



Aspire. Expect. Achieve. Together

CEAIG ACTION PLAN 2018- 2019

**CAREERS, EDUCATION, ADVICE, INFORMATION AND GUIDANCE
PROGRESSION AND PATHWAYS PLANNING**

Date of last review:	September 2018	Author:	Simon Hands
Date of next review:	September 2019	School:	Ark Kings Academy

Gatsby Benchmarks for Good Career Guidance

- 1) A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
- 2) Learning from career and labour market information: Every pupil and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- 3) Addressing the needs of each pupil: Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
- 4) Linking curriculum learning to careers: All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- 5) Encounters with employers and employees: Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- 6) Experiences of workplaces: Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- 7) Encounters with further and higher education: All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- 8) Personal guidance: Every pupils should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Vision

At Ark Kings Academy we recognise that outstanding careers guidance is crucial in helping to ensure our vision for every student to ‘make excellent progress, develop outstanding character and be successful in life, education and employment’.

Outstanding career guidance should ensure that all pupils understand and recognise how their learning, character and personal development supports their future prospects; they should actively reflect on their character and interests when making choices about their futures. This should be continually supported and implemented by all staff throughout the academy who should intentionally use all interactions with pupils to introduce and discuss aspirational role models, current affairs, further study, university and careers. Every relevant opportunity should be taken to continually support pupils to think more deeply and more broadly about the world around them and the opportunities it presents.

Throughout the school year every pupil should meet and have a meaningful interaction with at least three people from different careers, as well as at least three meaningful interactions with a higher education provider, giving them a variety of insights into career types and pathways and raising student aspiration. Each term, a speaker will visit the academy to give pupils an insight into their career; each year pupils will visit both a university and a place of employment. As they get older, these visits are increasingly tailored to their individual aspirations. As a result, they will develop an excellent understanding of a variety of careers and understand what qualifications, skills and experiences they would need in order to pursue them.

Their broad experience of visiting universities, and the opportunity to meet people from a range of sectors and the development of their communication skills through character will mean that they will be able to express themselves articulately and confidently in any forum, helping them to secure a positive destination in the career of their choice.

All pupil interactions will be tracked and monitored in order to ensure that as an academy we are providing outstanding careers guidance that addresses the individual needs of each pupil and that careers guidance is strongly embedded into the school curriculum.

2018-2019 Key Measures of Success

All year 11 students will secure a place with either their first or second choice of post 16 provider.	100% of students to have secured a place at HE provider.
All KS4 students will have had at least 3 interactions with a post 16 provider.	100% of KS4 students who feel they have good understanding of post 16 options.
Staff to have increased knowledge of different careers and pathways available to students.	X% staff to have attended at least one relevant training session.
All year 10 students to have had a 1-1 careers guidance meeting	100% of students to have received meeting to have a good understanding and idea of post 16 options.
Increase intake to Ark St Albans Sixth Form.	
Careers weeks to raise profile of career pathways through different subjects for whole school.	100% of students to be able to identify at least three different career pathways available to them through different subject areas.

2018-2019 Careers Plan Year KS3

Term	Event	Success Measure	Actions
Term 1	Speaker from Industry (English)	All students to have had one encounter with an employer. All students able to identify a career path through English.	SH to liaise with MK and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
	English Careers Week Creative Writing Workshop	<i>TBC</i>	<i>TBC</i>
Term 2	Aston University Visit	All students to have had one encounter with a HE provider. All students able to articulate benefits of further education.	SH to liaise with MK and identify target students for university visit. SH to book visit, arrange staffing etc.
	Speaker from Industry (STEM)	All students to have had one encounter with an employer. All students able to identify a career path through a STEM subject.	SH to liaise with MK and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
	Careers Fair	All students to have had at least three meaningful encounters with employers. All students able to articulate one area of interest for future employment and how to get there.	<i>TBC</i>
Term 3	Speaker from Industry (Sports/Humanities)	All students to have had one encounter with an employer. All students able to identify a career path through a Sports/Humanities subject.	SH to liaise with MK and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.

2018-2019 Careers Plan Year 9

Term	Event	Success Measure	Actions
Term 1	Speaker from Industry (English)	All students to have had one encounter with an employer. All students able to identify a career path through English.	SH to liaise with AR and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
Term 2	Careers Fair	All students to have had at least three meaningful encounters with employers. All students able to articulate one area of interest for future employment and how to get there.	<i>TBC</i>
	Speaker from Industry (STEM)	All students to have had one encounter with an employer. All students able to identify a career path through a STEM subject.	SH to liaise with AR and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
Term 3	Speaker from Industry (Sports/Humanities)	All students to have had one encounter with an employer. All students able to identify a career path through a Sports/Humanities subject.	SH to liaise with AR and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
	Year 9 Options Evening with post-16 guidance	All students to have made informed choice about options in relation to post-16 providers. All students to have had meaningful encounter with at least 2 post-16 providers.	SH to liaise with AR and identify best post-16 providers to attend options evening. SH to create compass session detailing post-16 options and how these link to GCSE options for students.

2018-2019 Careers Plan Year 10

Term	Event	Success Measure	Actions
Term 1	Speaker from Industry (English)	All students to have had one encounter with an employer. All students able to identify a career path through English.	SH to liaise with CS and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
	College Assemblies (ongoing)	All students to have had an encounter with at least three post-16 providers.	SH to book assemblies. CS to ensure year 10 attendance at assemblies.
	Aston University Visit	All students to have had one encounter with a HE provider. All students able to articulate benefits of further education.	SH to liaise with CS and identify target students for university visit. SH to book visit, arrange staffing etc.
	NEC Skills Show (16 th -19 th Nov)	All students to have had 3 meaningful encounters with employers.	SH to liaise with CS to arrange event. SH to send trip proposal documents to RC.
Term 2	Careers Fair	All students to have had at least three meaningful encounters with employers. All students able to articulate one area of interest for future employment and how to get there.	<i>TBC</i>
	Speaker from Industry (STEM)	All students to have had one encounter with an employer. All students able to identify a career path through a STEM subject.	SH to liaise with CS and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
	Work Experience	All students to have had at least one experience of a workplace.	SH to send proposal to RP. <i>TBC</i>

Term 3	Speaker from Industry (Sports/Humanities)	All students to have had one encounter with an employer. All students able to identify a career path through a Sports/Humanities subject.	SH to liaise with CS and identify relevant speaker. SH to book speaker and organise compass session to maximise effectiveness of encounter.
	Colleges Information Evening	All students to have had at least three meaningful encounters with post-16 providers. All students able to articulate what course they wish to study, and grades needed.	SH to arrange date with CS. SH to book colleges and sort logistics.