



HIGHFIELD LITTLEPORT ACADEMY

An Active Learning Trust School

Highfield Littleport Academy

Careers Strategy

Introduction

We are committed to delivering an effective careers education, information, advice and guidance package to all of our learners. We support pupils, along with their parents and carers, to consider their future options, realise their full potential and decide how their skills and experiences fit with opportunities within the local job market. We successfully help our learners prepare for their next steps by exploring different employment opportunities, different routes to employment, college courses, apprenticeships and by focussing on employability and transferable skills. Throughout the delivery of our careers programme, we adopt a person-centred approach and cater for the individual interests and motivations of our pupils. Once pupils are in Year 9, their EHCP annual review meeting becomes more focussed on preparing for those next steps and exploring different options. These meetings are also attended by our Additional Needs Pathway Advisor who can give further specific information on current opportunities and routes into careers. We are committed to the statutory and moral obligation to provide an engaging and impactful careers programme that will highlight different routes and options for all of our pupils. We work closely with the Local Authority and the Opportunity Area advisors

Our careers programme encourages learners to have high aspirations and to realise and follow their passions. Delivery of the programme involves a variety of different aspects including employer encounters, work experience, curriculum lessons, skills, employability, exploring available career options, college visits, transitions and career events.

At Highfield Littleport Academy, the careers team consists of Tilly Newbury (Careers Leader) and Lisa Gledson (Work Experience Co-Ordinator). Lisa explores career aspirations and options with our KS4 pupils and will source work experience opportunities in the local area.

Terminology

There are a number of terms used to describe different careers interventions and there is also some overlap between them:

- **Careers education** is the delivery of learning about careers as part of the curriculum
- **Work-related learning** is the provision of opportunities to develop knowledge and understanding about the world of work and to develop employability skills
- **Careers information** is the provision of information and resources about courses, occupations and career pathways
- **Careers advice** is more in-depth explanation and information and how to access further support
- **Careers guidance** is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options

Vision

To ensure our pupils, their parents and carers, are well informed and prepared to achieve aspirational next steps into adulthood and the world of work.

Our Core Aims

- To ensure our learners and their parents/carers have access to careers information, advice and guidance
- To enable learners to understand their potential next steps and explore different pathways and opportunities

- To enable all learners to access and engage in a high quality and varied careers education programme
- To provide all learners with meaningful employer encounters and experiences that will prepare them for the world of work
- To enable our learners to recognise and celebrate their own strengths and what they have to offer within a workplace
- To prepare learners for a successful transition to their next educational setting or place of work

Current State of Careers Programme and Next Steps

Benchmark	Gatsby Statement	Current State	Areas for Development
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 students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Our careers programme is under development and newly completed ready to be started in September 2021 • The careers programme and supporting documentation is being finalised • The programme details a range of activities that will enable students to make informed decisions and their futures as well as develop transferable life and social skills • The programme allows for adaptability to include learner voice • The programme intertwines with the existing school curriculum, in particular, with Citizenship and PSHE • The careers programme has a named careers leader and work experience co-ordinator • We have good growing links with the wider community and employers 	<ul style="list-style-type: none"> • Share careers programme and supporting documents with governors for approval • Upload all documents on careers website • Ensure parents are kept up to date with developments via our school newsletter • Develop an annual school-wide event to take place during National Careers Week • Staff CPD • Systematic recording of destination data to be put in place • Organise networking events to build further links with employers • All teachers to take responsibility for organising employer encounters suitable to their class and curriculum • Establish a monitoring process to ensure effectiveness of careers programme

<p>2 – Learning from career and labour market information</p>	<p>Every student 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.</p>	<ul style="list-style-type: none"> • links to local colleges are active on our school website • parents and Y9+ pupils to be invited to attend an annual careers carousel activity that will take place every September/October – in attendance will be the work experience co-ordinator, transitions advisor and jobcentre representative as well as the careers leader • Pupils have access to a qualified careers adviser who can provide further information • Our careers programme covers information about employment sectors, salaries and employment trends • Pupils are provided with ample opportunities to develop their work-based skills • Y9+ EHCP annual reviews focus on next steps and beginning to plan for transition and exploring options • Pupil journals are in development – this will be a record of their development as they work their way through the programme and experiences • Company and enterprise advisors 	<ul style="list-style-type: none"> • Further links and information to be posted on the website • Ensure that labour market information is fully embedded and up to date
<p>3 – Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A</p>	<ul style="list-style-type: none"> • Organised work experience is personalised to suit individual needs • delivery of the programme will be differentiated as with any other learning • pupils are provided information along the careers continuum 	<ul style="list-style-type: none"> • At year 9+ annual reviews, as well as focusing on options, consider putting in EHCP outcomes linked to the development of employability skills

	school's careers programme should embed quality and diversity considerations throughout.	<ul style="list-style-type: none"> • a range of resources are available for use by teachers and for signposting parents • we encourage employer visits and encounters • well established links with the Careers and Enterprise 	
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	<ul style="list-style-type: none"> • clear progression across the key stages • cross-curricular opportunities are identified throughout the curriculum • records of experiences will be kept in career journals • careers programme includes learning that is embedded in the existing curriculum as well as explicit sessions (KS3 onwards) • careers programme also includes independent living skills and social skills 	<ul style="list-style-type: none"> • develop briefing and debriefing procedures for work experience
5 – Encounters with employers and employees	Every student 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 activities including speakers, mentoring, enterprise schemes	<ul style="list-style-type: none"> • opportunities for employer encounters are identified throughout the curriculum from KS2, this includes encounters both in and out of the school • KS4 will engage in mock interviews, CV writing and application writing 	<ul style="list-style-type: none"> • build a bank of local employers who can be utilised to provide career talks, workshops and potential work experience placements
6 – Experiences of workplaces	Every student should have first-hand experiences of the workplace through visits,	<ul style="list-style-type: none"> • a wide range of experiences are included on the programme • when work experience is taking place, there is 	<ul style="list-style-type: none"> • develop ways to recognise contributions of employers by presenting certificates and

	work shadowing and/or work experience to help their exploration or career opportunities and expand their networks.	<p>still a close link and appropriate level of support</p> <ul style="list-style-type: none"> • work experience diaries are in place • we have pupils from across KS3 and KS4 taking part in a virtual work experience this year involving 4 different employers • work experience co-ordinator meets with all KS4 pupils to find out their interests and source appropriate placements • letter being sent to parents and staff to start building employee links 	<p>sharing on social media</p> <ul style="list-style-type: none"> • invite employers to give talks
7 – Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools.	<ul style="list-style-type: none"> • Links are not yet established with colleges due to COVID-19 and being unable to visit this year • pupils were supported to access college websites • parents and carers are consulted and supported during application process 	<ul style="list-style-type: none"> • explore college taster day options • independent travel training to be trialed with some pupils in September
8 – Personal guidance	Every student should have opportunities for guidance interviews with a career adviser. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • career journals being established ready for September • Year 9+ annual reviews are focussing on employability and next steps • careers programme includes opportunities for goal setting • Year 10 pupils having career guidance meetings – meeting paperwork was developed 	<ul style="list-style-type: none"> • ensure outcomes from guidance meetings are shared with teachers and actions are followed up

Destination Data

At Highfield Littleport Academy, we take our statutory duties seriously and record our destination data accurately. Data regarding outcomes for our pupils is published on our school website on an annual basis and provided to the Department for Education and Local Authority. We record destination data for end of Key Stage 4 and 5 when a student transitions from our school.

Destination Data 2020/2021

%	Apprenticeship	FE College	Traineeship	Other
Girls	0	0	0	0
Boys	0	100	0	0

Measuring Success and Monitoring

Our careers programme and strategy is underpinned by the Gatsby Benchmarks. We are committed to reducing the number of 13-19 year olds who are not in education, employment or training (NEET) by ensuring this strategy is embedded in our practice. The programme and strategy are also compliant with the statutory requirements stated in the government policy 'Careers Guidance and Access for Education and Training Providers'.

The strategy has been approved by the governing body and will be reviewed every three years or in light of new guidance from the Department for Education or Local Authority. The strategy will be regularly monitored and evaluated by the Careers Leader to ensure impactful delivery of the programme. This monitoring will take place through:

- action plans
- follow up from career guidance meetings
- monitoring work experience placement
- monitor success of transitions
- check student/parent/staff knowledge of destination options
- monitor impact of explicit sessions
- Evidence for Learning data
- teacher/pupil/parent/carer feedback
- destination data

Governing Body

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to aged 25. Our governing body is aware of it's statutory duty to ensure:

- impartial careers guidance is available
- careers guidance includes information on the range of education and training options including apprenticeships and other vocation pathways
- advice and guidance is given to the head teacher on which they can base a strategy for careers education which meets the legal requirements
- arrangements are in place to allow education and training providers to access pupils in Year 8-13 to inform them about qualifications and apprenticeships

Parent/Carer Involvement

We continue to work in partnership with all parents/carers to ensure pupils are supported in their development. We do this through online communication via Class Dojo, newsletters, Facebook, parents' evenings, annual review meetings, coffee mornings and the school website. We remind parents that the majority of students can find paid work, be supported to live independently and be valued members in the community. We encourage parents to promote greater independence and life skills for their children at home and to develop skills that are transferable to the world of work.

Strategy Approval

Date:

Signed (head teacher):

Signed (careers leader):

Signed (on behalf of the governing body):

Date to be reviewed: