



Clapton Girls'  
Academy

*Est. 1906*

# Careers Plan 2022-23

Updated September 2022

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# 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 Careers Entitlement

## Year 7

- 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.
- Student Profiles created in Unifrog on which 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.

## Year 8

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to range of careers software and websites.
- Students encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via drop-in sessions.
- Academic and careers progress is recorded on Student Profile in Unifrog.
- Students are introduced to 'employability skills' through enterprise challenges and opportunities in different subjects.

## Year 9

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- 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. They will 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 an independent and impartial adviser. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

### Year 10

- Students begin to explore 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 agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students begin CV and cover letter writing.
- 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.

### Year 11

- 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 form. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and 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 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 Profile in Unifrog.

### Year 12

- 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.
- Students are provided with the opportunity to do work experience.
- Academic and careers progress is recorded on Student Profile in Unifrog.

### Year 13

- 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 Profile in Unifrog.

# 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.

Visible Actions	Action Deadline	Success criteria
Improve quality of work experience <ul style="list-style-type: none"> <li>• Develop relationships with local businesses to increase range of student opportunities</li> <li>• Increase parental support for work experience provision</li> <li>• Promote regular volunteering to enhance student CVs and personal statements</li> <li>• Year 12 work experience is moved to after May half term 2023 to maximise their experience</li> </ul>	31 <sup>st</sup> May 2023	Expand current database of supporter businesses  All Year 12 students attend high quality work experience
Increase KS4 awareness of apprenticeships as an alternative to Sixth Form <ul style="list-style-type: none"> <li>• Increase support provided for students interested in applying for apprenticeships to ensure best possible chance at recruitment</li> </ul>	24 <sup>th</sup> August 2023	Improved tracking of students applying to apprenticeships  Increase in number of students going on to apprenticeships post-16
Develop monitoring and evaluation systems <ul style="list-style-type: none"> <li>• Use student and staff feedback after each event to improve future activities</li> <li>• Track student engagement termly through Unifrog</li> <li>• Provide drop-in virtual CPD for classroom teachers about careers relating to their subjects</li> </ul>	20 <sup>th</sup> July 2023	Student and staff feedback is used to inform next steps in careers curriculum  All students have engaged with Unifrog at least 4 times over the academic year
Support emerging learning needs for target groups <ul style="list-style-type: none"> <li>• Plan for all students to have at least one career-related activity in each subject scheduled for academic year</li> </ul>	20 <sup>th</sup> July 2023	Plan for all students to have at least one career-related activity in each subject scheduled for academic year 2021-22

<ul style="list-style-type: none"> <li>• Ensure that target groups (e.g. at risk of NEET and SEN) have embedded provision standardised and reviewed annually</li> <li>• Establish KS4 At Risk of NEET provision from end of Y10, e.g. college taster days and university activities to raise aspirations</li> <li>• Discuss best practice with other local schools and providers</li> </ul>		Provide taster days for targeted KS4 students
<p>Provide high quality in-person activities and events for students throughout academic year</p> <ul style="list-style-type: none"> <li>• Improve awareness of Apprenticeship and Careers Week</li> <li>• Distribute Careers PSHCE lessons across Spring and Summer terms to incorporate Careers Week into wider schedule of Careers activities</li> <li>• Continue to increase partner/employer engagement in target subject areas (Arts, English, Languages)</li> </ul>	20 <sup>th</sup> July 2023	Coordinate activities with HoYs, HoPs and PSHCE Coordinator



# Activities and Events

## Careers Events and Activities

Students will have access to a wide range of careers focused events and activities. These will be advertised in Collective Time notices when they are available to all students, and in instances where eligibility criteria apply eligible students will be approached by the Careers Lead or their Head of Year.

The table below outlines planned events and activities for this academic year.

Month	Activity	Partner	No. Of students
September	Four Bricks Court Trip	ROK	14
	Y11 Q&A sessions		178
October	Y11 1:1 interviews		178
	Business Foundation Virtual Work Experience	Linklaters	30
	Sharpe Pritchard Negotiation	ROK	20
November	Y10 Mentoring Works Launch	Linklaters	15
	Y11 Taster day (internal)		178
	Focus Day - Y11 Unifrog, Y9 Personal Finance, Y7 Money Matters		540
December	Y12 Mentoring Works Celebration	Linklaters	7
	Y10 + Y11 Transition Support		30
January	Virtual Sharpe Pritchard Session	ROK	20
	Y10 Unifrog personality test		180
	Y7 Challenge Mentoring	Linklaters	10
	SRM Mentoring	SRM	7
	Y12 Health and Social Care Work Experience	Inspire!	21
	Careers PSHCE lessons		1173
February	Focus Day - Y8 Custom Made, Y9 Unifrog, Y10 Digdata, Y12 Stockmarket Challenge	Inspire!, UEL	684
	Y9 University visits	Goldsmiths	180
	Careers PSHCE lessons		1173
March	Careers Week subject lessons	All Partners	1173
	Y8 Quantity Surveying Workshops	SRM	182
	Careers Fair	All Partners	1173
	Y12 Apprenticeships and University Fair Trip		144
	Y11 Apprenticeship Support		25
	Careers PSHCE lessons		1173

April	Careers PSHCE lessons		1173
May	Y12 A level, Applied Science and Health and Social Care work experience	Inspire!, SRM, Jelly	131
	Y12 Apprenticeship Club		25
	Careers PSHCE lessons		1173
June	Y12 Business work experience	Inspire!	13
	Y12 Careers Interviews		144
	Careers PSHCE lessons		1173
	Y9 - Carbon workshop series	SRM	180
	GoldFutures Mentoring	Goldsmiths	tbc
July	Begin preparations for next year	All Partners	

# Information & Self Help

## Self-Help Resources

A broad range of information sources are available. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the LRC and will be provided with guidance on the use of the resources where necessary

Recommended online resources are available on the Clapton Girls' Academy website at: <https://www.claptongirlsacademy.com/careers-useful-information>

# Careers Providers

## Independent Providers

The school will secure 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. 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 the school will 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, BTECs, advanced general qualifications, apprenticeships, supported internships and traineeships.
- Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

## 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. Access to 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 other students who self-refer are accommodated.

## Access to Internal Careers Guidance

The careers leader will provide a planned programme of careers education for students and their parents. Working with the independent advisor will ensure that they are suitably briefed to ensure their time is effective when providing the impartial information, advice and guidance.

# 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.

# Provision Allocation

## Provision Allocation

We want all of our students to be prepared for life after school. We will provide in-school guidance and independent advice from external consultants to ensure our students receive the impartial advice that they need. We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every student through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

## Independent Guidance Provision

Independent guidance meetings are individually allocated to all Year 11 students and all Year 13 students and are available on request for students from all other year groups.

## Careers, Employability and Enterprise Education

The school aims to follow the CDI Framework for Careers, Employability and Enterprise Education 7-19. A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers and enterprise education as part of overall school policy and a clear understanding of the national and regional drivers. The Strategy is clearly linked to the school Improvement Plan and there is a clear vision for employability and enterprise education. There is a shared definition of 'Employability, Careers & Enterprise' for students, staff, governors and parents/carers. Local employers advise on the employability, careers & enterprise strategy to ensure the programmes enable children and young people to achieve the school's employability goals before they leave the school.

# Budget

## Spending on resources, supplies, services, and activities

Funding is allocated in the annual school budget. The careers manager is responsible for submitting the budget requirements and for ensuring that best value is achieved.

# Roles and Responsibilities

## Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the school are identified along with their roles and responsibilities in order to provide support and guidance to the service.

## Governors & SLT responsibilities

The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school is meeting the statutory careers requirements and expectations as laid out in the statutory guidance 2021 (in particular; has a named Careers Leader, a Provider Access Policy, the careers programme published on the school's website and is working towards the Gatsby benchmarks).
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

## Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

## Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers manager to deliver interview, business game and other work readiness activities during the year.
- Support the careers leader to deliver interview, business game and other work readiness activities during the year.
- Meet with at least 3 local businesses during the year to understand how the school could best serve its business community.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the Careers Leader to ensure students make a smooth transition to year 12 and are supported onto the right pathway.

## SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

## Careers leader responsibilities

- Prepare and deliver the careers plan.
- Recruit, retain and develop the support staff needed to deliver the careers plan.
- Report monthly progress to the SLT.
- Work closely with the governor with primary responsibility for careers to ensure they are able to support and guide you as required.
- Bring any problems that you are unable to resolve to the attention of the careers senior leader.
- Ensure you engage with all your stakeholders including Local Authority, Local Colleges / Universities, Enterprise Adviser, SLT, teachers, support staff, governors, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.
- Ensure a broad suite of quality, unbiased resource is available on all pathways.
- Ensure the available resources meet the needs of each age group.
- Monitor the usage of each resource type and explore if and how information sources can be improved.
- Research how and what the best school examples are providing.

## Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

## Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

## Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

## Teachers, Tutors and Curriculum Staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

# Leadership and Management

## Leadership and Management Meetings

Throughout the year, a number of meetings will take place to ensure the effectiveness of the service. Meetings will be arranged with school leaders and staff members to establish school expectations and evaluate the careers strategy. Well-structured operational meetings are recognised as a key function to running an effective careers service.

# 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.

Requests for feedback are sent to participating staff and students after each careers activity, and to parents via newsletters and parent groups. This information is then reviewed to inform future careers programme planning.