

## The Careers Strategy at Park Campus Academy (2020-2023)

### Aims of the 3-year Park Campus Academy Career Strategy

- To create lifelong learners and young people who can sustain a career.
- To provide students with information and experiences that enable students to form a career path with known study and progression options We provide regular advice and guidance interviews for all year groups but with an emphasis on Year 11.
- To provide engaging and interesting experiences to encourage students to want to know more about careers and the world of work, while raising aspirations and motivation.
- To develop students' employability skills so that they are aware of the skills needed by future employers and to aid the development of confidence in promoting themselves as skilled and employable individuals.
- To provide the opportunity for students to research and gain guidance on career choice and the pathways including accreditation and training needed to achieve the career or employment of their choice.
- To prepare students for transition with the necessary skills and confidence to apply for a college place of their choice, training of their choice (including Modern Apprenticeships) or employment of their choice.

### Objectives 2020-2021

#### **1. Decrease the number of students not staying in education or training or entering employment for at least 2 terms after year 11.**

The academy aims to be within 5% of the National Average by the end of 2021. Young people who have 4 or more meaningful encounters with employers / employees are 86% less likely to become NEET (Not in Education Employment or Training)

#### **2. Compass Tool.**

We will carry out a Compass tool assessment during the 2021 academic year to assess our progress against Gatsby benchmarks (07/2021)

#### **3. To evaluate the local and national labour market trends.**

The academy will use this information to further develop advice, guidance and a relevant (and accessible) curriculum that meets contemporary employment needs and places our students in a strong position to succeed in relation to their employability and career pathways.

#### **4. Every student to have first-hand experiences of the workplace.**

The academy will develop real-world and virtual partnerships with employers and other relevant organisations to provide work visits, work shadowing and / or work experience to help their exploration of career opportunities, and expand their potential career networks.

## Gatsby Benchmarks

The 8 Gatsby Benchmarks have been widely accepted across government, academies and education organisations as an assessment tool that allows academies to compare their current Careers and Enterprise Advice and Guidance (CEAG) with what is deemed to be a satisfactory level. The benchmarks have been adopted in the National Careers Strategy and academy statutory guidance.

For the full report on the benchmarks visit the Gatsby Foundation website:

<https://www.gatsby.org.uk/education>

### 1. A stable careers programme.

Every academy and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

1.1 Every academy should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.

1.2 The careers programme should be published on the academy's website in a way that enables students, parents, teachers and employers to understand the academy's offer in this area.

1.3 The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

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

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.

2.1 By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

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

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. An academy's careers programme should embed equality and diversity considerations throughout.

3.1 An academy's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.

3.2 An academy should keep systematic records of the individual advice given to each student, and subsequent agreed decisions.

3.3 All students should have access to these records to support their career development.

3.4 All academies should collect and maintain accurate data for each student on their education, training or employment destinations after they leave academy.

## **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.

4.1 By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

## **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 enrichment activities including visiting speakers, mentoring and enterprise schemes.

5.1 Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.

## **6. Experiences of workplaces.**

Every student 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.

6.1 By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.

## **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 / academies, colleges, universities and in the workplace.

7.1 By the age of 16, every student should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, Further Education colleges, and Modern Apprenticeship providers. This should include the opportunity to meet both staff and students.

## **8. Personal guidance.**

Every student should have opportunities for guidance interviews with a Career Advisor, who could be internal (a member of academy 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 students but should be timed to meet their individual needs

8.1 Every student should have at least one such interview by the age of 16.

## Development and priorities for 2020-2023

### Strength of Current provision:

- A personalised student focus transition programme.
- Flexible, supportive and adaptable approach towards a wide range of abilities and individual needs.
- A strongly supportive pastoral and academic environment for all students.
- Effective and vigorous Diversity and Equality approaches in place.

### Areas for Development:

- Develop further a whole academy careers programme with appropriate resources / time allocated for all year groups.
- To evaluate the effectiveness of the programme with feedback from staff, students, parents and employers / partners.
- Ensuring all students and parents have access to user-friendly information about the full range of career paths, and educational / training routes.
- Ensuring all students have meaningful encounters with the world of work / employers - through organised visits to places of work and by employers and appropriate organisations visiting the academy and providing, information, advice and guidance.
- Building effective organisational and student-owned records of careers and enterprise activities at the academy.

### Timescales

Year 1 (2020/21) will focus on achieving the following benchmarks:

- 1 A stable careers programme**
- 2 Learning from career and labour market information**
- 7 Encounters with Further and Higher Education**
- 8 Personal guidance**

Year 2 (2019/20) will focus on achieving the following benchmarks as well as continuing to achieve Gatsby Benchmarks 1, 2, 7, and 8:

- 3 Addressing the individual needs of each student**
- 5 Encounters with employers / employees (a Careers Fair or visits to Colleges / Modern Apprenticeship providers or providers visiting the Academy)**

**Year 3 (2020/21)** will focus on achieving the following benchmarks as well as continuing to achieve benchmark 1, 2, 3, 5, 7, and 8:

**4 Linking student curriculum learning to careers**

**6 Experiences of workplaces**

## Evaluation

The effectiveness and impact of this strategy and the career provision action plan will be based on the following evaluation methods:

1. Compass tool assessment. Improvement against the Gatsby benchmarks. To be re-evaluated every year.
2. Reduction in NEET student figures
3. Termly feedback via Student Voice
4. Activity evaluation forms. To record initial reactions of students, teachers and employers of each activity.
5. Impact Assessment September 2021 / 2022 / 2023
6. Parental questionnaire – September 2021 / 2022 / 2023

An **Annual Evaluation** assessing progress to fulfilling the yearly milestones will be conducted each September. A '**Summary Report of the Annual Evaluation**' will be published on the Park Campus Academy website each September (starting with September 2021).

## Relationship to other Internal Policies

This strategy should be read in conjunction with the follow academy policies:

<http://www.parkcampuspark.org.uk/about-us/documents-and-policies/>

## Statutory Guidance

This Careers Strategy is in line with the National Careers Strategy (December 2017) and Careers Guidance and Access for Education and Training Providers Statutory Guidance (January 2018).

## Resource Allocation

Financial and people resources, i.e. Park Campus budget funding (2021 / 2022 onwards), allocation of staff to careers programme, etc.

## Stakeholders

The Park Campus Academy Careers Lead is **Nick Mallett – Assistant Head Teacher**.

Other stakeholders include:

- Parents
- Students
- The Careers and Enterprise Company
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- Employers
- Teachers
- The Parallel Learning Trust
- The London Borough of Lambeth