

## Careers Strategy 2023-2024

### Destination Data

Victory Park		2021		2022		2023	
		Count	%	Count	%	Count	%
FE College	SACC	4	14.81%	5	14.81%	6	28%
	SEC	12	44.44%	5	44.44%	7	32%
	USP	0	0.00%	1	0.00%	0	0%
	Other	5	18.52%	3	18.52%	5	22%
Apprenticeship		0	0.00%	1	0.00%	2	9%
Employment		4	7.41%	3	7.41%	0	0%
Custodial		0	0.00%	0	0.00%	0	0%
NEET		4	7.41%	1	7.41%	1	4.5%
Unknown		2	7.41%	0	0.00%	1	4.5%
<b>Total Not NEET</b>		<b>25</b>	<b>92.59%</b>	<b>18</b>	<b>94.74%</b>	<b>21</b>	<b>95.5%</b>
<b>Total Pupils</b>		27		19		22	

Victory Park: Non Pupil Premium	2022-23	
	count	%
SACC	1	25%
SEC	1	25%
USP	0	0%
Other	1	25%
Apprenticeship	1	25%
Employment	0	0.00%
Custodial		0.00%
NEET		0.00%
Unknown		0.00%
<b>Total Pupils</b>	4	
<b>Total not NEET or Unknown</b>	4	100%

Victory Park: Pupil Premium(PP)	2022-23	
	count	%
SACC	5	28%
SEC	6	32%
USP		0.00%
Other	4	22%
Apprenticeship	1	6%
Employment	0	0.00%
Custodial		0.00%
NEET	1	6%
Unknown	1	6%
<b>Total Pupils</b>	18	
<b>Total not NEET or Unknown</b>	16	88%

- The three year trend demonstrates a reduction in pupils not in work, employment or training.
- Non-Pupil Premium pupils are doing better than our Pupil Premium pupils with regards to pupils attending college/training and those in employment.
- One to one career conversation with all Y11 students have taken place at school, or remotely. one to one conversation with Y10 and Y9 students at school. The meetings are on -going and progressive and designed to inform our young people in preparation for post 16. Pupils were supported in visiting colleges remotely or physically depending on restrictions. This was an option for Y11. (Benchmark 8)
- In Summary, we successfully delivered for all year groups in the Academy, elements of Gatsby through the career's curriculum and through focus events. (Example Primary visited a working farm and Supermarket as work place visits) through to KS4. (KS3 and KS4 completed work place visits to B&Q, Jewson's and Local Garden Centres) (Benchmark 2 and 5).
- (Benchmark 3) We have designed an occupational studies curriculum including construction, Food-tech and hair and beauty. We also create bespoke timetables for pupils. (Benchmark 4 and 3).
- (Benchmark 8) We use the National Careers Service online support service. The pupils can logon and search for job profiles, take a skills test and gain live advice from careers professionals. In addition, we provide face to face 121 interviews with Connexions. Summaries of careers conversations typed by Connexions then posted home for students and family to refer to.
- (Benchmark 3) We arrange college private tours for our pupils and will provide adult supervision and contacts at the local colleges in order for our pupils to gain information and gain confidence through a pre visit and discussion. We also help our pupils in writing application forms and submitting them to colleges. We also support our pupils in writing CV's. This support is also found throughout our curriculum for example in the Princes Trust programme.

### **The Careers Strategy at Victory Park 2023-2024**

- 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 Y11.
- 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 pupils' employability skills so that they are aware of the skills needed by future employers and to aid develop confidence in promoting themselves as skilled and employable individuals.
- To provide the opportunity for pupils 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 pupils for transition with the necessary skills and confidence to apply for a college place of their choice, training of their choice or employment of their choice.

## Objectives

1. Decrease in students not staying in education or training or entering employment for at least 2 terms after year 11. The school aims to be within 5% of the national average. Young people who have 4 or more meaningful encounters with employers/employees are 86% less like to become NEET.
2. Compass Tool. We will carry out a compass tool assessment during 2023-24 academic year to assess our progress against Gatsby benchmarks.
3. To evaluate the local and national labour market trends and develop advice, guidance and curriculum that meets employment needs and that places our pupils in a strong position in relation to employability and career pathway.
4. 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.

## Gatsby Benchmarks

The 8 Gatsby Benchmarks have been widely accepted across government, schools and education organisations as an assessment tool that allows schools to compare their current careers and enterprise advice and guidance (CEIAG) with what is deemed to be a satisfactory level. The benchmarks have been adopted in the national Careers Strategy and school statutory guidance. For the full report on the benchmarks visit the Gatsby foundations website.

#	Benchmark	Description	Specific Elements
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 pupils, parents, teachers, governors and employers.	<p><b>1.1</b> Every school 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.</p> <p><b>1.2</b> The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area.</p> <p><b>1.3</b> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process</p>
2	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.	<p><b>2.1</b> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options</p> <p><b>2.2</b> 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</p>

#	Benchmark	Description	Specific Elements
3	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.	<p><b>3.1</b> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</p> <p><b>3.2</b> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions</p> <p><b>3.3</b> All pupils should have access to these records to support their career development</p> <p><b>3.4</b> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school</p>
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.	<b>4.1</b> By the age of 14, every pupil 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 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.	<b>5.1</b> Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.
6	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.	<b>6.1</b> By the age of 16, every pupil 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 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.	<b>7.1</b> By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.

#	Benchmark	Description	Specific Elements
8	Personal guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school 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 pupils but should be timed to meet their individual needs	8.1 Every pupil should have at least one such interview by the age of 16

## Development & Priorities

### Strength of Current Provision:

- A personalised student focus transition programme.
- Our flexibility to support a wide range of ability and needs and adapt to individual needs.
- A strongly supportive environment for students Effective Diversity and Equality approaches
- Effective Diversity & Equality approaches

### Areas for Development

- Develop further a whole school careers programme with resources allocated to it for all year groups.
- Evaluate the effectiveness of the programme with feedback from staff, students, parents and employers.
- Ensuring all students and parents have access to user-friendly information about the full range of career paths.
- Ensuring all students have meaningful encounters with the world of work. Through organised visits to places of work and through providers visiting and providing advice and guidance.
- Building effective records of students' careers and enterprise activities.

## Evaluation

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

- Compass tool assessment. Improvement against the Gatsby benchmarks. To be re-evaluated every year.

- Reduction in NEET figures
- Termly feedback via Pupil Voice
- Activity evaluation forms. To record initial reactions of students, teachers and employers of each activity
- Impact assessment
- Parent questionnaire.

## **Statutory Guidance**

This careers strategy is in line with the national Careers Strategy and Careers guidance and access for education and training providers statutory guidance.

## **Resource Allocation**

Financial and people resources, i.e., connexions funding, allocation of staff to careers programme, etc.

## **Stakeholders**

The school Careers SLT Lead Mr A Packer and Careers lead Steve Morgan

Other stakeholders include:

- Parents
- Students
- Enterprise Adviser
- Academy Council
- Employers
- Teachers
- Career Ready
- SEC
- SEEVIC