This training will be led by staff who feel competent enough to support others, and by outside providers were necessary. The survey will then be carried out again across both schools and results analysed.</p> <p>3. Continue half-termly Careers updates with all staff in order to ensure that colleagues are aware of their role in contributing to the school's careers programme.</p>



Careers at Southmoor Academy



APPENDIX 4: Career Progression Framework

This document details the individual careers education objectives for each year group that are built into our careers programme along with how these objectives will be measured by the end of the academic year.

Year group	Objectives	Measureable Outcomes
7	<ul style="list-style-type: none"> • By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway. • Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves. • Students are introduced to careers resources and informed how to use them. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students have optional access to independent and impartial advisers via a referral system. • Students are introduced to LMI. 	<ul style="list-style-type: none"> • Students can explain what personal qualities and skills they have already and how they can use these skills in their future pathways. • Students can explain what 3 personal qualities and skills they need to develop further for their future pathways. • Students are able to explain how to access information about different career pathways and different jobs. They can explain at least one job and what that job involves. • Students understand how to avoid any stereotypical connotations with different types of jobs. • Students can explain what the top job sector is in the North-East and the top sector where there will be demand for employment when they leave school.
8	<ul style="list-style-type: none"> • Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages. • Students are introduced to the world of work and how it is constantly changing. • Students are introduced to careers software and websites. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students are encouraged to think about what they might like to achieve after school. • Students have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students begin to think about GCSE options in terms of career pathways and plan their future. Students link curriculum areas to careers to help prepare them for choosing their GCSE options. • Students begin to consider how they can use LMI. 	<ul style="list-style-type: none"> • Students are able to explain what careers or jobs are available for each subject that they study, and have a particular understanding of Maths, English and STEM careers. • Students are able to explain what the different pathways are at post-14, post-16 and post-18 and use this information to inform their option choices. • Students can explain what the careers options are in their local area and explain how this has changed over recent years with possible forecast into the future in terms of demand of jobs when they enter the world of work.

9	<ul style="list-style-type: none"> • Students are encouraged to reassess personal strengths with a focus on transferable skills. • Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness. • Students are encouraged to challenge stereotypes within the world of work and traditional job roles. • Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students are encouraged to access LMI independently. 	<ul style="list-style-type: none"> • Students understand the personal skills that they need in order to manage independently in the future and make a successful transition from KS3 to KS4, including changing lifestyles, budgeting and economic awareness, staying safe online. • Students are able to name other subjects that are available to them in the future, including post-16 and post-18, that they are not necessarily studying now. • Students are able to identify typical stereotypes in the world of work, including gender and age. • Students are able to clearly explain the different pathways at post-16 and post-18, and understand the difference between apprenticeship and vocational courses.
10	<ul style="list-style-type: none"> • Students explore post 16 pathways. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students complete the Building My Skills programme; learning about career pathways, online appearance, workplace behaviour / expectations, preparing a CV, preparing for interview. • Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals. • Students begin CV and cover letter writing (as part of the BMS programme). • Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students complete work experience. • Students develop interview technique and complete a mock interview with a local employer. • Students are encouraged to access LMI independently. 	<ul style="list-style-type: none"> • Students can explain the positive and negative aspects of work experience and how they can use the knowledge gained during work experience to reflect on their future pathways. • Students understand the personal behaviour skills that are needed in the workplace and to identify what skills they need to improve for when they join the world of work. • Students are aware of the different career pathways and where they can access information about different providers. They know details about at least one business, one further education provider, one higher education provider and one training provider. • Students have a good understanding of the LMI for the local area, so that they know which sectors are the most important in this area, but also how this is changing and therefore what will be the most important sectors in the future. • Students successfully gain a work experience placement (either one afternoon per week between November and June, or a full-week in July).
11	<ul style="list-style-type: none"> • Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships. • Students are encouraged to consider how LMI is relevant to their post 16 options. • All students have a one to one guidance interview with a Careers Guidance Advisor (L6 qualified). 	<ul style="list-style-type: none"> • All students have a 1:1 Careers Guidance with a Careers Advisor which leads to an individual Action Plan which is then shared with parents, tutors and teaching staff. • No students are at risk of being NEET into the next academic year. 100% of students continue into education or work. • At least 60% of students continue into our own Sixth Form.

	<ul style="list-style-type: none"> • Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development. • Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students are encouraged to think about the kind of behaviour potential employers look for. • Students are encouraged to attend careers talks, fairs, college open days and taster days with employers. • Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter • Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events. 	<ul style="list-style-type: none"> • All students have their own CV which they can use to apply for employment, even if they are not at a stage to apply for employment. • 100% of Year 11 students attend the annual Careers Fair and they all have meaningful conversations with prospective education/training providers or employers.
12 and 13	<ul style="list-style-type: none"> • Students are supported with post 18 choices and encouraged to consider all their options including further study and apprenticeships. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • All students have a one to one guidance interview with a Careers Guidance Advisor (L6 qualified). • Students are encouraged to consider how LMI is relevant to their post 18 options. • Students are encouraged to attend careers talks, fairs, university open days and taster days with employers. • Students are kept up to date with post 18 deadlines, open evenings and appropriate internal and external careers events. • Students complete work experience. • Students are able to learn about important Lifeskills that they will need to develop in order to live independently at university or when moving away from home. 	<ul style="list-style-type: none"> • 100% of Year 12 and 13 students will visit the annual Careers Fair. • 100% of all Year 12 and 13 students will have completed a 1:1 Personal Guidance interview with the Careers Advisor before the end of Year 13, with an individual action plan created and shared with form tutors and parents. • 100% of students will visit a university to attend an Open Day.



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APPENDIX 5: Career Activity Overview by year group

Students have access to a number of age-specific activities during the course of the year as part of the careers programme. Each activity listed has been referenced to the Gatsby Benchmarks.

References to Gatsby Benchmarks - see Appendix 2 for detail on each Benchmark. References to CDI framework – see Appendix 6 for detail on each CDI area of learning.

Activity	Benchmarks	CDI	Y7	Y8	Y9	Y10	Y11	Y12	Y13
<ul style="list-style-type: none"> Access to independent and impartial careers advice and guidance 	<ul style="list-style-type: none"> 8 	<ul style="list-style-type: none"> 4, 5, 10, 15 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers talks, including guest speakers from local businesses, training providers, apprenticeships, FE, HE and charities. 	<ul style="list-style-type: none"> 2, 5 	<ul style="list-style-type: none"> 4, 5, 6, 7, 10, 14, 15 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers Education programme embedded into the Personal Development/PSHCE programme 	<ul style="list-style-type: none"> 1, 2, 3 	<ul style="list-style-type: none"> 1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15, 17 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Lifeskills programme 	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> 1, 2, 3, 9, 11, 13 	✓		✓			✓	
<ul style="list-style-type: none"> Careers assemblies, including LMI and visits from outside speakers/employers/providers 	<ul style="list-style-type: none"> 1, 2, 5 	<ul style="list-style-type: none"> 4, 5, 6, 7, 8, 14, 15 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Visits to local universities 	<ul style="list-style-type: none"> 7 	<ul style="list-style-type: none"> 14, 15 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers in the Curriculum – Careers Weeks in each subject area and all subjects link careers to lesson plans 	<ul style="list-style-type: none"> 4 	<ul style="list-style-type: none"> 7, 10, 15 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers Guidance support available at parents' evenings 	<ul style="list-style-type: none"> 3, 8 	<ul style="list-style-type: none"> 10, 14 	✓	✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Work Discovery sector days (including Health, ICT, Retail, Construction, Creative Media) 	<ul style="list-style-type: none"> 6 	<ul style="list-style-type: none"> 4, 5, 6, 7, 9, 11 		✓	✓	✓			
<ul style="list-style-type: none"> Annual Careers Fair before GCSE Option Choices, post-16 and post-18 decision making. 	<ul style="list-style-type: none"> 1, 2, 3, 4, 7 	<ul style="list-style-type: none"> 4, 7, 10, 14, 15 		✓			✓	✓	
<ul style="list-style-type: none"> STEM careers presentation from local university 	<ul style="list-style-type: none"> 4 	<ul style="list-style-type: none"> 10 		✓					
<ul style="list-style-type: none"> NECOP programme – higher education/study skills 	<ul style="list-style-type: none"> 1, 3, 7 	<ul style="list-style-type: none"> 1, 2, 3, 4, 10, 14, 17 			✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Work Discovery Week in July – range of activities, including careers fair, workplace visits, guest speakers 	<ul style="list-style-type: none"> 2, 3, 5 	<ul style="list-style-type: none"> 4, 5, 6, 7, 9, 11, 14, 15 			✓	✓			

<ul style="list-style-type: none"> Work Experience programme – students take part in a work placement every Wednesday afternoon (Y10) and for a week before the end of the summer term (Y12) 	<ul style="list-style-type: none"> 6 	<ul style="list-style-type: none"> 4, 5, 6, 7, 8, 9, 10, 11, 12, 14 				✓		✓	
<ul style="list-style-type: none"> 1:1 Careers Guidance interviews with level 6 trained Trust Careers Advisor 	<ul style="list-style-type: none"> 8 	<ul style="list-style-type: none"> 4, 5, 10, 15 		✓	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Opportunity to attend Sixth Form Open Evening in December and January to explore future pathways 	<ul style="list-style-type: none"> 3, 7 	<ul style="list-style-type: none"> 4, 10, 14, 17 					✓		
<ul style="list-style-type: none"> Attending university open days 	<ul style="list-style-type: none"> 7 	<ul style="list-style-type: none"> 4, 10, 14, 17 						✓	✓
<ul style="list-style-type: none"> Introduction to the UCAS application process presentation for parents and students 	<ul style="list-style-type: none"> 3, 7 	<ul style="list-style-type: none"> 2, 14 						✓	✓
<ul style="list-style-type: none"> Apprenticeship workshop for parents and students and support with apprenticeship applications 	<ul style="list-style-type: none"> 2, 3, 7 	<ul style="list-style-type: none"> 4, 6, 7, 10, 14, 17 					✓		✓
<ul style="list-style-type: none"> CV writing skills 	<ul style="list-style-type: none"> 1, 3 	<ul style="list-style-type: none"> 1, 2, 3, 11 				✓			
<ul style="list-style-type: none"> Mock interviews 	<ul style="list-style-type: none"> 1, 2, 3, 5 	<ul style="list-style-type: none"> 1, 2, 3, 11 				✓			



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APPENDIX 6A: KS3 Programme of Study and Activities

In addition to each age-specific activity being referenced by the Gatsby Benchmarks, all elements of the career programme also follow the CDI (Careers Development Institute) Framework which is broken down into Key Stages. This first document shows what students are expected to achieve by the end of Years 7, 8 and 9, along with example activities in order to achieve these outcomes.

	Elements of Learning	KS3 Learning Outcomes	KS3 Activities	Y7	Y8	Y9
1	Self-awareness Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.	Describe yourself, your strengths and preferences	<ul style="list-style-type: none"> Students participate in a Social and Emotional Aspects of learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners. Students complete a range of self-assessment exercises and record the results in their yellow PSHCE/careers books. 	y	y	y
2	Self-determination Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers	Tell positive stories about your well-being, progress and achievement	<ul style="list-style-type: none"> Students will analyse their life looking at all of the positive things they have done. They will then analyse and look at the ways in which they work best. It will look to set targets and build on their strengths. These activities will be complete with their tutor 	y	y	y
3	Self-improvement as a learner Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.	Explain how you have benefited as a learner from careers, employability and enterprise activities and experiences	<ul style="list-style-type: none"> In their small group, students review their experience of being on visits, trips etc to different companies or people visiting school. Students will then document their experience and what skills they have found valuable to take forward. 	y	y	y
4	Exploring careers and careers development Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of	Describe different ways of looking at people's careers and how they develop	<ul style="list-style-type: none"> Students find out how the careers of different members of staff have developed and then reflect on the similarities and differences between them. 	y	y	y

	and manage their own careers. It also enables them to appreciate the career experiences of others.		<ul style="list-style-type: none"> • Students create career timelines to summarise the career of someone they admire. • Visits and visitors will help with this aspect by providing pupils with information about different careers and the paths they need to take e.g. Nissan visit 			
5	Investigating work and working life Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves	Identify different kinds of work and why people's satisfaction with their working lives can change	<ul style="list-style-type: none"> • In small groups, students research a job family and give 'table presentations' at their own careers fair. • Students find out about the purpose of work clothes / uniforms ('business attire'), exploring advantages and disadvantages of wearing a uniform. • Students read about work and working life (case-studies). • Students use website video clips to support a teacher or employer led discussion. 	y	y	y
6	Understanding business and industry Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.	Describe the organisation and structure of different types of business	<ul style="list-style-type: none"> • Students investigate the types of businesses involved in the exploitation of commodities from the raw material stage to the finished product. Students look at different raw materials and the impact on greenhouse emissions • Students list the jobs involved in getting an everyday items to consumers. • Students make a spider diagram of the contractors and suppliers linked to their own school. 	y	y	y
7	Investigating jobs and labour market information (LMI) Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	Be aware of what job and labour market information (LMI) is and how it can be useful to you.	<ul style="list-style-type: none"> • Students in year 8 will be provided with a presentation to discuss choices and options linked to the labour market. Students in other key stages will be provided with up to date LMI during careers sessions in personal development time with their form tutors. 		y	y
8	Valuing equality, diversity, and inclusion Individuals need to recognise that the commitment to equality, diversity and inclusion	Identify how to stand up to stereotyping and discrimination that is	<ul style="list-style-type: none"> • Students gain advice on how to combat stereotyping and discrimination. Activities will be completed regarding this issue during careers 	y	y	y

	in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	damaging to you and those around you.	sessions in personal development time, with form tutors providing guidance and support.			
9	Learning about safe working practices and environments Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	<ul style="list-style-type: none"> Students will complete a series of lessons that will focus on basic rights, discrimination issues, information sources, work experience, health and safety and bullying in the workplace. 	y	y	y
10	Making the most of careers information, advice and guidance Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.	Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance and distinguish between objectivity and bias.	<ul style="list-style-type: none"> Students create a mind-map or visual representation of their networks of careers influences and supporters. Students produce a guide to 'making the most of information, advice and guidance' in their school. Employers are invited to deliver career learning activities to get the most out of developing networking skills. 	y	y	y
11	Preparing for employability A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out school	<ul style="list-style-type: none"> Students will complete a range of activities that will look at understanding job advertisements and recognising the skills, qualities and qualifications needed for different jobs. Students will be introduced into what a CV is and begin to apply some of their own qualities and attributes to their own CV. 	y	y	y
12	Showing initiative and enterprise Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Recognise when you are using the qualities and skills that entrepreneurs need	<ul style="list-style-type: none"> Students maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. Students gain experience of enterprise projects. They review their contribution to the venture and their enterprise capability. 	y	y	y
13	Developing personal financial capability The increasing cost of training and further and higher education makes it essential for	Show that you can manage a personal budget and	<ul style="list-style-type: none"> Students take part in a simulation that challenges them to manage a household budget. 	y	y	y

	individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.	contribute to household and school budgets	<ul style="list-style-type: none"> Students use a personal budget planner to work out a budget. 			
14	Identifying choices and opportunities Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	Look systematically at the choices and opportunities open to you when you reach a decision point	<ul style="list-style-type: none"> All subject areas will deliver lessons for one week with a key focus on careers in their subject areas. Students produce subject posters giving the facts about the qualifications, skills and jobs that can gain by studying particular subjects. 	y	y	y
15	Planning and deciding Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experiences you need	<ul style="list-style-type: none"> Groups form small company teams to solve a problem. They have to negotiate their roles in the team and the main features of the campaign (enterprise projects). Students engage in target- setting and review activities with their tutors and subject teachers. 	y	y	y
16	Handling applications and selection Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.	Know how to prepare and present yourself well when going through a selection process	<ul style="list-style-type: none"> Students apply for leadership roles in the school, e.g. as School Council representatives, peer mentors, etc. Students apply for trips, projects, challenges, etc. Students will complete a range of activities involving self-promotion to their peers in the class. 	y	y	y
17	Managing changes and transitions Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.	Show that you can be positive, flexible and well-prepared at transition points in your life	<ul style="list-style-type: none"> Students prepare for their options process by attending the Year 8 options assemblies, options carousel and pathways evening, etc. 		y	y



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APPENDIX 6B: KS4 Programme of Study and Activities

In addition to each age-specific activity being referenced by the Gatsby Benchmarks, all elements of the career programme also follow the CDI (Careers Development Institute) Framework which is broken down into Key Stages. This first document shows what students are expected to achieve by the end of Years 10 and 11, along with example activities in order to achieve these outcomes.

	Elements of Learning	KS4 Learning Outcomes	KS4 Activities	Y10	Y11
1	<p>Self-awareness Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.</p>	Recognise how you are changing, what you have to offer and what's important to you	<ul style="list-style-type: none"> Students complete an occupational interest's task and discuss the results with their tutor/mentor. Students describe what they like about how they have changed since Year 7. This will be complete through a range of tasks carried out during morning registration. 	y	y
2	<p>Self-determination Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers</p>	Explain how you use positive versions of your own story to manage your well-being, progress and achievement	<ul style="list-style-type: none"> Students will analyse their life looking at all of the positive things they have done. They will then analyse and look at the ways in which they work best. It will look to set targets and build on their strengths. These activities will be complete with their tutor Students set personal and learning targets to build on their strengths. 	y	y
3	<p>Self-improvement as a learner Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.</p>	Review and reflect upon how you have benefited as a learner from careers, employability and enterprise activities and experiences	<ul style="list-style-type: none"> Students who have been on work experience share the experience with their fellow peers. They are to discuss how they benefited from the experience. Years 9 and 10 will then document what kind of work experience they are looking for and what skills they would like to gain from their placement. Year 11 pupils will document their work experience stating skills and benefits. They will then document how they will take these on into the future. 	y	y

4	<p>Exploring careers and careers development Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.</p>	<p>Explain key ideas about career and career development</p>	<ul style="list-style-type: none"> • Students weigh up the pros and cons of several types of careers, e.g. single-track careers, serial careers, portfolio careers and lifestyle careers. • Students will be provided with careers talks through visits to workplaces and visitors to school. A careers fair will also take place where pupils will be given guidance and advice from impartial visitors. 	y	y
5	<p>Investigating work and working life Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves</p>	<p>Explain how work is changing and how this impacts on people's satisfaction with their working lives</p>	<ul style="list-style-type: none"> • Students talk to a range of people including: past students, guest speakers, business representatives, etc about how their jobs are likely to change in the next 5-10 years. • Students analyse stories in the news about the factors that affect the mental health of workers. 	y	y
6	<p>Understanding business and industry Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.</p>	<p>Explain different types of businesses, how they operate and how they measure success</p>	<ul style="list-style-type: none"> • Students look at the pros and cons of different kinds of business entities, e.g. sole trader, partnerships, company and franchise in the private sector. 	y	y
7	<p>Investigating jobs and labour market information (LMI) Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.</p>	<p>Find relevant job and labour market information (LMI) and know how to use it in your careers planning</p>	<ul style="list-style-type: none"> • Students in year 10 will be provided with a presentation to discuss choices and options linked to the labour market. Students in other key stages will be provided with up to date LMI during careers sessions in personal development time with form tutors. 		y
8	<p>Valuing equality, diversity, and inclusion Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.</p>	<p>Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues.</p>	<ul style="list-style-type: none"> • Students interview employers about good practice in carrying out their duties under the Equality Act 2010 'to make reasonable adjustments to their workplaces to overcome barriers experienced by disabled people'. • Students investigate progress in tackling 'the glass ceiling' in the leading professions, e.g. engineering, architecture, law, medicine, accountancy, etc. • Activities will be completed regarding this issue during careers sessions in personal development 	y	y

			time, with form tutors providing guidance and support.		
9	Learning about safe working practices and environments Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.	Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices.	<ul style="list-style-type: none"> Students will complete a series of lessons that will focus on the national minimum wage, full and part time workers' rights, discrimination and harassment, information sources, work experience, health and safety principles and procedures, bullying in the workplace 	y	y
10	Making the most of careers information, advice and guidance Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.	Build and make of your personal network of support including making effective use of impartial careers information, advice and guidance and distinguish between objectivity and bias.	<ul style="list-style-type: none"> Students discuss their options with family, friends, school staff and career specialists and carefully weigh up the advice received. Students examine through case studies what impartiality means when it is applied to careers guidance practice. Students are introduced to employers through the schools careers fair. 	y	y
11	Preparing for employability A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.	Show that you have acquired and developed qualities and skills to improve your employability	<ul style="list-style-type: none"> Students in Years 9 and 10 will look at a 'good' CV and a 'bad' CV, this will then help with the development of their own CV highlighting their key attributes. Students in Year 11 will look to build on last year's work developing their CV and analysing the common mistakes made while creating a CV Employers provide CV workshops demonstrating the latest thinking in CV presentation, what they expect to see and what they will not accept. Employers are involved in the work experience programme. 	y	y
12	Showing initiative and enterprise Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.	Show that you can be enterprising in the way you learn, carry out work and plan your career	<ul style="list-style-type: none"> Local employers run sessions through 'Work Discovery Week' and 'Work Discovery Sector Days'. Local employers provide longer term business competitions to develop enterprising and entrepreneurial skills (Industrial cadets). 	y	y
13	Developing personal financial capability The increasing cost of training and further and higher education makes it essential for individuals to know about managing their	Show that you can manage your own money, understand personal financial documents and know how to access	<ul style="list-style-type: none"> Students calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. 	y	y

	<p>money. They need to know how to make decisions about spending, saving and investing to ensure their economic well-being now and in the future.</p>	<p>financial support for further study and training</p>	<ul style="list-style-type: none"> • Students complete modules explaining tax and national insurance matters. • Students attend careers fairs to research the implications of choosing one pathway over another. 		
14	<p>Identifying choices and opportunities Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.</p>	<p>Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p>	<ul style="list-style-type: none"> • All subject areas will deliver lessons for one week with a key focus on careers in their subject areas. • Students draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair. • Students get involved with 'Work Discovery Week' and 'Work Discovery Sector Day' activities. 	y	y
15	<p>Planning and deciding Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.</p>	<p>Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p>	<ul style="list-style-type: none"> • Students learn how to weigh up different factors affecting their decisions. • Students take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). 	y	y
16	<p>Handling applications and selection Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.</p>	<p>Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen</p>	<ul style="list-style-type: none"> • Students take part in a mock interview for a suitable position (e.g. and apprenticeship, a college place or a job) and prepare a CV beforehand. • Students in Year 10 will be provided with help and guidance on their CVs with teachers helping them the SPAG (spelling, punctuation and grammar). 	y	y
17	<p>Managing changes and transitions Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.</p>	<p>Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</p>	<ul style="list-style-type: none"> • Students recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+. • Year 11 students will receive 1:1 interviews about future careers paths offering the best advice tailored for their future. 	y	y



Careers at Southmoor Academy



APPENDIX 6C: 16-19 Programme of Study and Activities

In addition to each age-specific activity being referenced by the Gatsby Benchmarks, all elements of the career programme also follow the CDI (Careers Development Institute) Framework which is broken down into Key Stages. This first document shows what students are expected to achieve by the end of Years 12 and 13, along with example activities in order to achieve these outcomes.

	Elements of Learning	16-19 Learning Outcomes	KS5 Activities	Y12	Y13
1	<p>Self-awareness Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness provides individuals with the foundation for enhancing their self-esteem, developing their identity and achieving personal wellbeing.</p>	<p>assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work</p>	<ul style="list-style-type: none"> • Personal Statements • Reflection sheets on past performance in exams, types of learner, time-keeping, mind-set, etc in PD time • Mental health and wellbeing assemblies delivered by outside agencies 	Y	Y
2	<p>Self-determination Self-determination enables individuals to develop personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to realise their aspirations and manage their careers</p>	<p>reflect on the positive elements in your career story to show the responsibility you are taking for managing your own progress, achievement and wellbeing</p>	<ul style="list-style-type: none"> • Ucas research and applications • Visits to universities and university fairs. • Study skills sessions to learn independently 	Y	Y
3	<p>Self-improvement as a learner Self-improvement fosters positive attitudes to lifelong learning and the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to develop their potential.</p>	<p>be proactive in taking part in careers, employability and enterprise activities and experiences and assessing the benefits to you as a learner</p>	<ul style="list-style-type: none"> • Classics and Latin for students who want to learn • EPQ Qualification 	Y	
4	<p>Exploring careers and careers development Career exploration expands individuals' horizons and opportunities. A better understanding of career processes and</p>	<p>reflect on changing career processes and structures and their effects on people's</p>	<ul style="list-style-type: none"> • Invited professionals discuss opportunities and their experiences in the work place. • Apprenticeship organisations invited to Open Evenings. 	Y	Y

	structures enables individuals to make sense of and manage their own careers. It also enables them to appreciate the career experiences of others.	experience and management of their own career development	<ul style="list-style-type: none"> Regular discussions with tutors focused on careers and progression. 		
5	Investigating work and working life Investigating people's experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves	recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about improving people's satisfaction with their working lives in the future	<ul style="list-style-type: none"> Life/work balance activities. Q&A with invited professionals 	Y	Y
6	Understanding business and industry Understanding types of business and business functions enables individuals to prepare for employment and to appreciate the contribution of business and industry to social and economic life.	explain how what businesses do, the way they operate and the way they measure success is changing	<ul style="list-style-type: none"> Work Experience within/outside of school H&S placements students to give feedback to cohort 	Y	
7	Investigating jobs and labour market information (LMI) Individuals need to know how to access, analyse and act on relevant and appropriate job and labour market information when choosing and planning for careers.	be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	<ul style="list-style-type: none"> Students investigate HE admissions Students attend HE/Careers/Skills fairs 	Y Y	Y Y
8	Valuing equality, diversity, and inclusion Individuals need to recognise that the commitment to equality, diversity and inclusion in British society benefits them as much as others. By resisting the damage caused by stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do so.	reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	<ul style="list-style-type: none"> Professional to discuss company policies, codes of conduct, bullying in workplace, etc Diversity in Society assembly delivered by guest speaker. 	Y	Y

9	<p>Learning about safe working practices and environments Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.</p>	recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for observing safe working practices	<ul style="list-style-type: none"> • Safeguarding/e-safety awareness assemblies. 	Y	Y
10	<p>Making the most of careers information, advice and guidance Individuals need to learn how to recognise trusted sources of information, advice and guidance and how to make effective use of all the sources of help and support available to them, including one-to-one guidance.</p>	develop and make the most of your personal networks of support and show that you are a proactive and discerning user of careers information, advice and guidance	<ul style="list-style-type: none"> • PD time activities • Personal Guidance interviews with Careers Advisor 		
11	<p>Preparing for employability A priority for individuals is to gain the skills and experience that will enable them to get jobs and sustain themselves in employment.</p>	explain how you are developing your employability to meet your own expectations and the expectations of employers and co-workers	<ul style="list-style-type: none"> • Review work experience. • Activities related to workplace skills. 	Y	Y
12	<p>Showing initiative and enterprise Showing initiative and enterprise helps individuals to learn about risk, effort and making the most of opportunities.</p>	develop and apply enterprise qualities and skills in your approach to learning, work and career planning	<ul style="list-style-type: none"> • Students volunteer for key school events. • Students complete time-keeping/ organisation activities • Problem-solving activities relating to prioritising demands • Local lectures and events advertised to students. 	Y	Y
13	<p>Developing personal financial capability The increasing cost of training and further and higher education makes it essential for individuals to know about managing their money. They need to know how to make decisions about spending, saving and investing</p>	show how you have developed your personal financial capability to improve the future decisions you need to take	<ul style="list-style-type: none"> • Students complete activities, in PD, relating to managing money/budgets • Student Finance Evening delivered by outside agency 	Y	

	to ensure their economic well-being now and in the future.	about everyday living, further study, training and work			
14	Identifying choices and opportunities Individuals need to be able to research and recognise suitable progression pathways and qualifications. Using networking, negotiation, information and evaluation skills enables individuals to maximise their choices and opportunities, including those that are unforeseen or unplanned.	be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you	<ul style="list-style-type: none"> • Students research professions, university courses, entry requirements. • Attend careers fairs 	Y	Y
				Y	Y
15	Planning and deciding Individuals need to know how to get information, clarify values and preferences, identify alternatives, weigh up influences and advice, solve problems, review decisions and make plans. It also involves being able to cope with chance events and unintended consequences.	know how to make career enhancing plans and decisions	<ul style="list-style-type: none"> • A study skills session in how to identify best courses reliably find out entry requirements 		
16	Handling applications and selection Promoting themselves in a way that attracts the attention of selectors and recruiters as well as managing the applications process requires individuals to develop a range of self-presentation and marketing skills that they will need throughout their lives.	know how to prepare for, perform well and learn from participating in selection processes	<ul style="list-style-type: none"> • SLT to conduct interviews with students for potential work place jobs and/ or university places • The Sage Business Partnership Programme public speaking event. 	Y	Y
				Y	Y
17	Managing changes and transitions Plans and decisions can break down if individuals fail to prepare for the career moves they need to make. Awareness of how to cope with life changes and transitions, partly gained from reflecting on previous moves, can support lifelong career development and employability.	know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	<ul style="list-style-type: none"> • Personal Development time activities dedicated to research future plans and ensuring back-up plans are in place. • 1:1 Careers Guidance interviews. 		



Careers at Southmoor Academy



APPENDIX 7A: Strategic Objective 1 Action Plan

Careers is a consistently integral part of every area of school life. All members of the school community understand their role in the careers programme and the importance of careers and enterprise education being embedded throughout the whole school.

Benchmarks 1, 2, 4, 7 and 8

End of Year Targets (2019-2020)

- A comprehensive programme of age-specific Careers Education is in place through the PSHCE programme to enable all students to develop their own personal career pathway.
- Student survey shows that 100% of students are excited about different jobs and can all name a range of careers and career pathways.
- 100% of students can understand the link between their learning in each subject area and their future career pathways, and every student can identify career pathways in all aspects of their curriculum learning.

Actions required to achieve 2019-2020 targets	Milestones and timescales	Responsible	Resources required	Reporting
1. Investigate and evaluate the Careers Education programme and materials provided by Opportunity North from Oxford University to develop careers based lessons to be integrated into the new whole-school PSHCE curriculum.	- Investigation and evaluation of resources to be complete by July 2019. - Programme to be in place within PSHCE curriculum by September 2019.	Careers Leader	- Careers Leader, PSHCE Health lead need time to plan the curriculum in June/July 2019 - Oxford University Opportunity North resources	- Compass Tool in July 2020 shows Benchmark 1 met. - Student and Staff survey results in 2020 show impact. - Careers Leader reports to Trust Director of Learning & Progression in weekly meeting.
2. CPD training for all staff to enable them to deliver the Careers Education programme during Personal Development time. CPD training and regular updates for all staff on their contribution to Careers & Enterprise education.	- September INSET day time to deliver CPD training. - Regular Careers updates throughout the year during CPD time.	Careers Leader Careers Advisor External stakeholders	- Liaise with Trust Director for Progression to organise when CPD time will be available for careers - Planning time for Careers Leader to create CPD materials.	- Compass Tool in July 2020 shows Benchmark 1 and 4 met. - Staff survey results in 2020 show impact. - Careers Leader reports to Trust Director of Learning & Progression in weekly meeting.
3. Evaluation of the Careers Education programme during Personal Development time	- Each half term – Teachers: October 2019, February 2020, May 2020; Students: December 2019, April 2020, July 2020	Careers Leader Data Manager	- SurveyMonkey account – school already has this. - Time to create survey and analyse data.	- Learning walks to take place weekly and feedback given to all staff - Review document updated each half term showing progress and next steps.

				- Careers Leader reports to Trust Director of Learning & Progression in weekly meeting.
4. Career pathways are referenced in schemes of learning in each subject area. Careers Champions appointed in each subject area to update their colleagues on Labour Market Information. Each subject area to have a career “What can you do with” display including the Gatsby Benchmarks. Each subject area to have a dedicated careers week relating to skills that can be learned in that subject.	<ul style="list-style-type: none"> - Careers Champions already in place and reviewed in September 2019 (depending on staffing changes) - Schemes of Learning to be updated by September 2019 - Careers Display in place by March 2019. - LMI to be disseminated in departments by September 2019 - Careers weeks to be included in school calendar for 2019-2020 school year. 	Careers Leader Careers Champions Curriculum Leaders School Designer Site Manager	<ul style="list-style-type: none"> - Display boards needed in some departments (funding from CEC Careers Hub) - Printing of key display materials. - Site Manager time to put up the new display boards around school. - Development of resources for careers week lessons. - Time to update the website and the newsletter with details of the careers week lessons. 	<ul style="list-style-type: none"> - Compass Tool in July 2020 shows Benchmarks 1, 2 and 4 met. - Weekly Principal’s Blog shows examples and progress. - Student survey results in 2020 show impact.
5. Implementation of the Skills Builder key employability skills programme throughout all aspects of teaching and learning.	<ul style="list-style-type: none"> - Pilot training of small group of staff in May and June 2019. - Full roll out of the programme to all staff in September 2019. 	Careers Leader Careers Champions Curriculum Leaders	<ul style="list-style-type: none"> - Fully funded place for the Skills Builder programme. - CPD time 	<ul style="list-style-type: none"> - Compass Tool in July 2020 shows Benchmarks 1 and 4 met. - Student and Staff survey results in 2020 show impact. - NEET statistics 2020
6. CEIAG area of school website to be updated to give information on Careers in the Curriculum, Apprentice information and latest Career Pathways information for parents and students.	<ul style="list-style-type: none"> - Regular LMI to be updated and system in place for this by December 2019 - Termly updates of the website, including updates of apprenticeship vacancies. 	Careers Leader School Designer	<ul style="list-style-type: none"> - Time to source regular LMI data. - Time for School Designer to update the website 	<ul style="list-style-type: none"> - Compass Tool shows Benchmarks 1, 2 and 4 met.



Careers at Southmoor Academy



APPENDIX 7B: Strategic Objective 2 Action Plan

Every individual students' engagement within the careers programme during their journey through school is consistently tracked and evaluated to ensure that students are supported in raising their aspirations, whilst, at the same time, being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

End of Year Targets (2019-2020)

- All students have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 13 having 1 appropriate and meaningful interaction with an employer once during the year.
- All students in Years 7, 11 and 13 have created a profile to record their career pathway experiences.
- 100% of all students in Year 11 and Year 13 have a clear plan for post-16 and post-18 and that 100% of students are in some form of education or employment at the end of their phase in school. There are NO students post-16 who are NEET.
- 100% of Year 13 students to have joined the Southmoor Alumni association and at least 3 events organised inviting former students into school to inspire next generation.

Actions required to achieve 2019-2020 targets	Milestones and timescales	Responsible	Resources required	Reporting
1. Investigate and create a database to be shared with all members of staff in school to consistently track all individual engagements within the careers programme. CPD training for all staff in how to access this database and how to record key data.	- Database to be in place for September 2019 - CPD in September 2019 to enable staff to use this database	Careers Leader Careers Advisor Data Manager	- Cost of developing a database system - Time to develop a system and transfer appropriate data.	- Compass Tool in July 2020 shows Benchmarks 1, 3 and 8 met. - Monitor access to the database by staff. - NEET statistics for 2020.
2. Latest LMI is used to update the Careers Education programme. Year 8 has access to this LMI when making their option choices for GCSE. Year 11 and Sixth Form have access to this LMI when planning their career pathways after their key examinations.	- LMI to be displayed at each parents' evening and open evening throughout the academic year 2019-2020 - LMI is built into Careers Education Programme by September 2019 and subject staff are using this on a regular basis. - Key LMI to be displayed in the Careers Hub by September 2019.	Careers Leader Careers Advisor School Designer	- Time for Careers Leader/Careers Advisor to attend Regional Careers Leader Meeting. - Display materials	- Lesson observations and feedback given to staff. - Learning walks demonstrate LMI be using in lessons. - Compass Tool in July 2020 shows Benchmarks 1 and 2 met.

<p>3. Update the CEIAG area of the school website with latest LMI for parents and students.</p>	<p>- September 2019 and then ongoing throughout academic year</p>	<p>Careers Leader School Designer</p>	<p>- Time to update website</p>	<p>- Statistics to show access the website. - Compass Tool in July 2020 shows Benchmarks 1 and 2 met.</p>
<p>4. Students in Years 7, 11 and 13 are recording their career learning in an online portfolio facilitated by Globalbridge.</p>	<p>- Students to register in September 2019 during Careers Education programme. - Students update their profiles throughout the year.</p>	<p>Careers Leader Data Manager</p>	<p>- Latest up-to-date school data in order to create individual student profiles. - Time to investigate Globalbridge.</p>	<p>- Compass Tool in July 2020 shows Benchmarks 1 and 3 met. - NEET statistics for 2020.</p>
<p>5. Every Year 11 and Year 13 has a 1:1 guidance interview generating an action plan (also distributed to parents and accessible by tutors and teaching staff) which is rigorously monitored.</p>	<p>- Starting September 2019 and continuing throughout the academic year, to be completed by May 2020.</p>	<p>Careers Leader Careers Advisor Careers Hub Facilitator</p>	<p>- Careers Advisor – 2 days per week for interviews</p>	<p>- Weekly review of numbers of students having interviews. - Half termly quality assurance of interviews by Careers Leader and yearly review by Careers Hub facilitator. - NEET statistics for 2020. - Compass Tool in July 2020 shows Benchmark 8 met.</p>
<p>6. Baseline data to be gathered on every student and recorded on the Careers database.</p>	<p>- Already started in 2018-2019 academic year. All year groups to have completed survey by September 2019. - Data to be updated on the Careers database when results are received.</p>	<p>Careers Leader Oxford Opportunity North team</p>	<p>- Regular contact with Oxford Opportunity North team</p>	<p>- Compass Tool in July 2020 shows Benchmarks 1 and 3 met.</p>
<p>7. All workplace visits are to be evaluated by students and used to inform future planning. All employers to be asked to evaluate their visits. Parents to be surveyed at parents' evenings regarding their views on the Careers and Enterprise programme.</p>	<p>- After each workplace visit, visit leader to ensure survey document is completed by each student. - After each survey completed, data to be reviewed for upcoming careers programme planning.</p>	<p>Careers Leader Trip Leaders</p>	<p>- Creation of suitable evaluation methods, such as surveys.</p>	<p>- Compass Tool in July 2020 shows Benchmarks 5 and 6 met. - Careers Leader reports to Trust Director of Learning & Progression in weekly meeting.</p>

<p>8. Development of a Southmoor Alumni association, in association with FutureFirst, which will then lead to ex-students coming into school to work with groups of students interested in relevant career pathways.</p>	<ul style="list-style-type: none"> - Southmoor portal to be up and running on the FutureFirst platform by July 2019. - By November 2019, first event to be organised involving ex-students coming into school (to coincide with Careers Fair). 	<p>Careers Leader Head of Sixth Form Sixth Form Pastoral Manager</p>	<ul style="list-style-type: none"> - Time to meet with FutureFirst to set-up the initial portal 	<ul style="list-style-type: none"> - Compass Tool in July 2020 shows Benchmarks 1, 3, 5 and 6 met. - NEET statistics for 2020
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Careers at Southmoor Academy



APPENDIX 7C: Strategic Objective 3 Action Plan

Build a continuously increasing and relevant network of varied partners and providers who can engage students in developing their career pathways. These partners will work in partnership with subject areas to develop collaborations enabling opportunities for students to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

End of Year Targets (2019-2020)

- Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage students.
- 100% of Year 7, 12 and 13 students to have visited at least one higher education provider and 100% of Year 11 students to have had contact with at least one further education provider by the end of the academic year.
- 80% of all students in Year 10 and Year 12 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace.

Actions required to achieve 2019-2020 targets	Milestones and timescales	Responsible	Resources required	Reporting
1. All Year 10 students to embark on a Work Experience placement programme one afternoon per week. Year 10s will record their encounters each week.	<ul style="list-style-type: none"> - Launch in assembly in May 2019 involving National Careers Service and local employers. - Majority of placements to be organised by July 2019 - Work Experience to start in October 2019 and to end by June 2020. 	Careers Leader Careers Advisor Form Tutors PSHCE teachers	<ul style="list-style-type: none"> - Careers Advisor time to organise Health & Safety checks - Time for Health & Safety staff to complete the checks. - Careers Advisor time to contact employers for evaluations 	<ul style="list-style-type: none"> - Weekly register to be compiled of students going on work experience and distributed to all staff. - Careers Leader reports to Trust Director of Learning & Progression in weekly meeting. - Compass Tool for July 2020 shows Benchmark 6 met.
2. Annual Careers Fair. All Year 8, 10, 11 and Sixth Form students to have meaningful encounters with a range of employers, independent training providers, universities, and sixth form colleges. Increase the number of employers taking part, reflecting LMI.	<ul style="list-style-type: none"> - By July 2019, contact to be made and day reserved with providers. - By October 2019, requirements for each providers to be established. - November 2019: actual Careers Fair (exact date TBC) 	Careers Leader Careers Advisor Enterprise Advisor Site Manager School Designer	<ul style="list-style-type: none"> - Careers Advisor time to contact relevant providers. - Rooms in school - Programme to be designed and printed. - Tables and Chairs to be set-out as required for each provider. 	<ul style="list-style-type: none"> - Report to be compiled after the Careers Fair to show impact. - NEET statistics for 2020 - Careers Leader reports to Trust Director of Learning & Progress in weekly meeting.
3. 100% of Year 7 students to have the opportunity to visit a local university to meet with staff and students (Newcastle, Sunderland, Northumbria Universities)	<ul style="list-style-type: none"> - By July 2020, visits to be completed to each provider. 	Careers Leader Raising Aspirations Coordinator	<ul style="list-style-type: none"> - Time to plan the trip and completion of all required paperwork. - Cost of hiring transport. - Cost of staff cover to accompany the trip 	<ul style="list-style-type: none"> - Student survey to show impact. - Compass Tool for July 2020 shows Benchmark 7 met.

<p>4. Ensure 100% of Sixth Form students have a meaningful visit to a University to meet with staff and students</p>	<ul style="list-style-type: none"> - By July 2020, all Year 12 students to have completed a visit. 	<p>Careers Leader Raising Aspirations Coordinator Sixth Form Pastoral Manager</p>	<ul style="list-style-type: none"> - Time to plan trips and completion of all required paperwork. - Cost of hiring transport. - Cost of staff cover to accompany the trip 	<ul style="list-style-type: none"> - Student survey to show impact. - All Year 13 students to have a clear progression plan - Compass Tool for July 2020 shows Benchmark 7 met.
<p>5. In collaboration with Enterprise Advisor, each department to be linked with a local business and to begin collaborative work.</p>	<ul style="list-style-type: none"> - By July 2019, all departments to have a link. - By December 2019, subjects to have started collaborative work. - 3 times during the year, completion of a Case Study for Careers Hub. 	<p>Careers Leader Careers Champions Enterprise Advisor</p>	<ul style="list-style-type: none"> - Business Breakfast resources. - Time for planning 	<ul style="list-style-type: none"> - Compass Tool for July 2020 shows Benchmarks 4, 5 and 6 met. - Sharing of Case Studies with Careers Hub.
<p>6. 100% of Year 10 students to be involved in the Building my Skills programme with Esh Group.</p>	<ul style="list-style-type: none"> - By July 2019, key dates to be established in the school calendar for the launch of each module task. - By end of the year 2019/2020, all modules will be delivered and tasks completed during Year 10 Personal Development lessons. 	<p>Careers Leader Year 10 personal development teachers</p>	<ul style="list-style-type: none"> - Time to review resources and implement in schemes of learning. - All resources to be provided by Esh Group. 	<ul style="list-style-type: none"> - Compass Tool for July 2020 shows Benchmark 5 met. - Student survey shows impact.



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APPENDIX 8: External Stakeholder Management Plan

We work with a large number of external stakeholders in order to support in the delivery of our careers programme. This document shows the actions needed in order to include external stakeholders within our Careers programme and gives details about established stakeholders that we already work with.

Date of last update: May 2019

Action	Status	Responsible	Deadline
Meeting with Enterprise Coordinator and Enterprise Advisor to plan how they can work with the school to develop links with potential local employers and providers	Completed	Careers Leader Careers Advisor	End of January 2019
Careers Leader and Careers Advisor to attend North East Ambition Regional Careers Leaders Meetings and Careers Hub meetings throughout the academic year (organised by the NELEP).	In Progress	Careers Leader Careers Advisor	End of each academic year
Plan and hold a Business Breakfast with local employers and providers to create links between subject areas and develop collaborative working	Completed	Careers Leader Careers Advisor Enterprise Advisor Careers Champions	March 2019
National Apprenticeship Service to work with identified groups of students who are potentially planning to go on to an Apprenticeship	Completed	Apprenticeship Coordinator	March 2019
Make direct approaches with Newcastle, Northumbria and Sunderland Universities to enable visits for Year 7 students	In Progress	Careers Leader Raising Aspirations Coordinator	June 2019
Make direct approaches with Newcastle, Northumbria and Sunderland Universities to enable a whole day visit for every Year 10 student	In Progress	Careers Leader Raising Aspirations Coordinator	July 2019
Meet with Educational Advisor from Skills Builder to establish aims about the rollout of the programme in curriculum areas.	In Progress	Careers Leader Trust Director of Learning & Progression	May 2019
Meet with Esh Group to investigate the Building Your Skills programme and how to build this into the Year 10 Careers Programme.	In Progress	Careers Leader	May 2019
Approach current Year 10 work experience providers to establish if they are able to continue to offer work placements for the current Year 9 students as they go into Year 10.	In Progress	Careers Advisor	June 2019
Establish link with FutureFirst to develop the Southmoor Alumni Association	Completed	Careers Leader	March 2019
Establish link with NYBEP (following Virtual Wallet funding allocation) to organise and lead the Year 10 Mock Interviews session	In Progress	Careers Leader	July 2019
Establish contacts with DWP, ASK, NELEP and local universities to deliver Careers CPD training for staff	Completed	Careers Leader	January 2019

Contact / Partner	Current State <i>How have they contributed to the school? Engagement level?</i>	Desired State	Needs and Interests <i>Why do you need to increase or improve their support? What is the benefit to the business?</i>	Next steps to develop relationship	Named contact Deadline
Department for Work and Pensions	Careers Fair attendance Year 10 and Year 12 LMI presentations Open Evening attendance Staff CPD training in LMI	- Regular partnership with the school - Lead to more regular presentations in school to different groups of students and staff - Offer apprenticeships to Year 11 students.	Our need: to take a lead on providing relevant LMI and to engage with students regarding Apprenticeship opportunities. Their interest: future apprenticeship students.	Arrange a meeting to discuss next steps with the partnership and how to further develop links.	Careers Leader July 2019
ASK (National Apprenticeship)	Careers Fair attendance Year 11 assembly Staff CPD training on Apprenticeships	- Regular partnership with the school - Willing to provide apprenticeship information to staff and students.	Our need: to ensure that students and staff are aware of the apprenticeship opportunities that are available in the North East and how to apply. Their interest: recommend students for apprenticeships to local businesses.	Arrange for ASK to come into school and work with a small group of identified students who are interested in gaining an apprenticeship	Apprenticeship Coordinator February 2019
RTC North	Fortnightly mentoring of a small group of Year 10 students.	- Regular partnership with the school - Developing links with local businesses - Gaining experience in mentoring	Our need: to ensure that identified students avoid being NEET at the end of Year 11. Their interest: establishing links with local schools.	Evaluation after the first few weeks of the programme – how are the mentoring sessions going? Need to evaluate both business and student perceptions.	Careers Advisor March 2019

<p>SETA (Sunderland Engineering Training Association)</p>	<p>Careers Fair Open Evening Attendance Apprenticeship Workshop</p>	<ul style="list-style-type: none"> - Regular partnership with the school - Lead to more regular presentations in school to different groups of students and staff - Offer apprenticeships to Year 11 students. 	<p>Our need: to lead a CV writing workshop on our Year 10 Careers Day in July. All students will have a relevant CV ready for use in Year 11.</p> <p>Their interest: establishing links with potential future apprenticeship students</p>	<p>Arrange a meeting with SETA to understand the requirements for our Year 10 Careers Day CV writing workshop</p>	<p>Careers Leader & Careers Advisor</p> <p>June 2019</p>
<p>NCS (National Citizens Service)</p>	<p>Careers Fair Open Evening Attendance Assembly Drop-in session for Year 11</p>	<ul style="list-style-type: none"> - Regular partnership with the school - Staff presentations about the importance of NCS opportunities for Year 11 - Regular drop-in sessions for students to sign-up to the service - Parental workshop. 	<p>Our need: to ensure that our Year 10 into Year 11 students understand the importance of taking part in the opportunities provided by NCS to enhance their CV.</p> <p>Their interest: increase numbers of students taking part in the NCS summer programme</p>	<p>Plan dates for next academic year when NCS can come into school and deliver assemblies and drop-in sessions. Book NCS for the Careers Fair and forthcoming Open Evenings.</p>	<p>Careers Advisor</p> <p>September 2019</p>
<p>North East Local Enterprise Partnership</p>	<p>Staff CPD training events Business Breakfast</p>	<ul style="list-style-type: none"> - Regular partnership with the school - Regular staff CPD events to inform staff of LMI and developments in the region. 	<p>Our need: to ensure that all colleagues in school are aware of the LMI and developments in the region and have opportunity to receive regular updates to inform their teaching.</p> <p>Their interest: having opportunity to ensure that the next generation are well informed with regards employment opportunities.</p>	<p>Plan dates for next academic year when NELEP can come into school and present to staff.</p>	<p>Careers Leader</p> <p>September 2019</p>



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APPENDIX 9A: Internal Stakeholder Role and Responsibilities Summary

Careers and employability at Southmoor Academy is a collective responsibility.

Students, staff, parents/carers, governors, employers, alumni, the local authority, partner organisations/individuals and the local community have a collective responsibility to promote effective careers and work-related education.

Job Title:	Responsibilities:
Trust Director of Careers & PSHCE (Careers Leader)	Responsible for planning and setting the strategic direction of careers provision across the Southmoor Multi-Academy Trust. Responsible for community engagement. Responsible for the strategic overview of PSHCE and SMSC across Years 7 to 11.
Trust Careers Adviser	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
Apprenticeship Coordinator	Responsible for identifying and working with small groups of students in year 11 who are applying for apprenticeships.
Raising Aspirations/Oxnet Coordinator	Responsible for liaising with NECOP to organise activities and events linked to raising aspirations. Responsible for sixth form related careers activities, including university visits.
Head of Sixth Form	Responsible for liaising with Careers Leader to ensure that all elements of sixth form careers are successfully covered
Enterprise Adviser	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Enterprise Coordinator	Responsible for sharing local and national developments in careers provision and careers strategy.
Trust Director of Learning & Progression	Responsible for direct line management of Careers Leader and strategic promotion of careers strategy at Headship level. Responsible for strategic and operational support and challenge of career leader decisions.
Curriculum Leaders	Responsible for oversight of Careers Champions
Careers Champions – English, Maths, ICT, Geography, History, MFL, Science, H&SC, Media, Performing Arts.	Responsible for career displays within subject areas, advocate for curriculum related volunteers to be involved in classroom activities and advocate for schemes of work to be modified to include career-related activities.
Tutors	Responsible for the delivery of the careers programme during personal development time. Year 11 tutors to monitor 1:1 Careers Guidance Action Plans.
House Leaders	Responsible for the monitoring of the delivering of the careers programme during personal development time. Identifying students at risk of NEET and giving information to Careers Advisor.
Students	Responsible for engaging with and participating in the careers programme.
Parents/carers	Responsible for engaging with and participating in the careers programme where appropriate. Responsible for actively encouraging their children to engage with and participate in the careers programme.
SENDCO	Responsible for liaising with Careers Leader to ensure students with special education needs and disabilities are able to access the careers programme and all careers and employability information, advice and guidance.
EAL Coordinator	Responsible for liaising with Careers Leader to ensure students with English as an Additional Language (EAL) needs are able to access the careers programme and all careers and employability information, advice and guidance.



Careers at Southmoor Academy



APPENDIX 9B: Detailed Careers Roles and Responsibilities 2019-2020

Careers and employability at Southmoor Academy is a collective responsibility. Here are the roles and detailed responsibilities linked to careers of each member of staff in school.

Trust Director of Careers and PSHE (Careers Leader): Simon Wareham

- Strategic leadership of Careers across the Multi-Academy Trust.
- Prepare and implement the Academy Careers strategy and the Careers programme including schemes of work for careers education
- Responsible for the monitoring of careers in Personal Development time and the development of a programme of high quality Careers Education to develop students' resilience, self-esteem and aspiration.
- Develop and monitor all areas of Careers, including: 'Careers Education', 'Careers Information', 'Careers Advice' and 'Careers Guidance'
- Develop external links, e.g. employer engagement programme, apprenticeship providers, colleges and universities
- Ensure that the provision meets the quality of a dedicated CEIAG award
- Utilise destination measures data and LMI information to inform future planning
- Consult with young people, parents, staff, employers and training providers on Careers provision.
- Ensure students develop their employability skills and encourage young people to take ownership of their career plans.
- Promote careers across the curriculum. Lead in house training and CPD for staff. Liaise with Heads of House to implement intervention strategies for potential NEET students
- Report to and Advise SLT and Governors on policy, strategy and resources for Careers

Trust Careers Adviser: Julia Robinson

- Conducting Careers Guidance interviews for all students
- Work experience management for Year 10 and 12
- Development of external links with employers, apprenticeship providers, college and universities
- Developing and establishing the Academy's annual careers fair
- Liaising with parents and staff to give Careers advice.

Assistant Principal: Lisa Mellefont

- Promote good work skills across the Academy, especially attendance punctuality and 'behaviours for the work place'.
- Promote post 16 pathways and support the Careers programmes.
- Monitoring the effectiveness of the Personal Development programme

Trust Director of Progression and Learning: Helen Mather

- Strategic SLT link for Careers across the Southmoor MAT.
- Line manager for the Director of Personal Development & Careers Leader & Careers Adviser

House Leaders: Eddie Smith, Wayne Carter, Bernie Roddam & Holly Morrison

- Support the CEIAG programmes and activities
- Liaising with Careers Adviser to support attendance at Work Placements
- Identifying possible future NEET students and ensuring they are supported

Raising Aspirations and OxNet Coordinator: Claire Ungley

- Raising the aspirations of pupils to increase social mobility through promotion of further/higher education by mentoring/supporting and offering a range of internal and external experiences to broaden knowledge and horizons.
- Establish links across the Trust and with Russell Group Universities
- Delivery of the Aspirations and Insight programme in primary schools

Year 11 tutors

- Deliver the Y11 Personal Development programme for careers education
- Support the writing of CVs and FE application process

Year 10 tutors

- Deliver the Y10 Personal Development programme for careers education
- Support the work experience and mock interview process

Year 7-9 tutors

- Deliver the Personal Development programme for careers education
- Support the Y8 option process
- Help prepare students for the world of work.
- Provide careers advice and respond to questions
- Signpost to sources of advice

Apprenticeship Coordinator: Tony Lavery

- Responsible for identifying students who are considering applying for apprenticeships at post 16 and post 18
- Development of a programme to support students who are applying for apprenticeships
- Organising annual Parents Workshop for students considering applying for apprenticeships

Attendance officers: Nicola Murley & Jamie Young

- Monitor/promote attendance and punctuality and link to world of work

Trust SENDCO: Olivia McCourt

- Work closely with the LA and other professionals to support planned transition for SEND students from school into appropriate post-16 opportunities.

All teaching staff (including Careers Champions): • Encourage students to think positively about their career prospects • Link subject areas to different work opportunities, jobs and careers (during curriculum time and Careers Focus Days) • Help develop students employability skills within lessons • Promote progression routes within the subject areas. • Help prepare students for the world of work. • Develop external links whenever possible.



Careers at Southmoor Academy



APPENDIX 10: Monitoring & Evaluation Programme

Following this simple plan means that the needs of all learners can be considered and provided for when new opportunities arise, and external agencies offer their support, time and expertise.

Monitoring strategy

To monitor whether the students have been able to access up-to-date, relevant CEIAG material we intend to continue monitoring the quality of delivery through the personal development system. Learning walks, observations and student voice are the main routes by which monitoring this aspect of the programme will be carried out. This allows us to help students track their thoughts, participation and planning about their future. Monitoring of external agencies and their role in providing effective CEIAG is carried out by the Careers Leader and by the staff who accompany such visits and events. Monitoring of Careers Guidance interviews will be conducted both internally and externally and electronic copies of these action plans are provided for students and parents / carers, so they can build on them in the future. This makes them easily accessible and gives a clear structure to base plans on.

As a team we select the external agencies and organisations we feel fit with our aims most appropriately. Activities from these providers are encouraged and our external provider agreement is published on our website. To monitor the content of this provision and to ensure we meet our safeguarding responsibilities discussions between all parties involved take place prior to any booking regardless of cost or staffing. As a staff we operate in collaboration with each other to monitor all agencies whilst they are ongoing; external agency staff are accompanied by Academy staff and this allows us to effectively monitor the quality of provision and delivery.

Activity to be monitored	Responsibility for monitoring	Timing	Implementation
Careers Education as part of the Personal Development curriculum	- Trust Director for Careers & PSHCE Trust Director for Learning & Progression Assistant Principal	Weekly Once per term as part of the observation cycle	Learning walks Formal lesson observations for appraisal, including student voice
Provision of careers activities within the school day (external agencies)	Trust Director for Careers & PSHCE Staff who attend the events Careers Advisor	Ongoing throughout the time the external agency is working with the school	Staff presence with student groups Questionnaire by staff and students Observations
Participation in careers related activities external to the school	Trust Director for Careers & PSHCE Staff who lead/attend the visit	Ongoing throughout the event	Staff presence with student groups Student voice questionnaires
Quality of Careers Guidance interviews delivered by internal Careers Advisor	Trust Director for Careers & PSHCE External Reviewer	Every half term – sample of interviews	Observation of interviews and feedback
Attendance and progress by Year 10 students at their weekly placement	Careers Advisor House Leaders Attendance Team	Weekly	Phone calls to employers each week

Evaluation strategy

The most important and valuable approach to evaluation is listening to the views of participants in activities organised both internally and externally to the Academy. As a school, staff invest a great deal of time planning, resourcing and delivering activities to allow students the opportunity to learn from visitors and their planned experiences, and therefore finding out their views on both the quality of content and the organisation of the activity is essential in

future planning and moving forward and ensuring the quality of careers provision across the Academy. We use a variety of methods including online Survey Monkey and paper-based feedback questionnaires. Questions include those about the careers content and quality of CEIAG and the suitability and accessibility of the activities for all. The questions also give the opportunity to see whether the content has had an impact on students' future pathway decisions.

The evaluations we provide for our students are designed to be as simple as possible to complete, using multiple-choice responses where possible to reduce the time taken to complete them. Where an open-ended question is provided, students are required to be honest about their experience and clear about how they think the activity could be improved and whether they would recommend the activity for a future year group or specific student cohort. Asking students to explain their views is essential, particularly because students of different ages have specific needs related to careers and ways of expressing their views that we need to respond to ensure high-quality CEIAG – employer and further / higher education engagement and experiences of the world of work.

Most of the organisations we work with provide their own evaluation process whether online or in paper format and we receive feedback from them as appropriate as part of their own monitoring and evaluation processes. This evaluation informs our own plans and decisions regarding future participation.

Activity to be evaluated	Responsibility for evaluation	Timing	Implementation
Careers education as part of the PSHCE curriculum	Trust Director of Careers & PSHCE Trust Director of Learning & Progression	At the end of each half term (alternating student and staff)	Staff and student voice and questionnaires
Provision of careers activities within the school day (external agencies)	Trust Director of Careers & PSHCE Trust Director of Learning & Progression Students who participated Members of staff who supervised activity	After the event (normally within the same day) – data collated into summary report	Student participation and evaluation of the event Evaluation form Data / summary report used to inform future planning
Participation in careers related activities external to the school	Trust Director of Careers & PSHCE Trust Director of Learning & Progression Students who participated Members of staff who supervised activity	After the activity (normally within the same day) – data collated into summary report	Student and staff evaluation Online evaluations – provided by external agency Data collated into summary report for future planning.
Quality of work experience placements	Trust Director of Careers & PSHCE Careers Advisor Students involved	At the end of work placement period	Student evaluation with data collated into summary report for future planning

Once per term during the academic year, after evaluations have been completed, responses analysed, the results will be put into a written update and shared with the Trust Director of Learning and Progression. These headline statements from the reports are then shared with parents and carers via the Academy newsletter and website. This encourages all stakeholders to contribute their ideas and suggestions for future activities and planning. It also provides the opportunity for all to comment on any aspects of an activity that did not meet our expectations nor meet the needs of the students involved.

The Trust Governors receive a report each year to update them on the activities we have been involved with and the success of our participation. Through their involvement it is hoped that we will broaden our outlook on local employment, training and apprenticeship opportunities and help communicate our commitment to raising aspiration and achievement across the Academy to the wider community.

Maintaining a cycle of planning, activity, monitoring and evaluation throughout the year is an essential part of the quality of careers provision across the Academy. Embedding the activities and building on the partnerships already established is central to our programme and working with other interested parties will allow us to develop improved links and provide an enriched and enhanced CEIAG timetable to all students from Year 7 to 13.