



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 2025-2026





Careers at Southmoor Academy



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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 (May 2025), our careers plan supports the achievement of the eight Gatsby benchmarks which we fully achieved in 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.

OVERVIEW





Careers at Southmoor Academy



OUR STRATEGIC IMPROVEMENT PRIORITIES

STRATEGIC IMPROVEMENT PRIORITY 1: Development of progressive careers learning journeys

Tactic to achieve objective	Who	When and Milestones	Evaluation/Notes	Success criteria	RAG		
					Autumn	Spring	Summer
Introduction of Unifrog for recording skills and activities will take place with the launch of the new 'Achieve' lessons in years 7 and 8.	Careers Leader Pastoral Progression Leader Achieve Leader Achieve Teachers	September 2025 launch - recording from January 2026.		Unifrog measuring tools will show that all students are recording. Achieve teachers to track.			
Introduction of Unifrog for recording skills and activities for students in Years 9 to 11 during Aspire AM. Rota to be established during Aspire AM where students can be using IT facilities.	Careers Leader Pastoral Progression Leader Form Tutors	September 2025 – establish rota. Roll out from start of Autumn 2.		Unifrog measuring tools will show all students are recording. Form tutors to monitor.			
Students in Years 7 to 8 to be tagged by Achieve class. Achieve teachers to have monitoring tools set-up on their Unifrog dashboard. Form tutors to have monitoring tools set-up on their Unifrog dashboard.	Careers Leader Pastoral Progression Leader Achieve Leader	Classes to be inputted by September 2025. Monitoring tools set-up by September 2025.		Unifrog measuring tools will show all students are recording.			
During academic year 2025/2026 to establish a plan for KS3 students to have meaningful encounters of the workplace from September 2026 onwards.	Careers Leader Trust Progression Lead	Throughout 2025-2026		KS3 Work Experience plan is in place by September 2026.			
Launch a RONI tool from September 2025 to identify potential students at risk of NEET	Careers Leader Operations Manager Data Manager	Templates to be ready for September 2025. Data to be entered once students have		RONI tool to be in place for September 2025.			

in all year groups, then plan forward for the opportunities for these students. Establish a RONI working party to support these students throughout their 5 years in school.		returned back to school in September 2025. Data to be reviewed in the tool from September 2025.					
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STRATEGIC IMPROVEMENT PRIORITY 2: Addressing the needs of all learners

Tactic to achieve objective	Who	When and Milestones	Evaluation/Notes	Success criteria	RAG		
					Autumn	Spring	Summer
Develop a plan with the strategic leaders in Pathway, Gateway and The Bridge to enable to students to have access to the opportunities available for students in school. Plan bespoke opportunities for these students.	Careers Leader Trust Progression Lead Bridge Lead Pathway Lead Gateway Lead	Discussion in September 2025 and plan formed by October 2025.		Numbers of encounters for these students.			
To provide calendar invites to the leaders of the provisions so that all students are taking part in similar opportunities as mainstream.	Careers Leader	To start immediately from September 2025.		Numbers of students from provisions attending these opportunities.			
To plan individual pathways for the students within the provisions to ensure that they have opportunities for progression to appropriate pathways.	Careers Leader Trust Progression Lead	Students identified in September 2025.		Students in the pathways have appropriate destinations (measured by current Year 11 each year)			

STRATEGIC IMPROVEMENT PRIORITY 3: Careers impact evaluation: Stakeholder voice

Tactic to achieve objective	Who	When and Milestones	Evaluation/Notes	Success criteria	RAG		
					Autumn	Spring	Summer
FSQ to be completed by all students in Years 7, 9, 11 and 13 in the Autumn term during Aspire lessons. Links to be generated early September 2025. List of manual links to be provided to Aspire teachers.	Careers Leader ASPIRE Coordinator ASPIRE Teachers	Planned by September 2025 Completed by December 2025		Careers Leader to monitor completion of the FSQ			
FSQ results to be analysed, using the plan discussed with CEC. Key questions to be the focus in order to establish areas of strength and areas of development.	Careers Leader	By February 2026.		Careers Leader to complete an action plan based on analysis of FSQ.			
To use the before and after careers questionnaire as part of all careers events.	Careers Leader	To start immediately from September 2025		Continuous analysis of each data entry and then action plans established.			
Analyse in detail the data generated from the Year 11 exit survey completed in June 2025. To form an action plan based upon this feedback.	Careers Leader	To be analysed by September 2025		To compare to the next exit survey completed in June 2026.			
As part of a wider parental engagement plan across the school (and within the Aspire curriculum), establish more robust communications with parents with regards to careers education.	Careers Leader ASPIRE Coordinator Headteacher	Ongoing throughout 2025-2026		Quality of the information given to parents and feedback on its effectiveness.			



Careers at Southmoor Academy



Current Position Summary – September 2025

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 of the Inspiring IAG Quality in Careers Standard Award. **The COMPASS evaluation tool is suspended until November 2025 when it will be relaunched using the criteria from the revised Gatsby Benchmarks.**

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 fully achieved all the Benchmarks by May 2020.

Benchmark	% of the assessment areas in Benchmark achieved (Feb 2019)	% of the assessment areas in Benchmark achieved (June 2025)	% of schools nationally meeting this Benchmark
1: A stable careers programme	82%	100%	69.2%
2: Learning from career & labour market information	100%	100%	84.7%
3: Addressing the needs of each student	81%	100%	61.9%
4: Linking curriculum learning to careers	100%	100%	81.7%
5: Encounters with employers and employees	75%	100%	86.8%
6: Encounters of workplace	100%	100%	74.2%
7: Encounters with further & higher education	87%	100%	59.9%
8: Personal Guidance	87%	100%	77.3%

- The school successfully achieved the **Quality in Careers Standard with all Gatsby Benchmarks** in July 2020. We maintained the award in July 2023 after re-accreditation.
- Careers Leader has completed the Teach First Careers and Employability Leadership Programme and the CDI Enhanced Careers Leader training.
- Southmoor is a member of the Northeast Ambition Careers Hub. This offers extra support from the North-East Combined Authority 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.
- The careers work in school has gained local, national and international national reputation.
- The school achieved the Skills Builder Gold Award in 2022 which was then extended in 2023 to be valid until 2026.
- The school completed a Careers Impact Leadership Review in March 2025 and then completed a Peer to Peer Review with two other local schools, facilitated by the North East Combined Authority, in June 2025.



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Monitoring and Evaluation Process

Most of the activities implemented within the school are delivered through the Personal Development 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 6.

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.

























Careers at Southmoor Academy



Links to Appendices

Appendix 1	Compass Results Summary – June 2025. Achievements and Areas for Development.
Appendix 2	Career Progression Framework
Appendix 3	Career Activity Overview by Year Group
Appendix 4	4A KS3 Programme of Study and Activities 4B KS4 Programme of Study and Activities 4C 16-19 Programme of Study and Activities
Appendix 5	Detailed Careers Roles and Responsibilities 2025-2026
Appendix 6	Monitoring and Evaluation Programme

This Careers Strategy has been approved by the Headteacher:

Signed _____

Date _____

The Careers Strategy will be reviewed in July 2026.



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APPENDIX 1: Compass Results Summary – June 2025

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. **This will be the final review using this format as the criteria under each Benchmark will change in September 2025 ready for first evaluation from November 2025 onwards.**

Gatsby Benchmark	Current Provision & Achievements	Areas for Development
1. A stable careers programme 100%	<ul style="list-style-type: none">All students in Years 7 to 13 have careers education built into the ASPIRE curriculum. 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 and Year 13 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 ASPIRE teachers and external speakers.The whole-school careers programme is written down, approved by board of governors and is published on the school website.The whole-school careers strategy will be evaluated after 3 years, although monitoring and revisions take place every year.There is a comprehensive careers section on the school website which has information for parents, students and employers.The link governor is also the school's Enterprise Advisor.	<ul style="list-style-type: none">Regular evaluations of the careers programme by parents and students needs to be developed further – exploring other ways of gaining feedback and ensuring that a wide range of parental views are taken into consideration.
2. Learning from careers & labour market information 100%	<ul style="list-style-type: none">Students in Years 7 to 13 have careers education built into the ASPIRE curriculum.Parents and students have access to Careers Advisor for further information.LMI is displayed in the Careers Hub and regularly updated.Staff CPD updates take place regularly.LMI section of school website is updated weekly with latest North-East LMI bulletins.Students, staff and parents have access to the latest LMI through the Unifrog platform.	<ul style="list-style-type: none">Involve DwP in the careers programme, particularly for younger years.
3. Addressing the needs of each pupil 100%	<ul style="list-style-type: none">Destinations data is analysed each year to further develop the Careers Programme.Together for Children Careers & NEET service from LA are carrying out 1:1 Guidance interviews for vulnerable students as identified from data and by SENDCO.We are using Unifrog and Compass+ to record key careers interactions throughout the year for all students, including careers events and 1:1 guidance interviews (leading to intended destinations).	<ul style="list-style-type: none">Share destinations data with staff.
4. Linking curriculum learning to careers 100%	<ul style="list-style-type: none">Careers Champions have been identified in each subject area. Names are displayed on school website.Futures Half Term takes place in November/December which involves significant input from curriculum areas.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 and encounters.Further develop the 'Futures Half Term' programme for this year.

	<ul style="list-style-type: none"> Careers & Aspirations is part of the whole MAT Curriculum Intent and is clearly part of individual subject area intents and schemes of work. Skills Builder is embedded into curriculum intent and lesson planning and delivery. 	
5. Encounters with employers and employees 100%	<ul style="list-style-type: none"> Careers Fair held each year where students in Years 8, 9, 10, 11 and Sixth Form can speak to employers and employees (tasks to complete during their encounters). Other virtual Careers Fairs take place during the year. The overwhelming majority of Year 10 and Year 12 complete work experience placements. Visits to employers are starting to be integrated in the curriculum. Appointed Enterprise Advisor. Regular visits take place to workplaces for encounters with employers and employees. 	<ul style="list-style-type: none"> Enterprise Advisor to support with contacting businesses, particularly for subject areas.
6. Experiences of workplaces 100%	<ul style="list-style-type: none"> All Year 10 and 12 students are offered the opportunity to take part in Work Experience placements in June and July each year. Overwhelming majority complete these placements. Curriculum linked visits take place throughout the year. STEM programme visits take place throughout the year. 	<ul style="list-style-type: none"> 100% of Year 10 and 12 students to complete a work experience placement by the end of the year. Further develop the Alumni association.
7. Encounters with Further & Higher Education 100%	<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 and Apprenticeships. Year 9 students engage with Sunderland University throughout the year leading to a large group visiting the campus in the summer. Introduction to Higher Education is part of the KS3 ASPIRE programme, with further exploration in KS4. 	<ul style="list-style-type: none"> 100% of KS4 students to have a meaningful encounter visit a university each year. Ensure that all Year 12 and 13 encounters with higher education are recorded systematically.
8. Personal Guidance 100%	<ul style="list-style-type: none"> 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 have a 1:1 Careers Guidance interview by end of the year. Individual Careers Action plan is created and shared with the student and with form tutors. Letter is sent home to parents to inform that the interview has taken place and to look at the action plan. Details are uploaded to Unifrog. All other students have access to Careers Advisor on request. Parents are also able to request Careers Advisor appointments. 	<ul style="list-style-type: none"> Develop a lesson for Year 11 and 13 students so they are aware of the structure of the Careers Guidance interviews. Add a video to the school website with explanation for parents.



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APPENDIX 2: 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	Measurable 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.

APPENDIX 3: 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
• Access to independent and impartial careers advice and guidance	• 8	• EP	✓	✓	✓	✓	✓	✓	✓
• Careers talks, including guest speakers from local businesses, training providers, apprenticeships, FE, HE and charities.	• 2, 5	• EP, CO, BP	✓	✓	✓	✓	✓	✓	✓
• Careers Education programme embedded into the ASPIRE/PSHCE programme	• 1, 2, 3	• GTL, EP, MC, CO, BLW, BP	✓	✓	✓	✓	✓	✓	✓
• Careers assemblies, including LMI and visits from outside speakers/employers/providers	• 1, 2, 5	• EP, CO, BP	✓	✓	✓	✓	✓	✓	✓
• Visits to local universities	• 7	• EP, CO, BP	✓	✓	✓	✓	✓	✓	✓
• Careers in the Curriculum – Careers Weeks in each subject area and all subjects link careers to lesson plans; Skills Builder embedded into curriculum plans.	• 4	• GTL, BLW, BP	✓	✓	✓	✓	✓	✓	✓
• Careers Guidance support available at parents' evenings	• 3, 8	• BP, EP	✓	✓	✓	✓	✓	✓	✓
• Annual Careers Fair before GCSE Option Choices, post-16 and post-18 decision making.	• 1, 2, 3, 4, 7	• EP, CO, BP			✓	✓	✓	✓	✓
• STEM careers programme	• 4	• EP, BP	✓	✓	✓	✓	✓	✓	✓
• Work Experience programme – students take part in a block work placement (Y10) and for a week before the end of the summer term (Y12)	• 6	• GTL, EP, CO, BP				✓		✓	
• 1:1 Careers Guidance interviews with level 6 trained Trust Careers Advisor	• 8	• EP, CO, BP			✓	✓	✓	✓	✓
• Opportunity to attend Sixth Form Open Evening in November to explore future pathways	• 3, 7	• EP, BP					✓		
• Attending university open days	• 7	• EP, BP, CO						✓	✓

• Introduction to the UCAS application process presentation for parents and students	• 3, 7	• EP, MC, BP						✓	
• Apprenticeship workshop for parents and students and support with apprenticeship applications with Apprenticeship Careers Fair.	• 2, 3, 7	• EP, CO, BP					✓		✓
• CV writing skills	• 1, 3	• EP, MC, BP				✓			
• Mock interviews	• 1, 2, 3, 5	• GTL, CO, BLW				✓		✓	

CAREERS AT SOUTHMOOR ACADEMY



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THE SIXTH FORM
at Southmoor Academy

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KEY STAGE THREE

Year 7

- Careers Guidance interviews available
- Careers talks, including guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
- Careers Education programme embedded into the Personal Development/PSHE programme, focusing on Skills & Qualities, exploring types of jobs and why people work, financial management, online safety, and introduction to higher education.
- Barclays LifeSkills
- Careers Assemblies, including LMI and visits from outside speakers/employers/providers
- Visits to local universities
- Workshops from local universities
- Careers Weeks in each subject area (focusing on developing key skills)
- Careers learning opportunities in lessons
- National Careers Week
- National Apprenticeship Week
- Skills Builder (8 key employability skills) and launch of the Skills Passport
- Introduction to the importance of understanding LMI and how to access this information.
- Access to information on the school website

Year 8

- Careers Guidance interviews available
- Careers talks, including guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
- Careers Education programme embedded into the Personal Development/PSHE programme, focusing on challenging career stereotypes, 21st Century jobs and changing patterns of employment, Enterprise, Social Action and Environmental Issues, digital footprint, sharing information online and cyber crime.
- Careers Assemblies, including LMI and visits from outside speakers/employers/providers
- Visits to local universities
- Workshops from local universities
- Careers Weeks in each subject area (focusing on developing key skills)
- Careers learning opportunities in lessons
- National Careers Week
- National Apprenticeship Week
- Skills Builder (8 key employability skills) and using the Skills Passport
- Information on the importance of understanding LMI and how to access this information.
- Access to information on the school website
- Work Discovery Sector days and visits to employers
- Careers Fair
- STEM Careers presentations from local universities and employers.

Year 9

- Careers Guidance interviews available
- Careers talks, including guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
- Careers Education programme embedded into the Personal Development/PSHE programme, focusing on routes to employment, transferable skills, introducing post-16 options, exploring higher education, and financial management in the workplace.
- Careers Assemblies, including LMI and visits from outside speakers/employers/providers
- Visits to local universities
- Workshops from local universities
- Careers Weeks in each subject area (focusing on developing key skills)
- Careers learning opportunities in lessons
- National Careers Week
- National Apprenticeship Week
- Skills Builder (8 key employability skills) and using the Skills Passport
- Information on the importance of understanding LMI and how to access this information.
- Access to information on the school website
- Work Discovery Sector days and visits to employers
- Careers Fair
- GCSE Option choices support
- NECOP programme (higher education and study skills)
- Barclays LifeSkills

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KEY STAGE FOUR

Year 10

- Careers Guidance interviews available
- Careers talks, including guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
- Careers Education programme embedded into the Personal Development/PSHE programme, focusing on preparing for the workplace, equal opportunities, health & safety in the workplace, applying for a work experience placement, personal statements and CV writing, admissions tests, post-16 progression routes, online security and fraud, and risk & reward.
- Barclays LifeSkills
- Careers Assemblies, including LMI and visits from outside speakers/employers/providers
- Visits to local universities
- Workshops from local universities
- Careers Weeks in each subject area (focusing on developing key skills)
- Careers learning opportunities in lessons
- National Careers Week
- National Apprenticeship Week
- Skills Builder (8 key employability skills) and using the Skills Passport
- Regular LMI updates to understand the local employment opportunities.
- Careers Fair
- Careers Explorer focusing on post-16 options (both in school and online)
- Mock interviews and CV writing workshops
- Access to information on the school website
- Work Experience programme
- NECOP programme (higher education and study skills)
- Work Discovery Sector days and visits to employers
- Taster visits to local colleges and further education providers
- Building My Skills from Esh Group.
- Careers support available at Parents' Evening

Year 11

- Careers Guidance interview with qualified Careers Advisor.
- Careers talks, including guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
- Careers Education programme embedded into the Personal Development/PSHE programme, focusing on post-16 progression routes, applying to post-16 education or training, employment skills, lifelong learning, and study skills.
- Careers Assemblies, including LMI and visits from outside speakers/employers/providers
- Visits to local universities
- Workshops from local universities
- Careers Weeks in each subject area (focusing on developing key skills)
- Careers learning opportunities in lessons
- National Careers Week
- National Apprenticeship Week
- Skills Builder (8 key employability skills) and using the Skills Passport
- Regular LMI updates to understand the local employment opportunities.
- Careers Fair
- Access to information on the school website
- NECOP programme (higher education and study skills)
- Apprenticeship workshops to support apprenticeship applications
- Careers support available at Parents' Evening.
- Opportunity to attend sixth form and further education open evenings.
- Presentations and opportunities to apply for the summer NCS programme
- Taster visits to local colleges and further education providers
- Transition activities and visits to The Sixth Form at Southmoor Academy

CAREERS AT SOUTHMOOR ACADEMY



Southmoor Academy
ASPIRE • ACHIEVE • ENJOY



THE SIXTH FORM
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.

KEY STAGE FIVE

Year 12


- Careers Guidance interviews available
- Careers talks, including guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
- Careers Education programme embedded into the Personal Development/PSHE programme, focusing on post-18 progression routes, UCAS, applying for a work placement, health & safety at work, personal skills, writing personal statements and CV writing, mock interviews and admissions tests, and financial management.
- Barclays LifeSkills
- Careers Assemblies, including LMI and visits from outside speakers/employers/providers
- Visits to local universities
- Workshops from local universities
- Careers learning opportunities in lessons
- National Careers Week
- National Apprenticeship Week
- Skills Builder (8 key employability skills)
- Regular LMI updates to understand the local employment opportunities.
- Careers Fair
- Access to information on the school website
- Work Experience programme
- Work Discovery Sector days and visits to employers
- Arranging and attending university open days
- Careers support available at Parents' Evening.



Year 13



- Careers Guidance interview with qualified Careers Advisor.
- Careers talks, including guest speakers from local businesses, training providers, apprenticeship providers, further education and higher education providers and charities.
- Careers Education programme embedded into the Personal Development/PSHE programme, focusing on post-18 progression routes, UCAS, applying for a work placement, health & safety at work, personal skills, writing personal statements and CV writing, mock interviews and admissions tests, and financial management.
- Careers Assemblies, including LMI and visits from outside speakers/employers/providers
- Visits to local universities
- Workshops from local universities
- Careers learning opportunities in lessons
- National Careers Week
- National Apprenticeship Week
- Skills Builder (8 key employability skills)
- Regular LMI updates to understand the local employment opportunities.
- Careers Fair
- Access to information on the school website
- Apprenticeship workshops to support apprenticeship applications
- Arranging and attending university open days
- Careers support available at Parents' Evening.
- Opportunity to join the Southmoor Alumni association


APPENDIX 4A: 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 (revised April 2021) 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	Students are able to ...	Y7	Y8	Y9
1	Grow Throughout Life Grow throughout life by learning and reflecting on yourself, your background, and your strengths. 	<ul style="list-style-type: none"> being aware of the sources of help and support available and responding positively to feedback being aware that learning, skills and qualifications are important for career being willing to challenge themselves and try new things recording achievements being aware of heritage, identity and values 	<ul style="list-style-type: none"> Talk about my strengths to others in my class Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review Complete a range of self-assessment exercises and record the results in my career action plan (eportfolio) Tell my own story, how I am making progress and what I need to do to raise my achievement and improve my wellbeing Explore the subjects being offered at KS4 and post-16 and give the facts about qualifications, skills and jobs you could gain by studying particular subjects Understand the issues of protected characteristics including, race, religion, gender, age, disability Say which employability skills I have used and how they have been used in some subjects 	y	y	y
2	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.	<ul style="list-style-type: none"> being aware of the range of possible jobs identifying common sources of information about the labour market education system being aware of the main learning pathways (e.g. university, college and apprenticeships) being aware that many jobs require learning, skills and minimum qualifications 	<ul style="list-style-type: none"> Say what is LMI (including SIC & SOC) and why you need to be aware of it for making future decisions Analyse local job vacancies using job vacancy websites/ apps/newspapers and other sources Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEAs, National Careers Service Identify and plan for making the most of information, advice and guidance' in our school to support my thinking and decision making especially at the end of key stage 3. 	y	y	y


		<ul style="list-style-type: none"> • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • Actively take part in employer led activities to develop my networking skills • Prepare and present myself well when going through a selection process for roles in school e.g. School Council, peer mentor 			
3	Manage Career Manage your career actively, make the most of opportunities and learn from setbacks 	<ul style="list-style-type: none"> • being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • managing the transition into secondary school and preparing for choosing their GCSEs • learning from setbacks and challenges 	<ul style="list-style-type: none"> • Explain what the term 'career' means to me • Recognise the skills and qualities needed for the world of work through activities/experiences • Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan • Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school. • Research for the skills, qualifications and experience I need to discuss and where necessary negotiate my plans for the future • Engage in target-setting and review activities with my tutor and subject teachers • Discuss my options with a Careers adviser as part of a careers interview • Be positive, flexible and well prepared for my move into key stage 4 through completing and reflecting on my career action plan setting new personal goals if necessary 	y	y	y
4	Create Opportunities Create opportunities by being proactive and building positive relationships with others	<ul style="list-style-type: none"> • developing friendships and relationships with others • being aware that it is important to take initiative in their learning and life • being aware that building a career will require them to be imaginative and flexible 	<ul style="list-style-type: none"> • Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network • Use social media and platforms such as LinkedIn to prepare a personal profile 	y	y	y



		<ul style="list-style-type: none"> developing the ability to communicate their needs and wants being able to identify a role model and being aware of the value of leadership being aware of the concept of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> State what are the qualities and skills needed to be an entrepreneur Use the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects etc Record and maintain my career action plan recording when I have demonstrated the qualities and skills of being enterprising 			
5	Balance Life and Work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community 	<ul style="list-style-type: none"> being aware of the concept of work-life balance being aware that physical and mental wellbeing are important being aware of money and that individuals and families have to actively manage their finances being aware of the ways that they can be involved in their family and community being aware of different life stages and life roles being aware of rights and responsibilities in the workplace and in society recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<ul style="list-style-type: none"> Identify what are the health & safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks Show how to get the most from a personal budget, understand and use financial words Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me 	y	y	y
6	See the Big Picture Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces	<ul style="list-style-type: none"> being aware of a range of different media, information sources and viewpoints being aware that there are trends in local and national labour markets being aware that trends in technology and science have implications for career being aware of the relationship between career and the natural environment being aware of the relationship between career, community and society 	<ul style="list-style-type: none"> Select the relevant careers information and say which ones interest me Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change Consider my own and other people's ideas about learning, careers and the world of work to inform opinions and decisions 	y	y	y



		<ul style="list-style-type: none">• being aware of the relationship between career, politics and the economy				
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APPENDIX 4B: 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 (revised April 2021) 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	Students are able to	Y10	Y11
1	Grow Throughout Life Grow throughout life by learning and reflecting on yourself, your background, and your strengths. 	<ul style="list-style-type: none"> • responding positively to help, support and feedback • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway they should pursue next • reflecting on their heritage, identity and values 	<ul style="list-style-type: none"> • Complete an 'interests' / 'personality' questionnaire using an online programme such as Kudos, Morrisby, i-could and discuss the job and course suggestions with my peers/tutor/adviser/ parents • Describe what I like about how I have changed since Year 7 • Discuss my personal story so far and project it into the near future to show how I am building on my interests and strengths • Set personal and learning targets to build upon these strengths rather than focus on my weaknesses • Keep and maintain my career action plan highlighting experiences and achievements, reflecting on what I have learned • Record the evidence of my best use of key employability skills • Evidence how I apply and develop key employability skills through work-related activities • Discuss the role of employers in 'making reasonable adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010 • Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received 	y	y
2	Explore Possibilities Explore the full range of possibilities open to	<ul style="list-style-type: none"> • considering what jobs and roles are interesting 	<ul style="list-style-type: none"> • Analyse national and local data on the destinations of last year's leavers and consider possible implications for my own plans 	y	y



	<p>you and learn about recruitment processes and the culture of different workplaces.</p> 	<ul style="list-style-type: none"> researching the labour market and the education system recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it researching the learning and qualification requirements for jobs and careers that they are interested in researching the range of workplaces and what it is like to work there researching how recruitment and selection processes work and what they need to do to succeed in them 	<ul style="list-style-type: none"> Use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received Understand what impartiality means and how it is applied to my own personal circumstances Identify questions relating to equality of opportunity that interviewers are not allowed to ask candidates Discuss the use of social media, digital platforms and managing my digital footprint in relation to marketing myself 		
3	<p>Manage Career Manage your career actively, make the most of opportunities and learn from setbacks</p> 	<ul style="list-style-type: none"> recognising the different ways in which people talk about career and reflecting on its meaning to them building their confidence and optimism about their future making plans and developing a pathway into their future considering the risks and rewards associated with different pathways and careers taking steps to achieve in their GCSEs and make a decision about their post-16 pathway thinking about how they deal with and learn from challenges and setbacks 	<ul style="list-style-type: none"> Weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to me and why Discuss with your tutor/ mentor/adviser what I need to do and plan for in taking control of my own career over the next 4-5 years Complete a range of sections on sample application forms that ask me to provide evidence of the skills and qualities that I have demonstrated List the main sections/headings on a CV and the 'do's' and 'don'ts' on how to complete them following an employer-led workshop Practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) by taking part in role plays Discuss how to handle the consequences of my decision-making with peers and my tutor Draw on previous experiences that I and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to 16+ 	y	y



			<ul style="list-style-type: none"> Say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship 		
4	Create Opportunities Create opportunities by being proactive and building positive relationships with others 	<ul style="list-style-type: none"> developing friendships and relationships and reflecting on their relationship to their career starting to take responsibility for making things happen in their career being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them being willing to speak up for themselves and others being able to discuss roles models and reflect on leadership researching entrepreneurialism and self-employment 	<ul style="list-style-type: none"> List the techniques of successful marketing and apply them to a marketing challenge whilst working with employers Assess my skills in being enterprising, in and out of school, and discuss these with my tutor when completing my career action plan targets Draw up a list of questions that I want to ask 'stallholders' who I will meet at a forthcoming skills show, analyse the answers and record my thoughts/decisions in my career plan Research the opportunities for volunteering e.g. through the National Citizen Service, local websites and plan how I will participate 	y	y
5	Balance Life and Work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community 	<ul style="list-style-type: none"> reflecting on the different ways in which people balance their work and life reflecting on their physical and mental wellbeing and considering how they can improve these recognising the role that money and finances will play, in the decisions that they make and, in their life and career recognising the role that they play in their family and community and considering how that might shape their career considering how they want to move through different life stages and manage different life roles developing knowledge of rights and responsibilities in the workplace and in society 	<ul style="list-style-type: none"> Carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&T room Apply this information to ensuring I am following health and safety guidelines whilst on a work experience placement and record these in my work experience diary Calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed Reflect on attending a careers fairs to research the implications of choosing one pathway over another 	y	y



		<ul style="list-style-type: none"> identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 			
6	<p>See the Big Picture Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> 	<ul style="list-style-type: none"> evaluating different media, information sources and viewpoints exploring local and national labour market trends exploring trends in technology and science exploring the relationship between career and the environment exploring the relationship between career, community and society exploring the relationship between career, politics and the economy 	<ul style="list-style-type: none"> Analyse stories in the news about the factors that affect the mental health of workers Talk to alumni about how their jobs are likely to change in the next 5-10 years Compare and contrast my experience of two different enterprise simulations – one based on a shareholder model and the other on a co-operative model Reflect on what organisational structure appeals most to me and why 	y	y

APPENDIX 4C: 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 (revised April 2021) 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	Students are able to ...	Y12	Y13
1	Grow Throughout Life Grow throughout life by learning and reflecting on yourself, your background, and your strengths. 	<ul style="list-style-type: none"> actively seeking out help, support and feedback taking responsibility for their learning and aiming high seeking out challenges and opportunities for development reflecting on and recording achievements, experiences and learning and communicating them to others planning their next steps in learning and work discussing and reflecting on the impact of heritage, identity and values 	<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	Explore Possibilities Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces. 	<ul style="list-style-type: none"> developing a clear direction of travel in their career and actively pursuing this actively seeking out information on the labour market and education system to support their career having a clear understanding of the learning pathways and qualifications that they will need to pursue their career actively researching and reflecting on workplaces, workplace culture and expectations analysing and preparing for recruitment and selection processes 	<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	Manage Career	<ul style="list-style-type: none"> being able to describe the concept of career and say what it means to them 	<ul style="list-style-type: none"> Classics and Latin for students who want to learn EPQ Qualification 	Y	

	<p>Manage your career actively, make the most of opportunities and learn from setbacks</p> 	<ul style="list-style-type: none"> • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them • managing the transition into the post-16 learning context and preparing for post-18 transitions • being proactive about being resilient and learning from setbacks 			
4	<p>Create Opportunities Create opportunities by being proactive and building positive relationships with others</p> 	<ul style="list-style-type: none"> • building and maintaining relationships and networks within and beyond the school • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway 	<ul style="list-style-type: none"> • Invited professionals discuss opportunities and their experiences in the work place. • Apprenticeship organisations invited to Open Evenings. • Regular discussions with tutors focused on careers and progression. 	Y	Y
5	<p>Balance Life and Work Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community</p>	<ul style="list-style-type: none"> • planning for the kind of balance of work and life that they want • taking action to improve their physical and mental wellbeing • beginning to manage their own money and plan their finances (e.g. thinking about student loans) • actively shaping their involvement in their family and community as part of their career planning 	<ul style="list-style-type: none"> • Life/work balance activities. • Q&A with invited professionals 	Y	Y

		<ul style="list-style-type: none"> • planning for different life stages and considering the different life roles that they want to play • being aware of their role in ensuring rights and responsibilities in the workplace and in society • taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them 			
6	<p>See the Big Picture Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</p> 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • exploring and responding to local and national labour market trends • exploring and responding to trends in technology and science • exploring and responding to the relationship between career and the environment • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy 	<ul style="list-style-type: none"> • Work Experience within/outside of school • H&S placements students to give feedback to cohort 	Y	



Careers at Southmoor Academy



APPENDIX 5: Careers Roles and Responsibilities 2025-2026

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.

Assistant Headteacher – Student Progression (Careers Leader): Mr S. Wareham

- Strategic leadership of Careers.
- 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
- Line manager for the Trust Director of Progression.

Together for Children Link Advisor: Jill Mataric

Local Academy Council representative & Enterprise Advisor: Karen Routledge

Trust Director of Progression: Mrs J. 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.
- 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

Exams Officer and Progression Manager: Mrs J. Gooch

- Providing administrative support as part of the Careers & Progression Team
- Liaising with employers, supporting external and internal Careers Events
- Conducting Health and Safety checks for work experience placements
- Maintaining the careers database and Compass+ tools
- Liaising with students and parents in tracking intended and final destinations

Assistant Headteacher – Admissions & Engagement: Mrs L. Mellefont

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

Headteacher & Trust CEO: Mrs J. Maw

- Line manager for the Assistant Headteacher – Student Progression (Careers Leader)
- Reporting on CEIAG developments to the Trustees

Raising Aspirations and OxNet Coordinator: Mrs C. Porter

- 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

ASPIRE Curriculum Coordinator: Miss A. Glasper

- Leadership and organisation of Careers Education as part of the ASPIRE curriculum.

Pastoral Progression Leader: Miss J. Rowe

- Leadership and organisation of Careers Education as part of the Pastoral Curriculum Programme delivered by Form Tutors.

Sixth Form Pastoral Leaders

- Organisation and management of Careers Education as part of Personal Development programme for Years 12/13
- Monitoring Sixth Form access to Careers Education activities and events
- Liaising with Careers Advisor regarding students who need further progression support

Year Leaders

- 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

Form tutors

- Help prepare students for the world of work.
- Provide careers advice and respond to questions
- Signpost to sources of advice

ASPIRE teachers

- Deliver the careers education programme within the overall personal development curriculum

Attendance officers

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

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 6: 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 ASPIRE curriculum	Careers Leader ASPIRE Curriculum Coordinator	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)	Careers Leader Staff who attend the events Trust Director of Progression	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	Careers Leader 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	Careers Leader External Reviewer	Every half term – sample of interviews	Observation of interviews and feedback
Attendance and progress by Year 12 students at their work experience placement	Trust Director of Progression Year Leaders Attendance Team Form Tutors	During Work Experience placements	Phone calls, emails and visit to employers

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 ASPIRE Curriculum	Careers Leader ASPIRE Curriculum Coordinator	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)	Careers Leader 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	Careers Leader 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	Careers Leader Trust Director of Progression 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.