2020 – 2021

Teaching & Learning (Challenge)

- Evaluate the careers programme for equality, diversity and inclusion
- Processes set up to collect destination data
- Launch online 'record of achievement' to Yr 8, 9 and 10 to record and showcase skills, experience and successes
- Launch a skills framework to be used across the school
- Review experiences of work opportunities to ensure they are accessible to all and encourage ambition

Outcomes & Groups (Network)

- Relationships maintained with a diverse range of employer and education providers
- Pupils understand the importance of meeting employers from a diverse range of sectors
- External network used to increase social mobility of disadvantaged and at-risk pupils
- Formation and launch of a Student Ambassador Team.
- Build framework and trial Careers Alumni

Culture & Aspiration (Aspire)

- CPD plan to increase careers and employability skills in the curriculum
- Curriculum Careers Champions represent departments
- All teachers have careers objectives and access careers content
- LMI visible resulting in an increase in high aspirations and barriers being challenged
- Pupils encouraged to understand the importance of extra-curricular activities and the options available

2021 - 2022

In addition to 2020-21:

- Over 50% staff and pupils confident in their school careers journey
- Destination analysis assesses pupils ability to challenge themselves
- Online 'record of achievement' rolled out to all
- All school pupils promoting skills in a positive way
- Students are choosing more challenging and aspirational experiences of work

In addition to 2020-21:

- External relationships, including parent workforce, strengthened and built with at least two staff.
- Pupils actively network with external stakeholders in a positive and worthwhile way.
- Sustainable external support programmes work with 70% disadvantaged and at-risk pupils
- Established and active Student Ambassador team
- Established and active Careers Alumni

In addition to 2020-21:

- Staff attend a careers CPD programme
- Careers and employability skills embedded into all schemes of work
- Department learning walks review careers activities
- More pupils using LMI to make positive attendance and transition decisions
- Growth in pupils commitment and enthusiasm for extra-curricular activities

2022 - 2023

Overarching aim:

- Students confident in career planning and able to utilise the resources available to challenge themselves and be proactive with gaining experiences that build courage and skills

Overarching aim:

- Careers programme supported by a strong and diverse internal and external workforce that provides something for everyone and supports pupils in their journey to overcome barriers, raise social mobility and make informed pathway choices

Overarching aim:

- Careers links, employability skills and LMI are embedded in lessons with confidence and commitment whilst every pupil and teacher can give a positive, personal and detailed response about their careers experiences and can justify their destination decisions and extra-curricular choices

Careers Intent

Kingsbury Green Academy will develop our pupils to challenge themselves, raise their aspirations and increase and utilise their network regardless of social, economic and academic barriers in order to find the pathway that is right for them and to prepare for a very bright future.

Careers Strategic Objectives

Pupils CAN:

1. Challenge and be challenged to develop employability skills, courage and confidence through our integrated careers programme.

2. Aspire to a bright future that is well-informed and transcends barriers by accessing up-to-date LMI, career-planning tools and advice and well-developed career plans.

3. Increase and utilise their network effectively by meeting a diverse range of employers and education providers and discerning the range of pathways on offer from this.

Strategic Objective 1

Pupils CAN: Challenge and be challenged to develop employability skills, courage and confidence through our integrated careers programme

Why our school believes this objective is important:
Research shows there is a growing need for young people to hold a broader set of characteristics when entering the labour market.

Link to Benchmarks: GB 1 - 4, GB 7 - 8

Year 1 2020 – 2021 Intent/Milestone: Equality, Diversity and Inclusion	Implementation (Evidence to support)	Planned Impact and Success Criteria Monitoring (M) Evaluating (E)	Evaluation of Impact January 2021
All careers events, platforms and resources evaluated for equality, diversity and inclusion ensuring all pupils have visibility of their careers journey and can benefit from their full careers programme	Website fully up-to-date and information easily accessible for all pupils, parents and staff (*The Assessment Guide for Licensed Awarding Bodies and Assessors*; *What equality law means for you as an education provider: schools*; *All things being equal?*; *Statutory Guidance*) Processes and lessons around the use of careers IT systems and resources reviewed for EDI (The SEND Gatsby Benchmark Toolkit) Personal guidance accessed early on by disadvantaged pupils (*Impossible? Social Mobility and the seemingly unbreakable glass ceiling*) STEM events and the Scholars Programme attended by the right mix of students time	End of year student, parent and staff voice to assess visibility and understanding of the careers programme and pupils articulate has this has impacted their decision making (E) Careers EDI satisfies Challenge Partners review (E) Attendance at personal guidance meetings from disadvantaged pupils is greater than 85% (E) Increase in the number of disadvantaged attending STEM events and the Scholars Programme (M)	
Year 1 2020 – 2021 Intent/Milestone: Destinations	Implementation (Evidence to support)	Planned Impact and Success Criteria Monitoring (M) Evaluating (E)	Evaluation of Impact January 2021
Processes set up to collect intended destination, final destination data and pupils interests accessed on their journey	Review of SIMs, Compass+ or Unifrog for data recording purposes (*TeachFirst Post-school Success Toolkit 2019-20*; *Opening doors*; *Department of Educations 'Destinations Data: Best practice guide for schools'.*)	All data being recorded has a purpose and use that addresses a specific question (M) Required data is easily accessed by pupils and staff (M)	

	Pupils' career interests recorded and monitored to target key industries and fill knowledge gaps (*Moments of Choice*)		
Year 1 2020 – 2021 Intent/Milestone: Careers Resources and IT Systems	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
Evaluate and implement to Year 8,9 and 10, careers resources and an online IT system that encourages pupils to maintain a personal profile, challenge themselves, reflect and proudly record and showcase their skills, achievements and experiences	Review, evaluate and imbed the careers IT system and adjoining processes into the Careers Programme for Year 8, 9 and 10 Full PSHE Careers programme rolled out Invest time and resource into developing a more comprehensive reflection of work experience	Mid and end of year student voice shows pupils are more able to describe their experiences and skills in a positive way and know what they would like to achieve next (E) Over 90% of pupils completing WEX attend a reflection session and have met their WEX objectives (E)	
Year 1 2020 – 2021 Intent/Milestone: Skills	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
A skills framework has been implemented for pupils, staff and parents where key employability skills are visible daily and referred to regularly in Science, Maths, English and MFL classes	Embed the Skillsbuilder Framework across the school within careers and the fuller curriculum (*Educating and Learning for the modern world*; *How employable is the UK?*;*The Future of Jobs Report*)	80% of learning walks within Science, Maths, English and MFL have a skills focus and show implementation of Skillsbuilder (E) Mid and end of year check of the careers curriculum audits and curriculum schemes of work show the Skillsbuilder Framework incorporated (M) Mid and end of year student voice and work scrutiny suggest an improved understanding of the key employability skills and the relevance of the skills used in lessons to the working world (E)	
Year 1 2020 – 2021 Intent/Milestone: Experiences of Workplaces	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
Our work related programmes are accessible for all pupils, have been assessed for equality, diversity and inclusion and tutors understand their roles and responsibilities	Alignment of World of Work to the national Takeover Challenge Review of the work experience process and support available for disadvantaged students (*Work experience and related activities in schools and colleges*)	Over 85% of students took part in the Takeover Challenge, including 85% of disadvantaged pupils (E) Mid and end of year review with PSHE teachers and tutors to discuss clarity of their role and responsibilities and impact of	.

		improved confidence, knowledge and support (E) Tracking of pupils placements (M) End of year student voice shows that pupils have gained a valuable insight into work and can describe some keys they have developed (E)	
Total Cost:	£2500 plus Careers Leader (CL) and WEX Administrator time (initial prediction updated in January review)		

Kingsbury Green Academy Careers
Year 2 and Year 3 Milestones: 2021 - 2023

Long Term Strategic Objective 1
Pupils CAN: Challenge and be challenged to develop employability skills, courage and confidence through our integrated careers programme

Year 2 2021 – 2022 Intent/Milestone: **Equality, Diversity and Inclusion**	Year 3 2022 – 2023 Intent/Milestone: **Intent - Equality, Diversity and Inclusion**	**Planned Impact and Success Criteria**
Over 50% of pupils are confident in their careers journey and pupils and staff know the career platforms, opportunities and resources that we have and are confident why and how to utilise them	All pupils are confident in their careers journey and pupils and staff know the career platforms, opportunities and resources that we have and are confident why and how to utilise them	Anecdotally and through pupil and staff voice we know that pupils are aware of the careers education they have received and the value this is having to prepare them for their futures (E: Mid and end of year student voice) Using link governor check-in points to provide verbal feedback and to carry out student, staff and parent voice (E: Mid and end of year)
Year 2 2021 – 2022 Intent/Milestone: **Destinations**	Year 3 2022 – 2023 Intent/Milestone: **Intent - Destinations**	**Planned Impact and Success Criteria**
Destination analysis highlights the areas of focus where pupils are not challenging themselves or not being challenging appropriately, resulting in an improvement plan	A programme of interventions are in place that ensure that all pupils are challenging themselves and being challenging appropriately	Pupils are building up their 'experience portfolio' and recognise the value of this through attending events and opportunities (M: Regular audit of personal profiles and attendance of events)
Year 2 2021 – 2022 Intent/Milestone: **Careers Resources and IT Systems**	Year 3 2022 – 2023 Intent/Milestone: **Intent - Careers Resources and IT Systems**	**Planned Impact and Success Criteria**
Pupils in Year 9, 10 and 11 feel more courage and confidence to reflect on and showcase their skills, achievements and experiences and use the resources	The whole of KS3/4 and sixth form, with teacher backing, confidently and enthusiastically use the careers resources	Pupils can talk about their skills and what they have to offer in a positive way: they are positive in telling their story

and online personal profile to do so. The career resources and 'record of achievement' are implemented with Year 7 and 8	and 'record of achievement' and update these proactively to promote their skills, experiences and achievements	(M: Tracking of pupil personal profiles; E: Mid and end of year student voice)
Year 2 2021 – 2022 Intent/Milestone: Skills	**Year 3 2022 – 2023 Intent/Milestone: Intent - Skills**	**Planned Impact and Success Criteria**
Key employability skills are referred to daily and discussed with pupils confidently in over 60% of curriculum departments	All teachers advocate the key employability skills in their lessons and pupils are able to make links with their learning to the working world	Proactivity is seen in our pupils and teachers; pupils are taking ownership for their own development by 'doing employability stuff' and teachers are linking careers to the curriculum (M: Tracking of pupil participation in event; M: Regular audit of schemes of work; M: Learning walks)
Year 2 2021 – 2022 Intent/Milestone: Experiences of Workplaces	**Year 3 2022 – 2023 Intent/Milestone: Intent - Experiences of Workplaces**	**Planned Impact and Success Criteria**
Over 50% of pupils have accessed work related experiences that challenge them, encourage social mobility, increased confidence and inspiration and tutors are confident in their role	Over 90% of pupils have accessed work related experiences that encourage social mobility, increased confidence and inspiration	Comparison of WEX data over the years shows that student proactivity is increasing and placement choice is more ambitious (E: End of year data analysis; M: Tracking of rate of placement acquisition and destination)

Strategic Objective 2

Pupils CAN: Aspire to a bright future that is well-informed and transcends barriers by accessing up-to-date LMI, career-planning tools and advice and well-developed career plans

Why our school believes this objective is important:

Access to up-to-date career and labour market information and advice is important for social mobility and strengthens pupils' capacity to make effective choices and transitions.

Link to Benchmarks: GB 1 - 8

Year 1 2020 – 2021 Intent/Milestone: Careers CPD	Implementation (Evidence to support)	Planned Impact and Success Criteria Monitoring (M) Evaluating (E)	Evaluation of Impact January 2021
CPD plan signed off for 21/22, based on Training Needs Analysis and an Audit of Careers and Employability Skills in the Curriculum – completed by at least 70% of staff from each department	Training needs are clear through the TNA and a CPD plan proposal submitted to SLT (*How are schools developing real employability skills?*) 'Auditing careers in the curriculum' online training provided to Careers Curriculum Champions (*TeachFirst Careers Leader course material*)	Regular audit of number of TNA and Audits received, and data gathered (M) Time for CPD programme is prioritised and fit into the overall school training plan (E) CCCs are proactive and forthcoming in completing personal development ideas recommended by the Careers Leader (M)	
Year 1 2020 – 2021 Intent/Milestone: Curriculum Careers Champions	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
A Curriculum Careers Champion has volunteered to join the Careers Team from each department and can clearly articulate their role and responsibilities, including working towards embedding careers and employability skills in all Schemes of Work (Maths and Science by the end of 2021 and all by end 2022) and supporting their departments to be inspirational role models who help pupils to overcome barriers and ensure equality, diversity and inclusion	Development sessions held with CCCs to discuss audited careers content, future quick wins and involvement in events to help students overcome barriers (i.e. attendance) Curriculum careers displays reviewed CCC roles and responsibilities document developed, communicated and bought into	CCCs to set an action point to take away from development sessions and monitor progression anecdotally (M) Tracking of volunteers (M) Tracking of information and support provided to CCCs (M) Mid-year review with CCCs to discuss success of their quick win interventions and event involvement (E)	

Year 1 2020 – 2021 Intent/Milestone: Careers in the Curriculum	Implementation (Evidence to support)	Planned Impact and Success Criteria Monitoring (M) Evaluating (E)	Evaluation of Impact January 2021
Careers Leader has presented the Strategy Presentation to all staff at Department meetings and all staff can articulate the 'why' and discuss the 'ask' of them with their line manager to embed in their objectives and discuss at reviews	All staff have a careers target within their objectives (*Careers education in the Classroom*) Departments have at least one connection with an inspirational employer (*Alumni in the curriculum*; Exploring the impact of guest speakers in schools) Curriculum teachers confidently access careers content they can use in their lessons *(Careers in the curriculum. What works?)*	Audit of objectives agreed with line managers (M) Tracking of employer contacts for each department and number of visits to lessons (M) Evaluation of careers objective during appraisals to assess success of staff embedding careers and employability skill quick wins into their lessons. Outcomes fed back to Careers Leader (E)	
Year 1 2020 – 2021 Intent/Milestone: LMI	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
All pupils, parents and staff have access to career and labour market information via the school website, social media, display boards, a well-resourced careers room, employer/HE/FE visits and trips and through the beginnings of in-house careers promotional material that enables them to aspire high and challenge barriers	Baseline assessment taken of LMI and the level of knowledge obtained by students, parent and teachers Promotion of LMI during Wednesday lunch time drop in and on careers social media, school TV screens, careers displays, course booklets and school website Careers graphic/logo used within the Learning Cycle in lessons and on all careers information High quality LMI resources sourced and launched at the start of Year 2 21/20 including a plan for investing in internal promotional materials LMI training for staff prepared and ready for 21/20 launch	Term 2 and Term 5 survey assessment of knowledge sources and usage rates of LMI, with a focus on disadvantaged pupils (E) LMI knowledge check during PG meetings (M) Regular audit of careers materials to see the use of the careers graphic and frequency on careers posts on social media/tv screens (M) Mid-year student voice shows an increase in pupils that are aware that LMI exists and can recall some information they have heard, seen and read (E)	
Year 1 2020 – 2021 Intent/Milestone: Extra-Curricular Activities	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**

: The importance of extra-curricular activities and interests is focused on within the PSHE Careers curriculum and through our careers social media, exposing our pupils to the 'why', 'how' and 'where' for gaining these experiences and seeing at least 50% of pupils either involved in something additional or knowing what they might like to do	Pupils experience the importance of taking part in extra-curricular activities from Year 7 through the PSHE careers programme	Involvement in extra-curricular activities is recorded and analysed beginning and end of the year (E) Student voice shows that students are aware of the importance of extra-curricular activities and know where they could access an opportunity (M)	.
Total Cost:	£ 1500 plus staff time (initial prediction updated in January review)		

Kingsbury Green Academy Careers
Year 2 and Year 3 Milestones: 2021 - 2023

Long Term Strategic Objective 2
Pupils CAN: Aspire to a bright future that is well-informed and transcends barriers by accessing up-to-date LMI, career-planning tools and advice and well-developed career plans

Year 2 2021 – 2022 Intent/Milestone: Careers CPD	Year 3 2022- 2023 Intent/Milestone: Intent - Careers CPD	Planned Impact and Success Criteria
Feedback from staff from the CPD sessions shows a 75% increase in confidence and commitment to embed careers and employability skills in their lessons, including ideas to support pupils in overcoming barriers and biases and identifying 2 businesses they could build relationships with to help link careers to their subject curriculum	All staff to have completed another Training Needs Analysis, and an Audit of Careers and Employability Skills in the Curriculum, and for this to have been analysed by Careers Leader which demonstrates a measurable improvement from Year 1 across all departments. 75% of staff have a contact in an external organisation who can support them with ideas to bring relevant careers and skills into their lessons	Staff commit to their own action points from CPD sessions to develop their confidence and ability to deliver careers connections (M: Anecdotally, review progression with actions points) Departments have at least one connection with an inspirational employer with their purpose and plans embedded into their schemes of work (E: Audit of the schemes of work at the end of each the year)
Year 2 2021 – 2022 Intent/Milestone: **Curriculum Careers Champions**	**Year 3 2022- 2023 Intent/Milestone:** **Intent - Curriculum Careers Champions**	**Planned Impact and Success Criteria**
Career Champions report meeting regularly to review their work, motivating and supporting staff and report a measurable improvement in staff willingness and confidence in their department; in addition careers and employability skills are embedded in all Schemes of Work	Every pupil and teacher, if asked by an Ofsted inspector 'tell me about your experiences of careers and employability skills education in this school' can give a positive, personal and detailed response and refer to numerous links within their curriculum	Staff have improved confidence and knowledge and are providing high quality careers links and information within their lessons (E: End of term reviews with CCCs to discuss level of success and impact)

		Year 9, 11 and 13 pupils articulate how careers development within their subjects has impacted their decision making (E: End of year survey/interview)
Year 2 2021 – 2022 Intent/Milestone: Careers in the Curriculum:	**Year 3 2022- 2023 Intent/Milestone: Intent - Careers in the Curriculum:**	**Planned Impact and Success Criteria**
Careers Leader to visit every department throughout the year seeing at least one careers activity and observing the department's careers learning journey. Careers leader to have spoken with Curriculum Leaders and departmental staff to discuss their careers objective and understand what has worked and what has not	Staff reported noticeable increase in instances of pupils approaching them to discuss their ideas and aspirations, and staff in return sharing more about their own background and experiences. Staff are progressive with their objectives and seek to challenge themselves with regards to the quality of their careers provision	Staff are embedding careers and employability skills to an outstanding level in their lessons and subsequently providing an increased level of support to pupils regarding their futures (E: End of year review with Curriculum Leaders and teachers to evaluate level of success; M: Regular learning walks) Staff careers objectives demonstrate positive engagement in the careers programme and an overarching willingness to excel (E: Audit of individuals careers objectives shows commitment and progression) An increase in the number of pupils who recognise school staff as an influencing factor when considering options for their future (E: End of year survey for each pupil)
Year 2 2021 – 2022 Intent/Milestone: LMI	**Year 3 2022- 2023 Intent/Milestone: Intent - LMI**	**Planned Impact and Success Criteria**
50% of surveyed pupils in every year group demonstrate improved knowledge (compared to baseline assessment in previous year) of local, national and international LMI trends and understand how LMI can guide their decisions, with an increased number of Year 9, 11 and 13 pupils using LMI in their decision making process and an improvement in school attendance for those with a low show rate	100% of pupils demonstrate improved knowledge of local, national and international LMI based on baseline assessment in 2020-21 and pupils in Year 9, Year 11 and Year 13 use LMI to help justify their course or destination decisions	Staff understand the importance of LMI and can confidently access and talk about up-to-date information whilst using it to link learning in lessons to future pathways (E: Staff voice mid-year clarifies this understanding; E: Demonstrated during mid to end of year learning walks) During PG it is clear that students have already made use of LMI and are asking more specific questions. They have a further formed idea of what they would like to do and are open to 'curveball' options and don't take the easy way out

		  Access to up-to-date LMI has supported pupils destination decisions resulting in aspirational and diverse choices including degree apprenticeships and Russell group universities (M: Regular audit of access and usage of LMI sources from different pupil groups; E: Mid and end of year analysis of intended destination and final destination data)
Year 2 2021 – 2022 Intent/Milestone: **Extra-Curricular Activities**	**Year 3 2022- 2023 Intent/Milestone:** **Intent - Extra-Curricular Activities**	**Planned Impact and Success Criteria**
Feedback from pupils shows an increase in their motivation to find out about the extra-curricular activities available and a growth in their confidence and commitment to attend such opportunities, with at least 50% of pupils actually taking part in something that is further developing their interests, skills and aspirations	All pupils are able to describe extra-curricular activities that they could access and understand how these activities can help them to transcend barriers, develop skills and prepare for their futures. Over 75% of pupils have developed their confidence and commitment to attend such opportunities	Pupils recognise their situation and the potential biases and barriers that exist but are able to overcome these to access an extra-curricular activity (M: Monitor a focus group of disadvantaged students to understand the barriers they are facing and how they overcome them) Pupils understand the link between extra-curricular activities and the world of work and how these experiences can increase their employability and social mobility (E: Two termly evaluation surveys to assess the uptake of activities and the impact these are having on the pupils confidence and aspirations)

Strategic Objective 3

Pupils CAN: Increase and utilise their network effectively by meeting a diverse range of employers and education providers and discerning the range of pathways on offer

Why our school believes this objective is important:

Research reports that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career. Employer encounters help address the gap between education and the preparation people need for their future.

Link to Benchmarks: GB 3 - 7

Year 1 2020 – 2021 Intent/Milestone: Employer and Education Provider Relationships	Implementation (Evidence to support)	Planned Impact and Success Criteria Monitoring (M) Evaluating (E)	Evaluation of Impact January 2021
Employer and education provider relationships reviewed and a comparison made to pupils interests. Contacts sourced for any gaps in the labour and education market and invitations sent for careers events and work-related programmes ensuring representation of a diverse employment base. Strong relationships maintained by the Careers Leader with a minimum of 8 employers	SLT and Curriculum Careers Champions exposed to employers, including giving positive recognition Local and national LMI used for assessment of employer relationships and industry coverage (*Why does employer engagement matter?)* ==External Stakeholders Plan developed and maintained with regular contact schedule for key employers and education partners== (*Working with universities and colleges: a guide for schools*; *Raising attainment through university-school partnerships*)	Positive coverage on social media regarding employer and education provider contact with the school at least 3 times a year (M) Student post-event evaluation shows positive feedback about the industries represented whilst also highlighting gaps (E) Strong relationships are maintained and protected through appropriate and timely communications with external stakeholders (M) Anecdotally and through an end of year survey, employers remain keen to our students and find value in the careers programme for themselves (E)	
Year 1 2020 – 2021 Intent/Milestone: Student and Employer Interaction	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**

Pupils understand the importance of meeting employers from a diverse range of sectors, rather than only focusing on their current sector preference and begin to challenge themselves to network during careers events to broaden their LMI knowledge and ideas	Pupils participate in meaningful encounters with employers every year with networking opportunities, such as employer speed networking and careers fairs fact hunts being actively engineered as part of the careers programme. *(The Gatsby Benchmark Toolkit for Schools*; *Motivated to achieve)* Review other means of exposing students to a wider network of employers, including virtual, and fit into the careers programme where appropriate	End of year student voice shows that pupils in year 10 and above can describe a number of businesses and have knowledge of at least two different sectors (M) End of year student voice shows that pupils can talk positively about a networking experience they had with an employer and show some LMI knowledge (E) Employer feedback post-events shows positive comments about the confidence, proactive approach and interest that pupils showed in their conversations (E)	
Year 1 2020 – 2021 Intent/Milestone: Social Mobility and Barriers	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
Understand how our employer network can be used to support the social mobility of our disadvantaged and at-risk pupils. Our strong employer relationships are utilised for mentoring support to help increase confidence, motivation, attendance and consequently educational attainment for over 30% of these pupils	Every year, 15 pupils attending the West of England mentoring programme with Herman Miller including a reunion event Identify and approach employers who could support areas such as CV review, one to one mentoring and girls in STEM	Beginning and end of programme survey shows pupil's confidence and aspirations have increased through the WEM programme (E) Tracking of volunteering offers and checking in with employers on their areas of expertise and the support they may be able to give (M) End of year review reflects that an increased number of employers are involved in volunteering projects with over 30% of our disadvantaged and at-risk pupils (E)	
Year 1 2020 – 2021 Intent/Milestone: Careers Student Ambassadors	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
At least 5 pupils have volunteered to join the Careers Student Ambassador Team and can clearly articulate their role and responsibilities, including welcoming employers to the school and encouraging pupils to partake proactively in the careers events	Student Ambassador roles and responsibilities document developed, communicated and bought into by pupils Student Ambassador meetings/training held minimum once a term	Tracking of volunteers indicates pupil interest and aspiration to be involved (M) Every careers event has student ambassador representation which is appreciated and positively commented on by external stakeholders through post-event surveys and employer voice (E)	

		Pupils identify with the Student Ambassador team resulting in an increase in the careers social media following. (M)	
Year 1 2020 – 2021 Intent/Milestone: Careers Alumni	**Implementation (Evidence to support)**	**Planned Impact and Success Criteria Monitoring (M) Evaluating (E)**	**Evaluation of Impact January 2021**
At least 5 pupils have volunteered to be part of the KGA Careers Alumni, providing a networking source beyond local employers. The Alumni can clearly articulate the expectations, which involve keeping in touch and where possible, coming back to hold talks to pupils about their experiences to date, lessons learnt and where life has taken them post-school/sixth form	Use the advice and support received from Future First to begin the process of establishing an alumni network *(Future First Annual Review 2018-2019; Alumni in the Curriculum)* Alumni roles and responsibilities document developed, communicated and trialled with a sample group of ex-pupils	Maintain a record of ex-pupils who are keen to become alumni, provide contact details and express their willingness to come back to school to support careers events (M) Survey evaluation/feedback sheets received from alumni and pupils after trial alumni sessions to capture feedback (E)	.

Total Cost:	£500 (£2000 without WEM funding) plus Career Leader time (initial prediction updated in January review)

Kingsbury Green Academy Careers
Year 2 and Year 3 Milestones: 2021 - 2023

Long Term Strategic Objective 3
Pupils CAN: Increase and utilise their network effectively by meeting a diverse range of employers and education providers and discerning the range of pathways on offer

Year 2 2021 – 2022 Intent/Milestone: Employer and Education Provider Relationships	**Year 3 2022 – 2023 Intent/Milestone: Intent - Employer and Education Provider Relationships**	**Planned Impact and Success Criteria**
Relationships with our contacts for each of the main industries are maintained by the Careers Leader and at least one employer per Careers Champion. Our parent workforce is investigated with invitations to attend or partake in our careers events to increase the diversity of our employer base and to increase parent understanding and support with careers work. Strong relationships are maintained with at least 15 of our employers	The Careers Team as a whole maintain strong relationships with at least one employer, preferably two, from each of the main industries, inviting them to key events and keeping in termly contact. Each careers event or programme is represented by a diverse range of industries, big and small, that provides something for everyone	An increased proportion of parents make up our external stakeholders, providing a greater range of business connections and increased allegiance (M: Opportunities taken to speak to parents and outcomes recorded) Relationships built with external stakeholders with the ratio of at least two staff per employer, to maintain sustainability in the event of staff changes (M: Regular audit of employer changes and recording of contact succession plans)

		Termly positive coverage on social media regarding employer and education provider contact with the school (E: Termly focus on successful stories to publish)
Year 2 2021 – 2022 Intent/Milestone: **Student and Employer Interaction**	**Year 3 2022 – 2023 Intent/Milestone:** **Intent - Student and Employer Interaction**	**Planned Impact and Success Criteria**
An increase in pupils are seen proactively and confidently talking to employers and education providers during careers events from a range of industries and they recognise qualities and skills in these role models that they like and aspire to. This includes talking to an employer in at least one curriculum lesson per year	By the end of Year 11, all pupils can remember meeting employers from at least 3 different industries, and at least twice in the classroom, and can describe role model characteristics and reiterate some advice, information or guidance that was passed onto them from an external contact, which has helped them consider their future preferences	Pupils can confidently describe a number of industries they would consider working in in the future and the reasons why they feel they would suit this (E: End of year student voice) Employers feedback positive comments about interactions with our pupils and notify us about course and apprenticeships offers (E: End of event employer feedback survey reviews; M: Recording and reflection of employer feedback as and when it is received) Pupils have an idea of where they want to go and an appreciation of what is available (E: Pupils indicate this through one to one sessions, such as personal guidance meetings) High student up-take for networking events (M: Registers taken and groups of students analysed) Pupils follow up on networks on case by case basis (M: Use internal and external network communications to share and monitor pupil successes)
Year 2 2021 – 2022 Intent/Milestone: **Social Mobility and Barriers**	**Year 3 2022 – 2023 Intent/Milestone:** **Intent - Social Mobility and Barriers**	**Planned Impact and Success Criteria**
Our strong employer relationships are utilised for support in areas of mentoring, transition, career planning and employability skills to help increase confidence, motivation, independence, attendance, aspiration and consequently educational attainment for over 70% of our disadvantaged and at-risk pupils	All pupils increase their social mobility and overcome the barriers they face through utilising support from a strong employer network. Disadvantaged and at-risk pupils are able to access comprehensive programmes of support from our key employers that enables them to take advantage of the pathways and opportunities that are available	Disadvantaged and at-risk pupils describe a role-model outside of their close family network and the positive influence they have had on their career planning (E: Student voice shows the impact that a role-model has had on their future choices)
Year 2 2021 – 2022 Intent/Milestone: **Careers Student Ambassadors**	**Year 3 2022 – 2023 Intent/Milestone:** **Intent - Careers Student Ambassadors**	**Planned Impact and Success Criteria**

The Careers Student Ambassadors meet regularly to review their work, motivating and supporting pupils and report a measurable improvement in student willingness and confidence to be fully involved in careers events and to network with a range of employer visitors	Every pupil, if asked by an Ofsted inspector 'tell me about your experiences of careers and employability skills education in this school' can give a positive, personal and detailed response, with examples of staff and ambassador support they have received	Pupils relate to the careers student ambassadors and are encouraged and motivated by the peer support that they provide resulting in an increased uptake of careers events and networking opportunities (M: Checks of social media likes indicates a higher response to student ambassador focused posts versus careers team posts; E: Mid and end of year student voice demonstrates an increase in careers awareness and preparation as a result of student ambassador contact.) Careers events are represented by student ambassadors who advocate for the school and the pupils, encouraging further support from employers (E: External stakeholders reiterate their positive impression created through contact with student ambassadors, resulting in an increase in continued support and volunteering in additional areas of the careers programme e.g. mentoring, CV checks.)
Year 2 2021 – 2022 Intent/Milestone: **Careers Alumni**	**Year 3 2022 – 2023 Intent/Milestone:** **Intent - Careers Alumni**	**Planned Impact and Success Criteria**
KGA Careers Alumni have returned to school to meet with key pupils who will be able to relate to the alumni's story. Current pupils are engaged and make positive decisions based on being able to listen to and ask questions with the alumni	All pupils are aware of the destinations of a number of our past pupils and ask for advice from our alumni with regards to their own future progression. Our alumni feel a part of the school's progression and this relationship is celebrated through invitations to awards evenings or appropriate events	Pupils refer to alumni as role models who they can identify with, receive advice from and speak to regarding their own future career decisions and destination choices (E: Student voice indicates a positive perception of alumni and clarifies the positive impact of learning from alumni experiences) At least five activities with pupils and alumni take place each year to ensure a positive impact, including assemblies, contribution to subject lessons and hosting students for work experience (M: Record of volunteers, contributions and pupil/alumni interaction; E: End of year survey review with pupils, staff and alumni to evaluate success of the alumni programme in adding to the pupils' network and the opportunities this brings) Alumni present at a minimum of three school events throughout the year to raise their profile, show

		appreciation and strengthen the relationships with staff and pupils (M: Record of alumni attendance)

Notes

- The WEX Administrator is currently contracted to work 4 hours per week
- The External Careers Adviser is contracted yearly to work 27 days
- The WIN HE Adviser contributes 10 hours towards implementing the Careers Programme Framework and its content of activities and events, focusing on involvement of students living in the UniConnect postcodes
- The Careers Leader hours were increased to 15 hours from January to July 2020, which is made up of 10 hours Careers Leader role and 5 hours Personal Guidance for our at-risk and disadvantaged students. The milestones and singular actions that are achievable on a 15 hour Careers Leader contract are highlighted in green.
- The careers plan was completed in June 2020, was reviewed in January 2021 and will be reviewed again in July 2021.

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Glossary

CA	Careers Adviser
CCC	Curriculum Careers Champions
CDI	Careers Development Institute
CEC	The Careers Enterprise Company
CL	Careers Leader
CPD	Continuing professional development
DfE	Department for Education
EDI	Equality, Diversity and Inclusion
EEF	Education Endownment Foundation
GB	Gatsby Benchmark
FSM	Free School Meals
FSMEver6	Free School Meals have been claimed at some point in the last 6 years, qualifies for pupil premium funding
LAC	Looked after child
LMI	Labour Market Information
OfS	Office for Students
PG	Personal Guidance
PP	Pupil Premium, additional money for schools to boost attainment of disadvantaged pupils
TNA	Training Needs Analysis
WEM	West of England Mentoring