

# ST AUGUSTINE OF CANTERBURY CATHOLIC ACADEMY

CEIAG Three Year Strategy

# CAREERS EDUCATION INFORMATION ADVICE and GUIDANCE

Evidencing the need for change

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## Current Gatsby benchmarks scores using Compass +

- **1. A stable and structured careers programme – 100%**
- **2. Learning from career and labour market information - 100%**
- **3. Addressing the needs of each pupil - 90%**
- **4. Linking the curriculum to careers - 100%**
- **5. Encounters with employers and employees - 75%**
- **6. Experiences of a workplace – 50%**
- **7. Encounters with further and higher education - 100%**
- **8. Personal guidance - 100%**

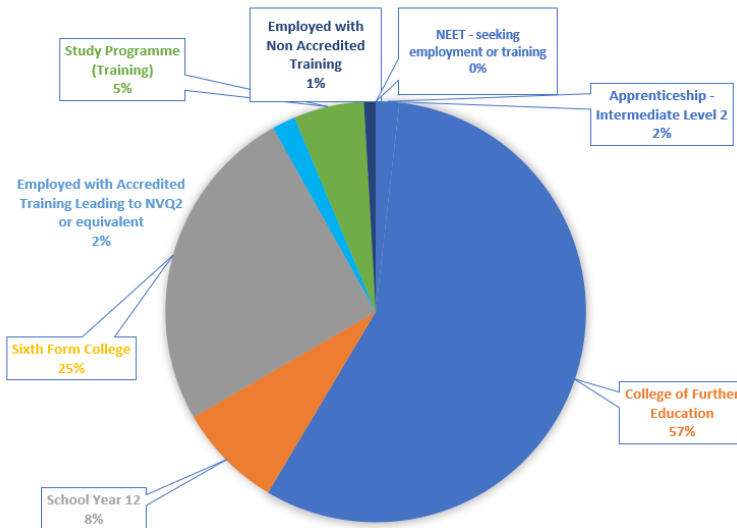


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Catholic Academy

# SWOT analysis

STRENGTHS	WEAKNESS
<p>Good links with Local colleges and shaping futures.                      Students pick local colleges to suit their interests.                      Low NEET numbers                      Careers policy runs alongside SIP                      Positive feedback (twice) from most recent Ofsted                      High scores on Gatsby benchmarks 1,2,3,4,5,7,8</p>	<p>Gatsby benchmark 6                      Overload of information                      Students don't fully understand LMI data.                      Few contacts to local businesses.                      Inconsistent links with employers                      Compass + needs to be integrated into curriculum.</p>
OPPORTUNITIES	THREATS
<p>Teach First course                      Sharing information over the local MAT                      Developing a relationship with local businesses and CEC.                      Compass +</p>	<p>No budget/ funding                      Time management/work life balance                      Burn out                      Committed drive in the careers program.                      Covid 19 fallout has had a huge impact on college assemblies and open evenings from last year                      Course clashes with school CPD</p>

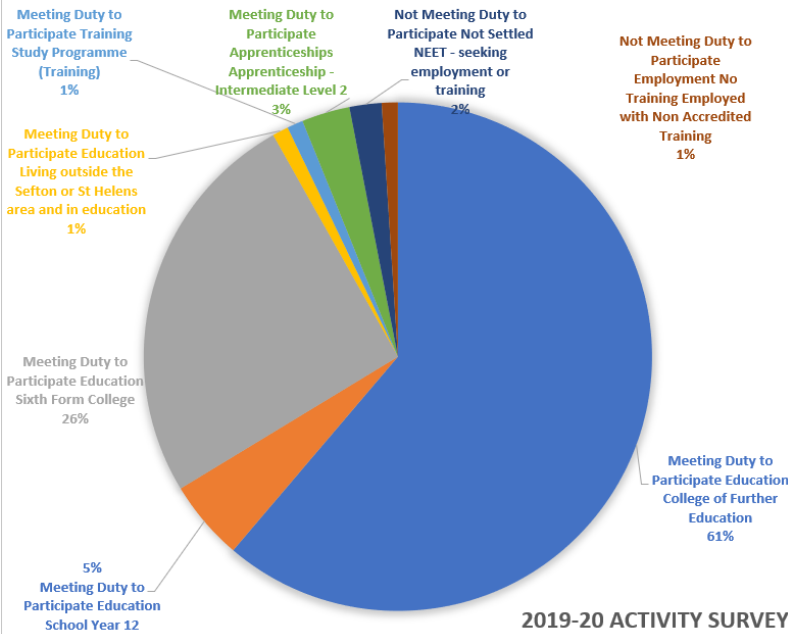
## Destination Data 2018-19



Activity Survey Destination Breakdown	Offer made of education and training - regardless of start date. Includes employ	Grand Total
Meeting Duty to Participate	110	110
Apprenticeships	2	2
Apprenticeship - Intermediate Level 2	2	2
Education	100	100
College of Further Education	63	63
School Year 12	9	9
Sixth Form College	28	28
Employment with Accredited Training	2	2
Employment with Accredited Training Leading to N	2	2
Training	6	6
Study Programme (Training)	6	6
Not Meeting Duty to Participate	1	2
Employment No Training	1	1
Employed with Non Accredited Training	1	1
Not Settled	0	1
NEET - seeking employment or training	0	1
Grand Total	111	112

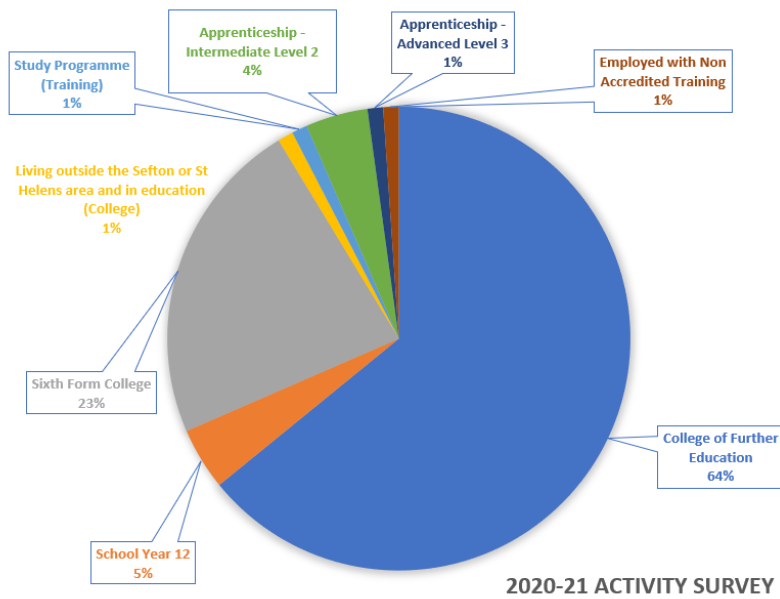


# Destination Date 2019-20



St. Helens Council		St Augustine of Canterbury Catholic High School Year 11 Activity Survey 2020		career connect	
		Guarantee Status		% With a Guarantee Offer	% Meeting Duty to Participate
		Offer made of education and training - regardless of start date. Includes employ	Grand Total		
<b>Activity Survey Destination Breakdown</b>					
<b>Meeting Duty to Participate</b>		95	95	100.0%	96.9%
Education		91	91		
College of Further Education		60	60		
School Year 12		5	5		
Sixth Form College		25	25		
Living outside the Sefton or St Helens area and in education		1	1		
Training		1	1		
Study Programme (Training)		1	1		
Apprenticeships		3	3		
Apprenticeship - Intermediate Level 2		3	3		
<b>Not Meeting Duty to Participate</b>		3	3		
Not Settled		2	2		
NEET - seeking employment or training		2	2		
Employment No Training		1	1		
Employed with Non Accredited Training		1	1		
<b>Grand Total</b>		<b>98</b>	<b>98</b>		

# Destination Data 2020 -21



St. Helens Council		St Augustine of Canterbury Catholic High School Year 11 Activity Survey 2021		career connect	
		Guarantee Status		% With a Guarantee Offer (1st Nov 21)	% Meeting Duty to Participate
		Offer made of education and training - regardless of start date. Includes employ	Grand Total		
<b>Activity Survey Destination Breakdown</b>					
<b>Meeting Duty to Participate</b>		91	91	100.0%	97.8%
Education		85	85		
College of Further Education		59	59		
School Year 12		4	4		
Sixth Form College		21	21		
Living outside the Sefton or St Helens area and in education (College)		1	1		
Training		1	1		
Study Programme (Training)		1	1		
Apprenticeships		5	5		
Apprenticeship - Intermediate Level 2		4	4		
Apprenticeship - Advanced Level 3		1	1		
<b>Not Meeting Duty to Participate</b>		1	1		
Employment No Training		1	1		
Employed with Non Accredited Training		1	1		
Working Towards Participation		1	1		
Working Towards Participation		1	1		
Re-engagement Provision (PDO - Get Skilled)		1	1		
<b>Grand Total</b>		<b>93</b>	<b>93</b>		



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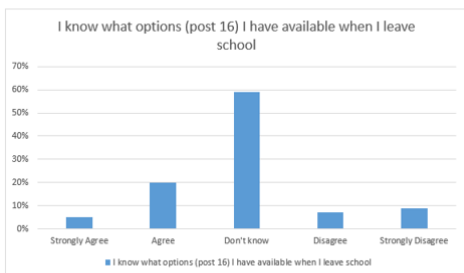
# Overview

Data from the past 3 years shows that the majority of students move onto college or 6<sup>th</sup> form with a developing increase in the number of students taking up an apprenticeship and training.

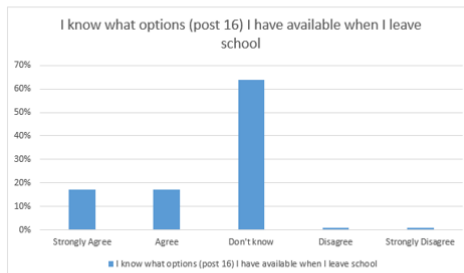
NEET numbers are generally low (1 or 2 students per year) but this is expected to rise for the 2021-22 due to Covid 19.

St. Helens Council		St Augustine of Canterbury Catholic High School Year 11 Activity Survey 2021		career connect connections Create a better future	
		Guarantee Status		% With a Guarantee Offer (1st Nov 21)	% Meeting Duty to Participate
Activity Survey Destination Breakdown		Offer made of education and training - regardless of start date. Includes employ	Grand Total		
<b>Meeting Duty to Participate</b>		<b>91</b>	<b>91</b>	<b>100.0%</b>	<b>97.8%</b>
Education		85	85		
College of Further Education		59	59		
School Year 12		4	4		
Sixth Form College		21	21		
Living outside the Sefton or St Helens area and in education (Collie		1	1		
Training		1	1		
Study Programme (Training)		1	1		
Apprenticeships		5	5		
Apprenticeship - Intermediate Level 2		4	4		
Apprenticeship - Advanced Level 3		1	1		
<b>Not Meeting Duty to Participate</b>		<b>1</b>	<b>1</b>		
Employment No Training		1	1		
Employed with Non Accredited Training		1	1		
Working Towards Participation		1	1		
Re-engagement Provision (PDO - Get Skilled)		1	1		
<b>Grand Total</b>		<b>93</b>	<b>93</b>		

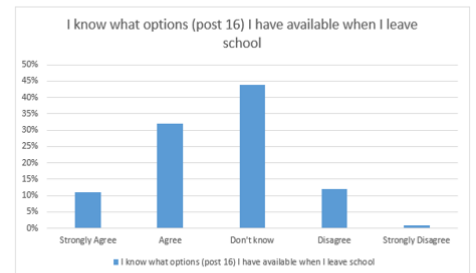
Year 8



Year 9



Year 10



A separate survey of students in years 8-10 showed that over 50% of students for each year group didn't know what post 16 options they have available to them.

More of a focus is needed in providing these students with information and guidance relevant to post 16 options in line with LMI. (Labour Market Information)

The survey also showed that the majority of jobs students wanted to go into are:

Teaching, NHS/Medical, Vet/Animal Care, a trade, Sport and within the Arts.



# Developing a strategy

- Whilst the Gatsby Benchmarks show that we are strong on the majority; I feel that as a school we need to provide more substantial and coordinated guidance for benchmarks 2, 3, 4 and 5.
- Gatsby benchmark 6 (Experiences of workplaces) would be difficult to improve without having a solid selection of local employers and employees to work with. (Benchmark 5).
- The current Careers Subject Audit has shown few areas where teachers link their subject to careers.



## Vision

To create career opportunities, raise aspirations and transform lives



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# Strategic Objectives



<b>Strategic Objective 1</b> Careers education embedded within the curriculum and school life so all stakeholders can take an active part in careers guidance. (GBM 1-4)	<b>Strategic Objective 2</b> Develop a network of employers that will help broaden students horizons and raise their aspirations. (GBM 3, 4, 5)	<b>Strategic Objective 3</b> Improve students knowledge and understanding of careers through Labour Market Information. Students will use quality IAG to make informed choices post 16. (GBM 2, 3)
<b>Success Indicators</b>		
<ul style="list-style-type: none"> <li>Evidence of careers related activities embedded within lesson plans.</li> <li>Feedback and questionnaires will show that students have a greater understanding of career pathways.</li> <li>All stakeholders confident in discussing careers with students.</li> <li>Evidence of tracking students career opportunities, insights and visits using the compass+ tool</li> <li>Improved careers lessons within PSHE at KS3 and KS4.</li> </ul>	<ul style="list-style-type: none"> <li>Use of The CEC and the Enterprise Coordinator to help develop links with businesses.</li> <li>To use a range of employers from both the local community and the wider world.</li> <li>Improved uptake of virtual work experiences and careers talks.</li> <li>Assemblies, visits and subject talks from a range of different employers.</li> </ul>	<ul style="list-style-type: none"> <li>A clear progression and understanding will be seen in students from years 7-11</li> <li>All students, parents and staff will have access to LMI to help inform choices.</li> <li>Use of LMI data when students are selecting option choices in year 9 and post 16.</li> <li>CEIAG displays on corridors, in subject areas and in form rooms.</li> </ul>

## CAREERS TEAM

Current Careers Team	Responsibilities
Governor link for CEIAG	<ul style="list-style-type: none"> <li>C.A. Murphy</li> </ul>
SLT link for CEIAG Andrew Doyle	<ul style="list-style-type: none"> <li>Overview of careers and IAG</li> <li>Support of careers coordinator and setting career direction to align with school priorities and policy.</li> <li>Promoting careers across the school.</li> <li>Support for careers leaders programme.</li> </ul>
SLT for Cultural Capital & Enrichment Sheena Smith	<ul style="list-style-type: none"> <li>Support for careers leaders programme.</li> <li>Promoting careers across the school through CC PowerPoint</li> </ul>
Careers Coordinator Stephen Eckersley	<ul style="list-style-type: none"> <li>Developing and support the running the schools careers programme.</li> <li>Linking with numerous employers and businesses.</li> <li>Support with the PSHE programme and CEIAG based lessons.</li> <li>Linking with Shaping Futures</li> <li>Liaising with the careers and enterprise company and the enterprise coordinator to help develop the careers programme.</li> <li>Compass + evaluations and inputting data.</li> <li>Linking with local colleges and apprenticeship providers.</li> <li>Liaising with Career Connect.</li> <li>Evidence collating of the Gatsby Benchmarks.</li> <li>Delivering CEIAG through digital platforms to students and parents.</li> </ul>
Career Connect Nicola Skully & Alison Bellmon	<ul style="list-style-type: none"> <li>Delivering personal guidance</li> <li>Delivering targeted assemblies to years 7-11</li> <li>Supporting the running of the careers programme</li> <li>Link with local employers, colleges and apprenticeship providers.</li> </ul>
KS4 Lead Andrew Holdsworth and Year 11 Pastoral lead Emma Ramsden	<ul style="list-style-type: none"> <li>Understanding of individual students specific needs.</li> <li>Delivering appointment cards for students 1 to 1 meetings.</li> <li>Linking with local colleges, universities and apprenticeship providers.</li> <li>Assembly support</li> <li>Trips and visit support.</li> </ul>



## Long-term plans

Long-Term Strategic Objective: 1	
<p><b>Careers education embedded within the curriculum and school life so all stakeholders can take an active part in careers guidance.</b></p> <p><b>Link to Benchmarks:</b></p> <p><b>GBM 1-4</b></p>	
What will success look like (Milestones)?	What actions we will take as a school to achieve these milestones?
What do we need to achieve?	
<p><b>Year one 2023-2024</b></p> <p>Evaluation of current links to any local, national and global employers that staff and stockholders have.</p> <p>Begin to develop an alumnus of past students that can come in to talk to classes about their career choices and link to relevant subjects/skills.</p> <p>Secure a careers champion to develop and show other staff as good practice when bringing employers in to speak to students.</p> <p>Use of CEC and EA(s) to bring employer links and discussions within lessons. (EA for business and English)</p> <p>Compass + developed and used to track student activities.</p> <p>Career Connect presence at parents and options evenings.</p> <p>Contact with local colleges and HE provision is proactive and they share opportunities and attend events such as assemblies, Parents Evenings, Options Evenings.</p> <p>Subjects begin to document in their SoL where careers is taught within each topic, unit, project. Some teachers advocate the key employability skills in their lessons and pupils are able to make links with their learning to the working world</p> <p>(MAT Dependant)</p> <p>Careers to be highlighted as part of form time activities. Careers videos used each week during the Culture Capital PowerPoint.</p>	<p>Create an audit/questionnaire for all staff and stakeholders to complete.</p> <p>Evaluate what staff have done, ask a staff member to become a careers champion.</p> <p>Develop staff member to be confident in careers delivery within their subject.</p> <p>Work with CEC, EA(s), Business and English leads and encourage to build visits/discussions, virtual talks etc into lessons.</p> <p>Recruit a Careers Champion within admin staff to help with workload and inputting of data into the system.</p> <p>Contact with Career Connect made and current school calendar used to book dates and times.</p> <p>Consistent contact between local Colleges and HE providers.</p> <p>Decisions would need to be made by SLT and the MAT if the implementation of this would happen across the Trust.</p> <p>Source 'Job of the Week' videos from MyPath website. Create a weekly PowerPoint to be shared with all students.</p>





<p><b>Year two 2024-2025</b></p>	<p>Utilise the developed student alumni, staff are encouraged to contact and bring in past students to talk to classes.</p> <p>Continued use and development of Compass + effectively and to share audit results with all staff to celebrate success and identify improvement.</p> <p>Students, Parents and Carers take up more of an active role connecting and discussing with Career Connect, local Colleges and HE providers. Gaining an improved understanding of the opportunities out there and how to develop their career journey.</p> <p>75% subjects have clear documentation in their SoL where careers is taught within each topic, unit, project. Most teachers advocate the key employability skills in their lessons and pupils are able to make links with their learning to the working world</p> <p>(MAT Dependant)</p> <p>Continued development of Careers within form time activities. Begin to bring in relevant LMI data, Creating Careers resources, Webinars, online opportunities.</p>	<p>Build on the understanding and knowledge learned from the first year. Continue with the above and refine and edit actions for year 2 as needed.</p> <p>Use of collated information. Encourage staff during middle leaders meetings, morning briefing.</p> <p>Career Connect and more colleges/HE providers attending during Parents Evenings, Options Evenings, Assemblies. These need to be more visible to all. Communications sent home explaining the need and purpose of communicating with external agencies.</p> <p>Decisions would need to be made by SLT and the MAT if the implementation of this would happen across the Trust.</p> <p>Source of relevant information and media to be developed into a weekly PowerPoint to be shared with all students.</p>
<p><b>Year three 2025-2026</b></p>	<p>Careers education deeply embedded within the curriculum. All pupils are confident in their careers journey and pupils and staff know the career platforms, opportunities and resources that we have and are confident in using them.</p> <p>Every pupil and teacher, can explain about experiences of careers and employability skills education in school. Students can give a positive, personal and detailed response</p> <p>100% of subjects have clear documentation in their SoL where careers is taught within each topic, unit, project. All teachers advocate the key employability skills in their lessons and pupils are able to make links with their learning to the working world</p> <p>(MAT Dependant)</p>	<p>Build on the understanding and knowledge learned from the second year. Continue with the above and refine and edit actions for year 3 as need.</p> <p>Continued professional development with careers focus. (MAT and CPD timetable dependant)</p> <p>Continued communication with staff through briefing, emails and meetings. Questionnaires to take place.</p> <p>Decisions would need to be made by SLT and the MAT if the implementation of this would happen across the Trust.</p> <p>Audit sent out for all staff to complete. CL to analyse and compare to year 1.</p>



## Long-term plans

<p><b>Long-Term Strategic Objective: 2</b></p> <p><b>Strategic Objective 2</b></p> <p><b>Develop a network of employers that will help broaden student’s horizons and raise their aspirations.</b></p> <p><b>Link to Benchmarks:</b></p> <p><b>GBM 3, 4, 5</b></p>	
<p><b>What will success look like (Milestones)?</b></p> <p><b>What do we need to achieve?</b></p>	<p><b>What actions we will take as a school to achieve these milestones?</b></p>
<p><b>Year one</b> 2023-2024</p> <p>Evaluation of current links to any local, national and global employers that staff and stockholders have.</p> <p>Begin to develop an alumnus of past students that can come in to talk to classes about their career choices and link to relevant subjects/skills.</p> <p>Introduce Unifrog to all staff.</p> <p>Some staff to begin using Unifrog webinar employer links.</p> <p>Secure a careers champion to develop and show other staff as good practice when bringing employers in to speak to students.</p> <p>Use of CEC and EA(s) to bring employer links and discussions within lessons. (EA for business and English)</p>	<p>Create an audit/questionnaire for all staff and stakeholders to complete. Identify key areas.</p> <p>CPD sessions for all staff on using Unifrog.</p> <p>Evaluate what staff have done, ask a staff member to become a careers champion.</p> <p>Develop staff member to be confident in careers delivery within their subject.</p> <p>Work with CEC, EA(s), Business and English leads and encourage to build visits/discussions, virtual talks etc into lessons.</p>
<p><b>Year two</b> 2024-2025</p> <p>50% of subjects will have a direct link with at least one employer.</p> <p>Further development and use of Unifrog by staff. More staff directing students to use Unifrog and linking with local employers.</p> <p>Recruit careers champions for each subject.</p> <p>Build a culture for staff and students to speak confidently between each other about careers and post 16 options.</p> <p>Check on students understanding and staff confidence with regards to careers information.</p>	<p>Build on the understanding and knowledge learned from the first year. Continue with the above and refine and edit actions for year 2 as need.</p> <p>Use information from questionnaire and staff to create these links between subjects and employer. Encourage subjects to develop links into lessons.</p> <p>Continued staff CPD. Identify key areas.</p> <p>Use staff member to share good practice on how careers is embedded within their lessons and how they have secured an employer to speak to their classes.</p> <p>Develop more staff members to be confident in careers delivery within their subject and what options they have available to them post 16.</p> <p>Questionnaire to staff and students. Collate results to help develop into year 3.</p>



Year  
three  
2025-  
2026

75% of subjects will have a direct link with at least one employer.

Staff and employers will use a range of ways to bring careers and employability skills into their lessons.

Students will have a greater understanding of careers that are available to them not only locally but nationally.

Staff will be confident when working with employers and these routines will be embedded within the school.

All staff to have completed another Audit of Careers within their subject area, and for this to have been analysed by CL which demonstrates a measurable improvement from Year 1 across all departments.

Build on the understanding and knowledge learned from the second year. Continue with the above and refine and edit actions for year 3 as need.

Encourage more subjects to develop links into lessons. Use secured careers champions to help develop this.

Follow up questionnaire for students measuring understanding careers and post 16 option choices available to them locally and nationally.

Follow up questionnaire for staff measuring confidence and understanding when discussing careers and post 16 options with students.

Audit sent out for all staff to complete. CL to analyse and compare to year 1.



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## Long-term plans

Long-Term Strategic Objective: 3	
Improve students knowledge and understanding of careers through Labour Market Information. Students will use quality IAG to make informed choices post 16.	
Link to Benchmarks:	
GBM 2, 3	
What will success look like (Milestones)?	What actions we will take as a school to achieve these milestones?
What do we need to achieve?	
<p><b>Year one 2023-2024</b></p> <p>Evaluation of current LMI understanding within the school.</p> <p>Introduce Unifrog to all staff.</p> <p>Staff to begin using some Unifrog tools within lessons.</p> <p>LMI resources available on the school website.</p> <p>Students to have access to LMI data via a notice board.</p> <p>Use of the Careers People and newsletter sent out to all students, staff and parents.</p> <p>20% of students begin to use the Unifrog platform with regards to LMI data.</p>	<p>Create a questionnaire for all students, staff and parents/guardians to complete.</p> <p>CPD sessions for all staff on using Unifrog.</p> <p>Collect and collate high quality resources and upload to school website. Create a careers board within school that contains regularly updated LMI data.</p> <p>Purchase Careers People services.</p> <p>Launch Unifrog with Y10 and Y11 students. Ensure students have access to the programme at home, on devices etc.</p>
<p><b>Year two 2024-2025</b></p> <p>Compared to initial evaluation, 50% of students show an improvement in understanding LMI.</p> <p>1 to 1 interviews of year 9's to use LMI to help guide students when selection their options.</p> <p>1 to 1 interviews of year 11's to use LMI to help guide students when progressing to post 16 options..</p> <p>Recruit more staff into the careers team to help with support and delivery of information.</p> <p>LMI tools within Unifog being used by 50% of staff.</p> <p>50% of students use the Unifrog platform with regards to LMI data.</p> <p>Updated student noticeboard of LMI data.</p>	<p>Updated questionnaire repeated and reviewed.</p> <p>Relevant LMI data selected for current year 9 interviews. CPD for interviewing staff on how to use this information.</p> <p>Career Connect to use this information within their meetings.</p> <p>Invite staff to help out with careers. Develop them so they are confident within their roles.</p> <p>Audit of all staff. Recap CPD sessions for staff. Further CPD sessions if needed and for new staff.</p> <p>Launch Unifrog with Y7,Y8 and Y9 students. Ensure students have access to the programme at home, on devices etc.</p> <p>Collect and collate high quality resources and upload to school website. Create a careers board within school that contains regularly updated LMI data.</p>



<p><b>Year three 2025-2026</b></p>	<p>Most students have a greater understanding of LMI data compared to initial baseline.</p> <p>75% of students use the Unifrog platform with regards to LMI data.</p> <p>LMI tools within Unifrog being used by 75% of staff.</p> <p>Continued development of LMI data within year 9 options interviews.</p> <p>Continued development of LMI data within year 11 post 16 interviews.</p> <p>Updated student notice board of LMI data.</p>	<p>Audit of student understanding compared to year 2 data.</p> <p>Audit of staff against year 2 data. Further CPD sessions if needed and for new staff.</p> <p>Meeting with interviewers to discuss implementation strategies and update information.</p> <p>Collect and collate high quality resources and upload to school website. Create a careers board within school that contains regularly updated LMI data.</p>
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# PROGRESSION FRAMEWORK

	ACTIVITIES	MEASURABLE OUTCOMES	MONITORING AND EVALUATION	Benchmarks
<b>YEAR 7</b>	<p>Careers, teamwork and enterprise skills, and raising aspirations.</p> <p>Students exposed to a number of career pathways to inspire and develop aspirations to pursue a career of their dreams.</p> <p>Students will also address stereotypes within the worlds of work and look at personal values.</p> <p>Visit to a local Cultural Venue.</p> <p>Employer encounters, aspirational talks within lessons.</p> <p>STEM Activities.</p> <p>Form time Careers Activities.</p> <p>Saving, borrowing, budgeting and making financial choices.</p> <p>All LAC and PLAC pupils receive 1 to 1 Career Connect Appointment at least once a year.</p>	<p>All students gain knowledge of a range of different careers. Students will be able to articulate their aspirations, personal qualities and skills. Students will gain an insight into finance, how to save, borrow and budget. Students will understand and be able to link particular careers to subject areas being studied.</p>	<p>Form time, Book Looks and learning walks across PSHE and CEIAG delivery.</p> <p>All students will take part in an end of unit PSHE assessment.</p> <p>Evaluation sheets for employer encounters. Improvement in student aspirations and understanding of career choices.</p> <p>Future skills Questionnaire (Compass +)</p>	1,2,3,4,5



<p><b>YEAR 8</b></p>	<p>Equality of opportunity in careers and life choices, different types and patterns of work.</p> <p>Employer encounters, aspirational talks within lessons.</p> <p>STEM Activities.</p> <p>Form time Careers Activities.</p> <p>Students will continue to be exposed to a number of career pathways to inspire and develop aspirations to pursue a career of their dreams.</p> <p>Students will access LMI and prepare them for a range of year 9 and post 16 option choices.</p> <p>Assembly's covering a number of different post 16 options such as T levels and Apprenticeships from outside providers.</p> <p>(Provider Access Legislation)</p> <p>All LAC pupils receive 1 to 1 Career Connect</p>	<p>Students gain an awareness equal opportunities, stereotyping and life choices related to the world of work.</p> <p>Students will understand and be able to link particular careers to subject areas being studied.</p> <p>Students will gain knowledge of apprenticeships, T levels and other pathways and option choices they can follow post 16.</p>	<p>Form time, Book Looks and learning walks across PSHE and CEIAG delivery.</p> <p>All students will take part in an end of unit PSHE assessment.</p> <p>Evaluation sheets for employer encounters.</p> <p>Future skills Questionnaire (Compass +)</p>	<p>1,2,3,4,5</p>
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	Appointment at least once a year.			
<b>YEAR 9</b>	<p>Learning strengths, career options and goal setting as part of the GCSE options process</p> <p>Employability and online presence</p> <p>All year 9 to have 1 to 1 interviews with SLT staff on GCSE option choices. LMI data used as part of the interview to help students make informed choices.</p> <p>Year 9 Options evening to include local providers of 6<sup>th</sup> form, college, apprenticeships, T-Levels.</p> <p>Employer encounters, aspirational talks within lessons.</p> <p>Session(s) provided by Shaping Futures to cover a particular area of the year groups needs.</p> <p>Assembly's covering a number of different post 16 options such as T levels and Apprenticeships</p>	<p>Students will gain an understanding of the importance of goal setting, employability skills and start to link their GCSE option choices to their future career.</p> <p>Students will gain knowledge of apprenticeships, T levels and other pathways and option choices they can follow post 16.</p> <p>Students will make informed choices for their GCSE options using relevant LMI data.</p> <p>Students will gain an understanding of HE options and will focus on developing a particular skills discussed with SF and PM.</p>	<p>Form time, Book Looks and learning walks across PSHE and CEIAG delivery.</p> <p>All students will take part in an end of unit PSHE assessment.</p> <p>Evaluation sheets for employer encounters.</p> <p>Future skills Questionnaire (Compass +)</p> <p>Contact and review meetings with Career Connect and post 16 providers.</p> <p>Shaping Future Evaluation forms, data and trend tracking.</p> <p>90% of student and parent feedback report positively from options sessions.</p>	1,2,3,4,5,7,8





	<p>from outside providers. (Provider Access Legislation)</p> <p>PP, SEND and other vulnerable students to have 1 to 1 interviews with Career Connect to offer additional support and guidance.</p> <p>All LAC pupils receive 1 to 1 Career Connect Appointment at least once a year.</p>			
<b>YEAR 10</b>	<p>The impact of financial decisions, debt, gambling and the impact of advertising on financial choices</p> <p>Preparation for and evaluation of work experience and readiness for work</p> <p>A number of different experiences such as employer encounters, aspirational talks within lessons.</p> <p>Assembly's covering a number of different post 16 options such as T levels and Apprenticeships from outside providers. (Provider Access Legislation)</p>	<p>Students will be able to make informed financial decisions.</p> <p>Students will develop employability skills and prepare for the world of work.</p> <p>Students will have access to a number of virtual work experiences and courses they can take part in. Helping to develop their understanding in relevant areas interested to them.</p> <p>Students will gain an understanding of HE options and will focus on developing a particular skill discussed with SF and PM.</p> <p>Parents, carers and students will encounter FE, HE and other post 16 providers, gaining relevant knowledge needed to make</p>	<p>Form time, Book Looks and learning walks across PSHE and CEIAG delivery.</p> <p>All students will take part in an end of unit PSHE assessment.</p> <p>Evaluation sheets for employer encounters.</p> <p>Future skills Questionnaire (Compass +)</p> <p>Contact and review meetings with Career Connect and post 16 providers.</p> <p>Feedback from parents Feedback from providers</p> <p>Student reflections and feedback from mentors/facilitators.</p>	1,2,3,4,5,6,7,8



	<p>Virtual Work Experiences offered to all year 10 students through Spring Pod and other providers.</p> <p>Session(s) provided by Shaping Futures to cover a particular area of the year groups needs.</p> <p>PP, SEND and other vulnerable students to have 1 to 1 interviews with Career Connect to offer additional support and guidance.</p> <p>Parents Evenings to include a number of post 16 providers.</p> <p>All LAC pupils receive 1 to 1 Career Connect Appointment at least once a year.</p>	<p>informed choices going into year 11 and beyond.</p>		
<b>YEAR 11</b>	<p>Application processes, and skills for further education, employment and career progression.</p> <p>A number of different experiences such as employer encounters, aspirational talks within lessons.</p>	<p>Students will develop skills needed to apply for college/apprenticeships.</p> <p>Students will develop CV writing skills.</p> <p>Students secure and take up a place at a post 16 provider.</p> <p>Students will have access to a number of virtual work experiences and courses they can take</p>	<p>Form time, Book Looks and learning walks across PSHE and CEIAG delivery.</p> <p>All students will take part in an end of unit PSHE assessment.</p> <p>Evaluation sheets for employer encounters.</p> <p>Future skills Questionnaire (Compass +)</p>	<p>1,2,3,4,5,6,7,8</p>

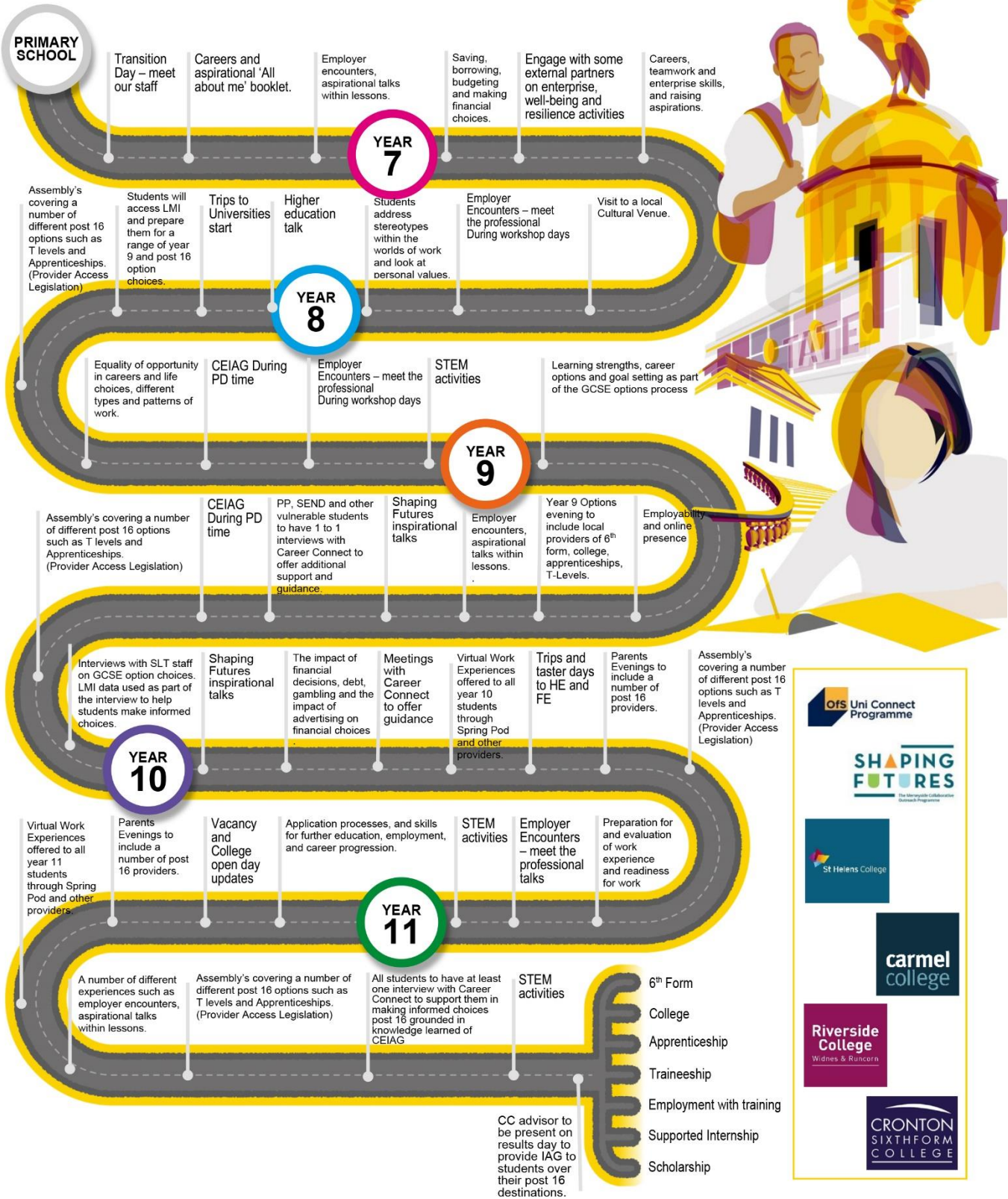


	<p>All students to have at least one interview with Career Connect to support them in making informed choices post 16 grounded in knowledge learned of CEIAG.</p> <p>Virtual Work Experiences offered to all year 11 students through Spring Pod and other providers.</p> <p>Assembly's covering a number of different post 16 options such as T levels and Apprenticeships from outside providers. (Provider Access Legislation)</p> <p>Parents Evenings to include a number of post 16 providers.</p> <p>All LAC pupils receive 1 to 1 Career Connect Appointment at least once a year.</p>	<p>part in. Helping to develop their understanding in relevant areas interested to them.</p> <p>Parents, carers and students will encounter FE, HE and other post 16 providers, gaining relevant knowledge needed to make informed choices post 16.</p> <p>Students will secure a place at a post 16 provider on a course appropriate them that has been informed with relevant CEIAG.</p>	<p>Contact and review meetings with Career Connect and post 16 providers.</p> <p>Feedback from parents Feedback from providers</p> <p>Student reflections and feedback from mentors/facilitators.</p>	
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CAREER PATHWAY




## Short-term plans

September 2023 – September 2024								
Strategic objective	Yearly milestone	Micro-step	Who is responsible	By when/progress	Resources required	Progress	Notes	Last updated
1. Careers education embedded within the curriculum and school life so all stakeholders can take an active part in careers guidance.	Subjects begin to document in their SoL where careers is taught within each topic, unit, project. Some teachers advocate the key employability skills in their lessons and pupils are able to make links with their learning to the working world	Create a questionnaire for all staff to complete.	Careers Lead IT support	End of Term 1	School survey account			
		Collate and evaluate results. Target certain subjects with support, advice and guidance on how to implement employability skills within the lessons.	Careers Lead Subject Leaders SLT	End of Term 2				
		Careers section added to SOL within all subjects and relevant information added. (MAT dependant)	Subject Leaders SLT MAT	End of Term 3/ Start of new term.	SOL from the MAT			
	Begin to develop an alumnus of past students that can come in to talk to classes about their career choices and link to relevant subjects/skills.	Add to part of the questionnaire/survey. Recruit a Careers Champion within admin staff to help with workload and inputting of data into the system.	Careers Lead Admin Staff Member	End of Term 1				
		Work with CEC, EA(s), Business and English leads and encourage to build visits/discussions, virtual talks etc into lessons.	Careers Lead CEC, EA's	End of Term 3/ Start of new term.				
		Develop staff member to be confident in careers delivery within their subject.	Careers Lead + Staff Member	End of Term 3/ Start of new term.				
	Careers to be highlighted as part of form time activities. Careers videos used each week during the Culture Capital PowerPoint.	Source 'Job of the Week' videos from MyPath website. Create a weekly PowerPoint to be shared with all students.	Careers Lead Form Tutor	End of Term 1	Online sources			
		Careers Newsletter to be developed and sent out each week to all stakeholders.	Careers Lead	Continuous throughout year.	Purchase 'The Careers People'			
		Other careers related topics to be shared during form time and through Edulink messages.	Careers Lead Form Tutor	Continuous throughout year.	Edulink Accounts			
	2. Develop a network of employers that will help broaden student's horizons and raise their aspirations.	Evaluation of current links to any local, national and global employers that staff and stockholders have.	Create an audit/questionnaire for all staff and stakeholders to complete.	Careers Lead All Staff	End of Term 1	School survey account		
Collate and evaluate results. Target certain subjects with support, advice and guidance on how to bring employers into lessons.			Careers Lead	End of Term 2				
Encourage staff to reach out to contacts and plan into topic where and when they can support lessons.			All Staff	End of Term 3				
Introduce Unifrog to all staff. Some staff to begin using Unifrog webinar		Sign staff up to Unifrog. Passwords, usernames and levels of access to be organised.	Careers Lead AD	End of Term 1	Unifrog site licence			



## Short-term plans

	employer links.	CPD sessions for all staff on using Unifrog.	Unifrog Staff AD, AQ	End of Term 1	Unifrog site licence			
		Sign students up to Unifrog. Passwords, usernames and levels of access to be organised.	Careers Lead, AD, Computer staff	End of Term 2	Unifrog site licence. Computer rooms during form time sign up sessions			
	Secure a careers champion to develop and show other staff as good practice when bringing employers in to speak to students.	Develop staff member to be confident in careers delivery within their subject.	Careers Lead	End of Term 1				
		Use staff member to show good practice during form/CPD/Briefing.	Careers Lead	End of Term 3				
<b>3. Improve students' knowledge and understanding of careers through Labour Market Information. Students will use quality IAG</b>	Evaluation of current LMI understanding within the school.	Create an audit/questionnaire for all students to complete.	Careers Lead	End of Term 1	School survey account			
		Collate and evaluate results. Use results to help develop PSHE, Form Time activities and to support information going home to parents.	Careers Lead	End of Term 3				
<b>to make informed choices post 16.</b>	Use of the Careers People and newsletter sent out to all students, staff and parents.	Careers Newsletter with LMI data to be developed and sent out each week to all students and parents.	Careers Lead	End of Term 1 + Continuous	Purchase 'The Careers People'			
		Weekly PowerPoint reminder to be displayed in form rooms by form tutor.	Careers Lead SS	End of Term 1 + Continuous	LMI resources			
	All students, parents, and teachers have access to careers and labour market information via school website, school briefing, display boards.	Launch and embed Unifrog within school for all to access relevant information and LMI data.	Careers Lead Computing staff AD	End of Term 3	Unifrog			
		LMI resources available on the school website, updated and relevant information to be displayed on CEIAG notice board.	Careers Lead Website Technician	End of Term 2	Up to date LMI information, Materials for noticeboard			

