

Careers Programme

SAMWORTH
CHURCH
ACADEMY



PAVE your own way



Personalised Aspirational Vocational Education



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careers@tscacademy.org.uk

Academy ethos

Within this Academy people come first. Everyone will be valued, respected and treated with dignity and will be encouraged to have a say in how their Academy is run. We will provide a welcoming and inclusive environment for students of all faiths or none, serving all in the local area and will be committed to promoting mental and physical wellbeing for all students and staff.

The Academy will aim to prepare students for 70 or more great years after they leave and to enjoy a happy and rewarding life. The Academy will be distinctively Christian in ethos and outlook, giving opportunities for students to understand themselves and how to stay happy and healthy, and to encounter Christianity as a living faith and promoting forgiveness, positivity, empathy, tolerance and mutual respect. There will be no place for bullying or any other form of discrimination.

The Academy aims to provide a fully rounded education for all learners, developing independent thinkers ready to be fully responsible members of the many communities they will join during their lives. We will encourage and support all students to reach their full potential. Students will be presented with a variety of experiences and challenges to develop self-confidence, self-esteem, independent learning skills and team work. The development of these skills will prepare students to live happy, fulfilling and rewarding lives and be good citizens whatever they choose to be. We will create the conditions for an enjoyable and challenging learning environment and our students will learn through successes and setbacks on their journey of self-discovery. We will raise people's hopes and aspirations and open up the possibilities of what they can become. Individual search for a vocation or a 'calling' will be actively encouraged.

Central to Academy life will be achieving high standards. We will work within a business and enterprise culture, expect outstanding leadership, support and guidance at all levels and embrace the outward bound approach as well as the Round Square IDEALS.

Close partnerships with schools, colleges and the wider community will enrich the life of the Academy. We will play an active role in the social and economic development of our local area and develop national and international relationships and links providing service wherever possible.

We recognise the environment is a critical resource for all our futures. In the design and management of our inspirational facilities we will respect and guard this at all times and take our responsibility for environmental stewardship seriously.

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Vision

To provide students with the skills, experience and aspirations to succeed in the jobs of tomorrow

STRATEGIC OBJECTIVES

- To create a culture where staff and students place strong value on Careers Education
- To provide equitable access to knowledge, opportunities and experiences of future pathways
- To empower students to make links between learning and skills which are needed in the workplace
- To provide personal guidance to all leavers (year 11 and year 13) to ensure they achieve positive destinations



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Careers Team

All staff are teachers of Careers and employability skills, and tutors deliver careers activities during tutor time but the team leading Careers Education at the academy includes:



Laura Jones
Careers Lead



Sean Panting
Careers Advisor



Chris Vallance
Vice Principal

Joshua Adesina
Careers Advisor



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We measure the impact of our careers programme against the number of students that leave us and progress into full time education, apprenticeships and internships with an aim to get 100% of students onto the next stage of their career path.

In addition, below is the government mandate for our CEIAG programme. “Academies have a role to play in supporting their pupils to make well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help young people achieve their ambitions.” The Education Act 2011.

PAVE

Personalised- Meeting the needs of all students and providing individualised support

Aspirational- Breaking stereotypes and barriers, to raise aspiration and confidence to pursue their chosen pathway

Vocational- Providing opportunities for students to find ‘a strong feeling of suitability for a career’

Education- Raising awareness of sectors, local labour market information and opportunities, to enable students to make informed decisions.

As an academy we must ensure that independent high-quality information, advice and guidance is provided for our students.

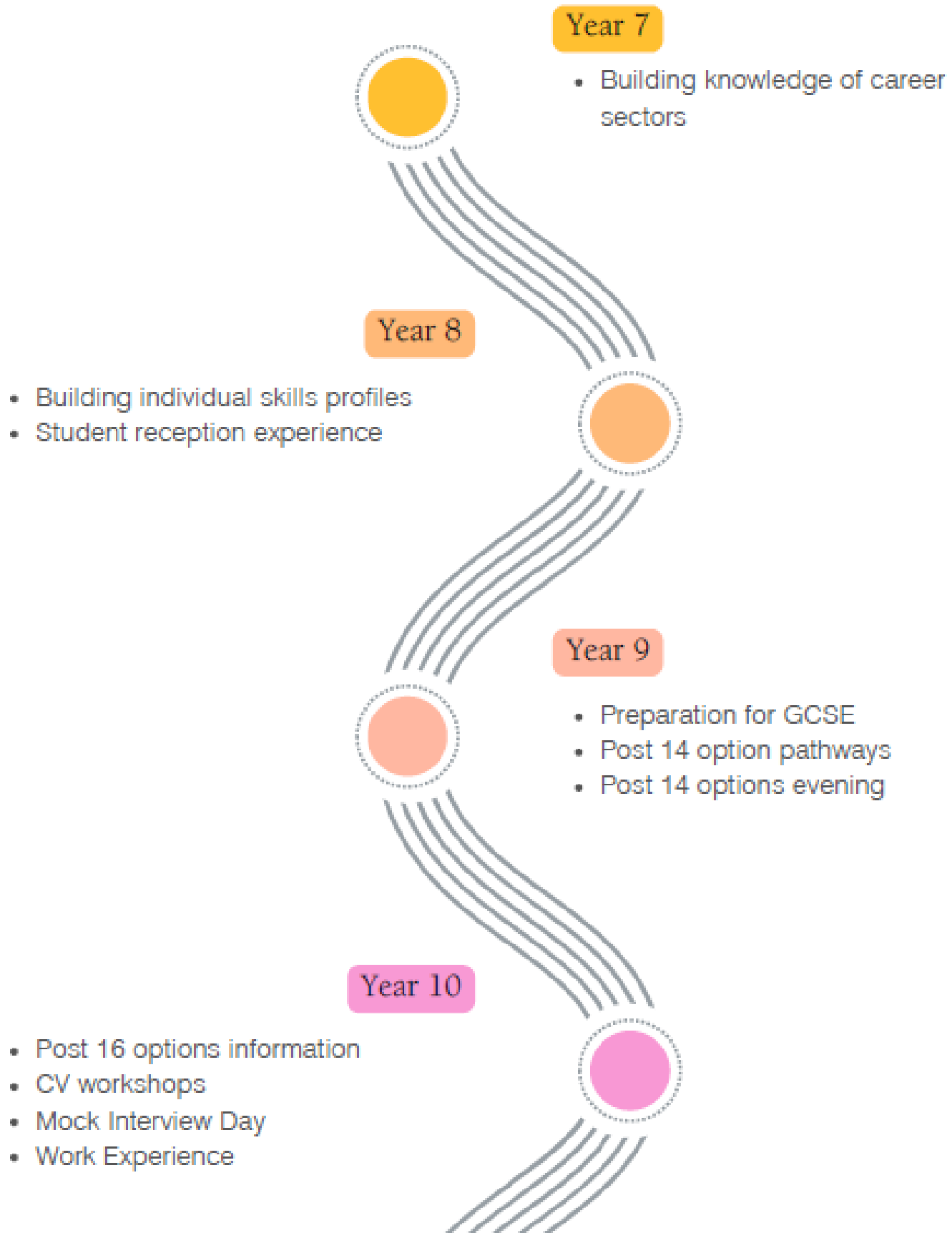
The academy has a contract with Progress Careers, an accredited organisation, whose careers advisers provide independent and impartial careers guidance to our students.

This policy also recognizes the importance of the Gatsby Benchmarks for Quality Careers Education as outlined in the Gatsby 'Good Career Guidance' Report (2014). These are:

GB1	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 and employers.
GB2	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.
GB3	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.
GB4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
GB5	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.
GB6	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.
GB7	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.
GB8	Personal Guidance	Every pupil 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.

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Careers Timeline



Year 11

- Securing positive post 16 options
- 1:1 appointments for all students with Progress Careers advisers

Year 12

- Post 18 options information
- Guidance Lessons
- Desintations Evening
- University Personal Statement Workshop
- Work Experience

Year 13

- Securing post 18 options
- Guidance Lessons
- Mock interviews
- 1:1 appointments for all students with Progress Careers advisers

Post TSCA Support

- Support with UCAS applications
- Support with apprenticeship/ job applications
- Alumni sessions and workshops

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Personalised Aspirational Vocational Education

WHO	Year 7	Year 8	Year 9	Year 10	Year 11	Sixth Form
OVER-ARCHING AIM	The world of work	Understanding myself and My skills profile	Preparation for GCSE and Post 14 pathways	Post 16 options and Employability	Securing positive Post 16 pathways	Securing positive Post 18 pathways
HOW	Tutor Programme					Guidance sessions
WHAT	Y7 Careers Day	Y8 Careers Day	Y9 Careers Day	Y10 Careers Day	Y11 Careers Day 1:1 Progress Careers Guidance	1:1 Progress Careers Guidance
				- Progress to Uni-Cambridge - Learn to Work-DANCOP	- Ideagen workshops - Mock interviews	Learn to work-DANCOP Lead the way-DANCOP Mock Interviews Ideagen workshop
		Student receptionists	Careers Champions	Work Experience		Work Experience Y12

Year group overview

Year 7

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OVERARCHING AIM:

The world of work

YEAR GROUP SPECIFIC EVENTS

- Careers stereotypes *GB1,2,5
- What is a job?
- Subject-Career links
- Green Careers
- Unifrog introduction
- MyPath- Job of the week *GB1, 2
- Knowledge of sectors *GB1, 4

WHOLE ACADEMY CAREERS RESOURCES

- Careers Library *GB2
- School website, careers links *GB2
- Unifrog resources *GB2,3,8
- Progress Careers advisers *GB3,8



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*Gatsby benchmark links as explained on page 6

Year 8

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OVERARCHING AIM:

Understanding myself and my skills profile

YEAR GROUP SPECIFIC EVENTS

- Getting to know myself *GB1,2,5
- My skills and attributes
- Careers psychometric quiz
- Unifrog logging session
- Skills for the future
- What are you like, tasks *GB1, 2
- MyPath- Job of the week *GB1, 4
- Student receptionist role *GB6

WHOLE ACADEMY CAREERS RESOURCES

- Careers Library *GB2
- School website, Careers *GB2
- Unifrog resources *GB2,3,8
- Progress Careers advisers *GB3,8



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*Gatsby benchmark links as explained on page 6

Year 9

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OVERARCHING AIM:

Preparation for GCSE and Post 14 Pathways

YEAR GROUP SPECIFIC EVENTS

- Y9 options process *GB1,2,5
- Subject pathways
- Loughborough university session on the options process
- Unifrog logging session *GB1, 2
- Preparing to select GCSE's *GB1, 4
- MyPath- Job of the week
- Y9 Options Evening *GB1, 2, 3, 7,8

WHOLE ACADEMY CAREERS RESOURCES

- Careers Library *GB2
- School website, careers links *GB2
- Unifrog resources *GB2,3,8
- Progress Careers advisers *GB3,8



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*Gatsby benchmark links as explained on page 6

Year 10

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OVERARCHING AIM:

Post 16 options and employability

YEAR GROUP SPECIFIC EVENTS

- Y10 Trip to West Notts College *GB1,2,5
- Post 16 options
 - CV workshop
 - Money management
 - Unifrog logging session
- Work Experience *GB6
 - MyPath- Job of the week *GB1, 2
 - Employability skills *GB1, 4

WHOLE ACADEMY CAREERS RESOURCES

- Careers Library *GB2
- School website, careers links *GB2
- Unifrog resources *GB2,3,8
- Progress Careers advisers *GB3,8



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*Gatsby benchmark links as explained on page 6

Year 11

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OVERARCHING AIM:

Securing positive post-16 pathways:

YEAR GROUP SPECIFIC EVENTS

- Apprenticeships *GB1,2,5,7
- College
- Sixth Forms
- 1:1 Careers appointments- ongoing *GB1, 3,8
- Mock Interview day *GB1, 5
 - Interview Preparation *GB1
 - Careers and Money *GB1, 4

WHOLE ACADEMY CAREERS RESOURCES

- Careers Library *GB2
- School website, careers links *GB2
- Unifrog resources *GB2,3,8
- Progress Careers advisers *GB3,8



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*Gatsby benchmark links as explained on page 6

Sixth Form

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OVERARCHING AIM:

Securing positive post-18 pathways

WHOLE ACADEMY CAREERS RESOURCES

- Careers Library *GB2
- School website, careers links *GB2
- Unifrog resources *GB2,3,8
- Progress Careers advisers *GB3,8

YEAR GROUP SPECIFIC EVENTS

- Sixth Form Guidance *GB1, 2, 4, 5, 7
 - Alumni visits
 - University workshops
 - HE+
 - Brilliant Club
 - Discover Sheffield
 - Ambition Nottingham
 - UCAS Support
 - CV Workshop
 - Unifrog
- Destinations evening *GB1, 7
- Mock interviews *GB1, 5
- Work Experience *GB1, 6
- 1:1 Careers adviser appointments-ongoing *GB1, 3,8



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*Gatsby benchmark links as explained on page 6



Email the Careers Team:
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The Samworth Church Academy is a part of the Diocese of Southwell and Nottingham Academy Trust (SNMAT). To learn more visit www.snmat.org.uk

Disclaimer

This prospectus is issued for the general guidance of Parents/guardians and students at The Samworth Church Academy. The information is correct at the time of going to press (October 2024) and the programmes and services described herein are those which Samworth Church Academy is planning to offer.

We make every effort to ensure that the content of the plan, website and other materials are accurate. However, on occasion it may be necessary to alter certain aspects of a module or programme or, in extreme cases, cancel or substantially amend the content of the programme.

Should any of these changes become necessary, we will give you as much notice as possible before they come into effect and ensure that any disruption to students is minimised.

