

## Careers Strategy

This document outlines Tapton's Career Strategy for 2023 - 2024 and will be reviewed on an annual basis before September each academic year. The action plan will be updated on a termly basis.

### Purpose/Vision

Tapton Schools' CEIAG programme is designed to be progressive from Year 7 to Year 13 and support students in making 14-19 choices.

Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence. Students can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

We are committed to providing students with 'real life' experiences, up to date information and resources, and impartial, personalised advice and guidance, enabling young people to make an informed choice in their education and career, and preparing for their transition to their next steps and beyond.

Our students will receive a Careers education, information, and guidance (CEIAG) programme which meets professional standards of practice to raise aspirations, challenge stereotypes and promote equality and diversity. The provision is person-centred, impartial and confidential to encourage students to consider a wide range of careers and preparing young people for the opportunities, responsibilities and experiences of adult life.

Careers education forms an integral part of the curriculum in the Personal Development programme. Activities are introduced appropriate to the students stages of career, learning and development.

We recognise that the process of making career decisions is a lengthy one and that most of our students will make their final choices only after completing their higher education course.

Our CEIAG programme commits to the 'September guarantee', all students who leave Tapton School at the end of Year 11 have an offer of a place to move on to.

At Tapton we understand the importance of quality careers education. We aim to help our students make realistic and aspirational plans for their future learning and careers pathways, manage transitions and ultimately realise their life chances by providing high-quality careers education, information advice and guidance (CEIAG). Young people have a wide and exciting range of opportunities available to them and we will support them to make an informed decision by providing relevant information.

We aspire for all our students to progress onto the right Post-16 and Post-18 destinations for them and our programme aims to encourage students to consider their interests, develop skills and ultimately their goals. The programme helps students gain an understanding of the labour market and the relevance of their studies in potential careers.

## Objectives

As encouraged in the Statutory Guidance 2021 document, Tapton School Academy Trust schools will monitor and evaluate careers provision against the 8 Gatsby Benchmarks and the CDI Career Development Framework 2021:

1. A Stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

## Objectives

### *Example Objectives*

#### **1. A Stable Careers Programme**

- *Planning an effective Clear coherent plan for year 7 to years 13*
- *Achieve the Quality in Careers Standard Award*
- *Continue to develop and provide careers education information and guidance to raise aspirations of all students.*
- *Enable students with the opportunities and experiences to support positive transition through further and higher education and into the world of work.*
- *Ensure the Careers Strategy and Programme is fully supported by the Senior Leadership team and approved by the board governors and embed a whole school approach.*
- *Consider Monitoring, Reviewing and Evaluations methods*
- *Ensure programme is specifically aimed at all stakeholders including parents and employers*

#### **2. Learning from career and labour market information**

- *Utilise the DWP to provide information to staff and students annually ensuring they are informed in their decisions.*
- *Provide labour market information to parents/carers, promoting the values and support their understanding of this information.*
- *Ensure careers stereotypes are challenged.*

#### **3. Addressing the needs of each student**

- Promote and encourage the use of Unifrog for students to track their own journey.
- Ensure activities and events are appropriate for the cohort to raise aspirations of all students and challenge stereotypical thinking.
- Identify students who need additional support and ensure appropriate provision.
- Introduce Student Career Advocates/focus groups.

4. Linking curriculum learning to careers

- Introduce Careers Champions within departments/subjects to bridge the gap and highlight the link of the subject with the world of work.
- Audit the curriculum to assess where and when careers are built into each subject and introduce/develop careers links in all areas of the curriculum.
- Introduce careers weeks for all year groups

5. Encounters with employers and employees

- Ensure all students receive at least two meaningful encounters with an employer during KS3, Y10, Y11, Y12 and Y13.
- Reach out to friends and family of staff, the LGB and students and the local community to widen our network.
- Introduce Careers Café's, open to all year groups, sector specifics talk taking place outside of the school timetable.
- Increase the number of appropriate and relevant activities with the support of local employers.
- Utilise the Careers and Enterprise and build a relationship with an allocated Enterprise Advisor.

6. Experience of workplaces

- Introduce work experience for our Y10 in the summer term.
- Promote Y12 to self-place a week's work experience at an appropriate time with a suitable employer.
- Use the Unifrog work experience tool to ensure appropriate steps are taken for students going out on placement.

7. Encounters with further and higher education

- Ensure the overwhelming majority has the opportunity for meaningful encounters with further education and training providers including Apprenticeship information before Y11.
- Ensure the overwhelming majority has a meaningful encounter with higher education before Y11 and within Y12

8. Personal Guidance

- We will ensure all Y11 students have a before the Sheffield Progress application deadline of 31st January, sixth form students have the opportunity to request or be referred during this time and all year groups will be scheduled February onwards. Careers interviews are with a qualified professional and impartial careers advisor.

## Action Plan

<b>Objective</b> What are we trying to achieve?	<b>Gatsby Benchmark</b> How does this fit within our strategic objectives?	<b>Actions/Activities</b> How will we achieve the objective?	<b>Responsible</b>	<b>Time</b> When do we aim to have	<b>Monitoring/Evaluation</b> What would success look like?

			<i>Who is responsible for each action?</i>	<i>this completed by?</i>	
<b>Review gap analysis and identify appropriate action required</b>	Gatsby Benchmark 1	<ul style="list-style-type: none"> <li>Complete CDI Framework Audit</li> <li>Utilise the Compass+ evaluation</li> </ul> Consider NEET figures and circumstances	Jenna Williams/David Sabbagh	ASAP	Development of the programme and curriculum to bridge the gap, meaning a positive result for our students and the school
<b>Develop the use of Unifrog for all year groups to track their careers journey and utilise the enrichment opportunities available</b>	Gatsby Benchmark 3	<ul style="list-style-type: none"> <li>Staff training to be delivered</li> <li>Ensure all staff and students have logins</li> </ul> Regularly check students' progress	Jenna Williams/David Sabbagh Form tutors	September 2023 Ongoing	Student owns their careers journey, utilises resources to make an informed choice and records activities, competencies and interactions to support successful applications and transitions.
<b>Develop KS5 Personal Development programme and introduction of key speakers</b>	Gatsby Benchmark 2	GB5 – CEC meaningful Encounters Checklist	David Sabbagh	Ongoing	Range of speakers in to discuss
<b>Identify and implement a live and interactive system to distribute opportunities and track involvement</b>	Gatsby Benchmark 7	<ul style="list-style-type: none"> <li>Research possibilities</li> <li>Gather student and staff feedback on the options</li> </ul> Roll out new method	Jenna Williams	End of Term 1 2023/24	A simple easy to use for both parties' system to ensure a students know what opportunities are available to them.
<b>Embedding of careers across the curriculum</b>	Gatsby Benchmark 4	<ul style="list-style-type: none"> <li>Map Personal Development lessons against the CDI framework to ensure all content is covered</li> </ul>	Jenna Williams/David Sabbagh Careers Champions	ASAP	Students recognise the importance of the skill and knowledge they learn and how this is used the in world of work, supports positive transition and future career
<b>Introduce a Careers Library for students on the Learning</b>	Gatsby Benchmark 4	<ul style="list-style-type: none"> <li>Liaise with Communications and Learning Development Officer for Website design process to update</li> </ul>	Jenna Williams/David Sabbagh	Spring Term 2022/23	Easy viewing and access to all Careers Provision and Resources. Promotion of our Network

<b>Platform and for Parents/students/stakeholders on the website</b>		Gather Resources			
<b>Support Students to progress to positive destination and reduce their risk of becoming NEET</b>	Gatsby Benchmark 2	<ul style="list-style-type: none"> <li>• Continue developing programme</li> <li>• Look at interview booking process and information shared prior – what and how – include Post 16 options and LMI (See slip to share on Satchel One)</li> <li>• Sharing of updated LMI information (<a href="#">My Choices - Aimee Higgins - YouTube</a>). Seek advice on when and how is best</li> </ul>	Jenna Williams/David Sabbagh	Ongoing	All students positively transition to a Post-16 education/training provider suitable for them and their careers journey. Zero NEETS