

Sutton Community Academy Careers Plan

Sutton Community Academy

2021/2022

Foreword

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. Young people need to prepare for a future where some jobs do not yet exist, they need to be able to develop a range of self-presentation and marketing skills including the use of digital and social media.

Qualifications such as GCSE and A level are changing, opportunities in higher education now extend beyond the UK to other parts of Europe and further afield. students need help to make choices and manage transitions, they need good quality careers education, information, advice and guidance.

The School careers plan (student entitlement) sets out how the school intends to provide a fit for purpose careers programme. The plan defines the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans enabling them to succeed in their chosen career paths.

The School careers plan was originally based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. In line with the recent "Careers strategy: making the most of everyone's skills and talents 2017" and subsequent guidance for schools and colleges the careers plan addresses the eight Gatsby Benchmarks, in particular Benchmark 1. Using the careers plan enables school to track the career activities and interventions it provides for all of its students.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent and impartial information, advice and guidance regarding all options both within the school and after leaving the school to best highlight all career pathways available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them for life after school whichever path they choose.

Links with our Enterprise Coordinator and Adviser network introduces and ensures that each year group will benefit from meaningful employer engagement within our programme. They support the school in working towards and in meeting the Gatsby Benchmarks.

Student Entitlement Statements

Year 7 Careers Entitlement

- 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.
- Grofar Student Passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial advisers via drop in sessions.
- 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.
- Through the PSHCE curriculum students learn about personal identity and being an aspirational student, as well as exploring key employability skills including social media presence and impact, and finance.
- Through the pastoral programme students learn more about aspirations, higher education and entrepreneurship, as well as exploring skills and opportunities through tutor discussions, activities and research tasks.
- Through the broader curriculum students explore possibilities within their subjects, including future job roles, specific and transferable skills. They also learn about how their subjects link to the wider world of life, learning and work.
- Students will have opportunities to engage with employers and education providers in a range of activities throughout the year

Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students begin to explore the world of work and how it is constantly changing.
- Students encouraged to think about what they might like to achieve after school.
- Students are introduced to careers resources and informed how to use them.
- Academic and careers progress is recorded on Student Passport.
- Students have optional access to independent and impartial advisers via drop in sessions or by requesting appointments. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Through the PSHCE curriculum students learn about budgeting and saving, entrepreneurship, developing communication and teamwork skills.
- Through the pastoral programme students learn more about education pathways, aspirations and higher education, as well as exploring skills and opportunities through tutor discussions, activities and research tasks.
- Through the broader curriculum students explore possibilities within their subjects, including future job roles, specific and transferable skills. They also learn about how their subjects link to the wider world of life, learning and work.
- Students will have opportunities to engage with employers and education providers in a range of activities throughout the year

Year 9 Careers Entitlement

- Students continue to explore personal strengths with a focus on transferable skills and linking skills to specific careers enabling realistic and informed decisions at transition stages.
- What is important in a career? Students are encouraged to investigate/research different jobs and careers locally, regionally and nationally. Students explore lifestyle, budgeting and a good work/life balance whilst developing economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think about GCSE options in terms of career pathways and plan their future within the school as well as upon leaving school. They will continue to be made aware of places of study from the ages of 14, 16 & 18 as well as other qualification routes.
- 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.
- Academic and careers progress is recorded on Student Passport.
- Through the pastoral programme students learn more about education pathways, aspirations and higher education, as well as exploring skills and opportunities through tutor discussions, activities and research tasks.
- Through the broader curriculum students explore possibilities within their subjects, including future job roles, specific and transferable skills. They also learn about how their subjects link to the wider world of life, learning and work.
- Students will have opportunities to engage with employers and education providers in a range of activities throughout the year

Year 10 Careers Entitlement

- Students begin to explore 6th form options and interview techniques including the use of social / digital career management skills.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students begin CV and cover letter writing.
- Students have optional access to independent and impartial advisers. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Students complete virtual work experience via Speakers4Schools and record progress on Grofar Work Experience Log.
- Through the pastoral programme students learn more about education pathways, aspirations and higher education, as well as exploring skills and opportunities through tutor discussions, activities and research tasks.
- Through the broader curriculum students explore possibilities within their subjects, including future job roles, specific and transferable skills. They also learn about how their subjects link to the wider world of life, learning and work.
- Students will have opportunities to engage with employers and education providers in a range of activities throughout the year

Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form, technical education and apprenticeships as well as complete their Intended destination forms at key points throughout the year.
- Students are guaranteed at least one personal guidance appointment during the autumn term with the school's qualified and impartial careers leader. Many students will receive ongoing support to complete their applications
- Students should 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 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 kept up to date with post 16 deadlines.
- Students are encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.
- Further interview skills are developed, and additional support is available.
- Students are encouraged to complete virtual work experience via Speakers4Schools and record progress on Grofar Work Experience Log.
- Through the pastoral programme students learn more about education pathways, aspirations and higher education, as well as exploring skills and opportunities through tutor discussions, activities and research tasks.
- Through the broader curriculum students explore possibilities within their subjects, including future job roles, specific and transferable skills. They also learn about how their subjects link to the wider world of life, learning and work.
- Students will have opportunities to engage with employers and education providers in a range of activities throughout the year

Year 12 Careers Entitlement

- Students are reminded of different options and the qualifications on offer through higher education, jobs, gap years, apprenticeships etc.
- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how the world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- 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.
- Academic and careers progress is recorded on Student Passport.

Year 13 Careers Entitlement

- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- 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.
- Academic and careers progress is recorded on Student Passport.

Disclaimer

This report is derived from the Grofar Careers Plan and designed to express the plans, intentions and activities related to the users Sutton Community Academy Careers Service.

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Careers Service Goals

Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Target Date
Provide staff training and continuing professional development (CPD).	Ensure initial staff training and continuing professional development (CPD) to secure the competence required of all staff involved in the school's CEIAG provision.		Staff training delivered on Grofar. Staff aware of methods to access further CPD in regards to CEIAG.	30 Sep 2021
Collect and maintain destination data for all student leavers.	We will collect and maintain destination data for all student leavers and use this information to guide our long term planning.		All students have provided details of FE or work destinations.	14 Oct 2021
Every Student to be provided with a Careers Action Plan.	Through our school-wide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers action plan and that this is used as a key stimulus for their learning.	IT Room access. Time	Every student has a Careers Action Plan.	17 Dec 2021
Provide independent guidance for all year 8 - 13 students.	We will set high expectations for our students and provide independent careers guidance for all our year 8-13 students.		A number of services have been delivered to students by independent providers. Students have had at least one personal guidance appointment by the end of Year 11, and a further appointment by the end of Year 13.	22 Jul 2022
Measure, monitor and report on the quality of our career programme.	We will measure, monitor and report on the quality of our career programme so that we can demonstrate year on year improvements.		Useful measurements and feedback on careers service activity collected and reviewed.	22 Jul 2022

Measure the impact and gather feedback on careers provisions.	Measure the impact of the services provided (including evidence of learning outcomes and progression) and gather feedback from students on the usefulness and effectiveness of individual provisions.		Feedback forms completed by students after events and activities.	22 Jul 2022
Integrate Career readiness into school curriculum.	We will ensure that we take every opportunity to integrate career readiness into the school curriculum.	Staff time - Curriculum review and audits.	Curriculum lesson plans that include a provision for career readiness.	21 Jul 2023

Careers Providers

Independent Providers

The school ensures that independent careers information, advice and guidance (CEIAG) that includes information on the full range of education / training options including apprenticeships, technical education and vocational pathways is provided for students. This should help inform a student's decision about their 16-19 study programme and beyond. Guidance should encompass appropriate local further education, apprenticeships, and vocational education opportunities in which students should individually make their own choice about what is the best next step for them. In good time before decision points school should ensure that students are informed about the options available, including:

- Post - 14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 - year - old enrolment at local colleges.
- Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, technical education routes and traineeships.
- Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

Provider	Services	Summary
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Access to Independent Careers Guidance

The school's careers education programme adheres to the CDI framework for careers education, employability, enterprise (March 2018) and complies with the Education Act 2011 by securing independent impartial careers guidance. The academy's Careers Leader is a registered career development professional (RCDP) with the CDI and follows a strict code of ethics in ensuring that students receive impartial guidance about their next steps. Access to additional advice is determined by the Careers Leader in consultation with the senior leadership team, and other personnel including outside agencies. A detailed needs analysis ensures all students with barriers to progression are seen first, with follow up sessions if required. Any student can self-refer and all referrals are always accommodated in a timely manner. The Careers Leader has an open door policy at breaktimes and at the end of the day, for any students wishing to seek informal advice, find further information or to request a guidance appointment.

Access to Internal Careers Guidance

The careers leader will provide a planned programme of careers education for students and their parents. The careers leader is suitably trained and is a Registered Careers Development Professional, ensuring that impartial advice is given to all students during personal guidance appointments.

Stakeholder Engagements

Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

Ongoing

Learning outcomes				
Description		Map against the CDI framework and share with relevant stakeholders for the purpose of planning and delivering careers engagement activities.		
Students	Providers	Leadership	Parents	Employers
✓	✓	✓		

Social Media Updates				
Description		Posting careers updates and success stories to twitter and Facebook so students, parents and business can receive regular updates on the careers provision.		
Students	Providers	Leadership	Parents	Employers
✓			✓	✓

Student Feedback Form				
Description		Ongoing feedback is collected from students via Grofar to get their feedback on the careers advice they are receiving and any recommendations for service improvements.		
Students	Providers	Leadership	Parents	Employers
✓		✓		

Website Careers Section				
Description		Regularly update the careers section of the school website with updates and success stories from the careers department.		
Students	Providers	Leadership	Parents	Employers
✓	✓	✓	✓	✓

Destination Data Collection	
Description	Collection of all destination data from students at the end of year 11.

Students	Providers	Leadership	Parents	Employers
✓	✓	✓	✓	

Enterprise Adviser network

Description Meet with Enterprise Adviser volunteers to develop effective employer engagement plans.

Students	Providers	Leadership	Parents	Employers
				✓

County Careers Leader network meeting

Description Meet with other local Careers Leaders to share good practice.

Students	Providers	Leadership	Parents	Employers
	✓			

November

Governors update meeting

Description Present update on career plan to governors. Review progress termly.

Students	Providers	Leadership	Parents	Employers
		✓		

Careers Service Evaluation

Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
Quality in Careers Standard	Annual Review evaluation	14 Dec 2021
Staff Needs	End of year survey to staff to measure careers integration and identify changes for next academic year.	06 Jun 2022
Destination Data	The school will use destination measures provided by the DfE to assess how successfully their students make the transition into the next stage of their education or training, or into employment.	30 Jun 2022
Student Needs	End of year analysis of careers activity feedback on Grofar throughout the year, to understand how well we met our students needs and to identify improvements.	15 Jul 2022
Business Engagement	End of year survey to understand how we can improve our relationships with local businesses.	22 Jul 2022
Careers Programme Review	Year end review of how well the school has delivered the careers programme, summarising the feedback from stakeholders.	22 Jul 2022