

**KGA CAREERS VISION AND STRATEGY**
**Challenge    Aspire    Network**

**Students CAN:**

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

**GATSBY BENCHMARK ASSESSMENT**

No.	Benchmark	PREVIOUS July 2021	CURRENT March 2022	Comment
1	A stable careers programme	100%	100%	
2	Learning from career and labour market information	100%	100%	
3	Addressing the needs of each pupil	90%	100%	Collect and maintain destination data for 3 years through a number of different opportunities and initiatives that aim to keep in touch with past pupils
4	Linking curriculum learning to careers	100%	100%	
5	Encounters with employers and employees	100%	100%	
6	Experiences of workplaces	87%	100%	Placement finding support to overcome the impact of Covid-19 on the 2021 Year 12 WEX placement opportunities
7	Encounters with further and higher education	100%	100%	
8	Personal guidance	100%	100%	

**KGA CAREERS FRAMEWORK**

Year	Strategy	Aims	Measureable Outcomes
7	CHALLENGE	Students expand their experiences and develop their skills through school and extra-curricular activities.	<ul style="list-style-type: none"> <li>Students attend a timetabled <b>PSHE Careers Lesson</b><sup>1</sup> that focuses on the importance of ‘doing stuff’ with the result of &gt;80% of students taking part in a weekly extra-curricular activity.</li> <li>Students choose to attend the <b>Scholars Programme</b> to learn more about future opportunities and career paths</li> <li>Students completed <b>Skills Builder modules</b> every Friday in Week A during tutor time.</li> <li>Students update their <b>Record of Achievements</b> on the last Wednesday of each term during tutor time, reflecting on their achievements and future goals.</li> </ul>
	ASPIRE	Students describe themselves, their strengths and preferences recognising where their interests lie and what future opportunities and pathways sounds appealing, regardless of their background.	<ul style="list-style-type: none"> <li>Students attend the <b>WON KS3 Assembly in the KGA Sixth Form</b><sup>2</sup>, highlighting the importance of aspiring high, gaining skills and understanding the future pathways that are available whilst also hearing from student ambassadors and understanding the opportunities the sixth form provides. (GB2)</li> <li>Students attend <b>2 PSHE Careers Lessons</b> where they are introduced to Careerpivot as the careers tool they will use over the next 5 – 7 years, learning about Jobs of the Future and understanding how it can support their future career planning.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times</b><sup>3</sup>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> </ul>
	NETWORK	Students find out about different kinds of organisations and careers/jobs, meet role models and understand why people might move jobs and careers many times throughout their working life.	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Students attend at least <b>2 Careers Assemblies</b>, (one of choice and one to widen their awareness), having the opportunity to ask questions and listen to the employer’s experiences.</li> </ul>

**Monitoring and Evaluation:**

- Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
- Pupil voice will be recorded in Term 1 via a survey which asks questions related to the above aims and outcomes using a 1-10 scale to determine their own perceived ability. This will be compared to the results of the same questionnaire repeated in Term 6 to monitor progression.
- Employer and student voice will be requested after the careers fair careers assemblies for the purpose of future improvement and development.

<sup>1</sup> To take place in Term 1 or 2

<sup>2</sup> To take place in Term 1 or 2 during a Year Group Assembly slot

<sup>3</sup> To take place early in Term 1 before the week leading up to the Careers Fair

Year	Strategy	Aims	Measureable Outcomes
8	CHALLENGE	Students recognise the employability skills and where they are used in the work place, aiming to develop these, particularly in the areas they find most challenging.	<ul style="list-style-type: none"> <li>Students attend <b>2 PSHE Careers Lessons</b> where they use Careerpivot to focus on their own skills and skills required for jobs, choosing the key ones they would like to develop.</li> <li>Students choose to attend the <b>Scholars Programme</b> to learn more about future opportunities and career paths</li> <li>Students completed <b>Skills Builder modules</b> every Friday in Week A during tutor time.</li> <li>Students update their <b>Record of Achievements</b> on the last Wednesday of each term during tutor time, reflecting on their achievements and future goals.</li> </ul>
	ASPIRE	Students develop their career planning and decision-making by discovering a range of careers linked to the subjects they study and through understanding how careers and lifestyles go together.	<ul style="list-style-type: none"> <li>Students attend a <b>PSHE Careers Lesson</b> that focus on curriculum subjects and the careers and subsequent lifestyles that these could lead to.</li> <li>Students complete the <b>Skills Builder Challenge Day</b> during PSHE Day 1, learning to make career planning decisions in a business scenario.</li> <li>Students attend a <b>PSHE Careers Lesson</b> where they use Careerpivot to focus on Green Careers and roles in which to aspire.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times<sup>4</sup></b>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> </ul>
	NETWORK	Students continue to meet role models and identify their personal networks, understand different organisational networks and become aware of labour market information and how it can be useful.	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Students attend at least <b>2 Careers Assemblies</b>, (one of choice and one to widen their awareness), having the opportunity to ask questions and listen to the employer's experiences.</li> </ul>

**Monitoring and Evaluation:**

- Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
- Pupil voice will be recorded in Term 1 via a survey which asks questions related to the above aims and outcomes using a 1-10 scale to determine their own perceived ability. This will be compared to the results of the same questionnaire repeated in Term 6 to monitor progression.
- Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.

<sup>4</sup> To take place early in Term 1 before the week leading up to the Careers Fair

Year	Strategy	Aims	Measureable Outcomes
9	CHALLENGE	Students can identify and systematically explore the options available to them giving them the courage and confidence to make informed GCSE choices that will stretch and challenge them.	<ul style="list-style-type: none"> <li>Students attend a motivating <b>WON KS3 Assembly in the KGA Sixth Form</b><sup>5</sup> to learn about the KS4 options, the pathways that are available and the future this could lead to. (GB2)</li> <li>Students partake in <b>2 PSHE Careers Lessons</b><sup>6</sup> using Careerpilot to focus on what their options are, how to research different qualifications and what influences their career choices.</li> <li>Selected students attend <b>STEM Events</b> to inspire and challenge them to consider continuing with these subjects.</li> <li>Students choose to attend the <b>Scholars Programme</b> to more about future opportunities and career paths.</li> <li>Students completed <b>Skills Builder modules</b> every Friday in Week A during tutor time.</li> </ul>
	ASPIRE	Students understand the link between hard work, achievements and the future and how to stand up to stereotyping and discrimination in the work place.	<ul style="list-style-type: none"> <li>Students attend a <b>PSHE Careers Lesson</b> that focus on role models in a number of employment sectors and how to tackle stereotyping and discrimination in the workplace.</li> <li>Students attend a <b>University Visit</b><sup>7</sup>, attending lectures and experiencing life as a university student and the opportunities this opens up</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times</b><sup>8</sup>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> </ul>
	NETWORK	Students can prepare and present themselves appropriately whilst being positive, flexible and well-prepared for transition points and change.	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Selected students attend <b>6 West of England Mentoring Sessions</b> with local business mentors to increase their professional network and build their confidence, self-determination and employability skills.</li> <li>Students attend at least <b>2 Careers Assemblies</b>, (one of choice and one to widen their awareness), having the opportunity to ask questions and listen to the employer's experiences.</li> </ul>

**Monitoring and Evaluation:**

- Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
- Pupil voice will be recorded in Term 1 via a survey which asks questions related to the above aims and outcomes using a 1-10 scale to determine their own perceived ability. This will be compared to the results of the same questionnaire repeated in Term 6 to monitor progression.
- Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.
- Students will complete a short survey after the university trip to assess the impact on their aspirations

Year	Strategy	Aims	Measureable Outcomes
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<sup>5</sup> To take place in Term 1 or 2, ahead of the Careerpilot lessons and well ahead of the options deadline

<sup>6</sup> To take place in Term 2, ahead of the options deadline

<sup>7</sup> To take place half a year group at a time, when the other half is on the Malverns trip, during PSHE Days 1 and 3

<sup>8</sup> To take place early in Term 1 before the week leading up to the Careers Fair



10	CHALLENGE	Students can research the diverse range of post-16 options, being enterprising in the way they learn, work and manage their career including finding a challenging work experience placement (WEX) and reflecting on the benefits of career preparation.	<ul style="list-style-type: none"> <li>Students attend <b>2 Careerpilot Workshops</b> during PSHE Day 1 to support career decision-making and finding a suitable WEX placement, subsequently preparing for the placement during PSHE Day 3 in a <b>WIN Work Experience Workshop</b>.</li> <li>Students attend <b>5 Tutor Time Sessions</b><sup>9</sup> that provide support in finding a work experience placement, recognising the benefits and preparing to go.</li> <li>Students attend a <b>WIN CV Writing Workshop</b> during PSHE Day 1 and are able to formulate their skills and experiences in a positive way, in addition to working on their CVs and covering letters across <b>2-3 PSHE Careers lessons</b>.</li> <li>Students attend a <b>WON KS4 Workshop, Sixth Form and College Presentations</b> and an <b>ASK Apprenticeship Assembly</b> during PSHE Day 2 to clarify the post-16 options available to them.</li> </ul>
	ASPIRE	Students manage their wellbeing, progress and achievements through telling their story in a positive way and making the most of the wide range of careers information, advice and guidance.	<ul style="list-style-type: none"> <li>Students finalise their CVs during <b>4 Tutor Time Sessions</b> and attend, on PSHE Day 3, a <b>WIN Interview Skills Workshop</b> and a <b>Mock Interview</b> with an employer, confidently showcasing their skills, experiences and aspirations and graciously receiving constructive feedback.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times</b><sup>10</sup>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> <li>Students living in an area of low participation to HE attend personal guidance meetings and receive extra careers support through the <b>WIN Programme</b></li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> </ul>
	NETWORK	Students gain an insight into organisational structures and how work and working life is changing whilst developing their skills and personal values alongside business employees.	<ul style="list-style-type: none"> <li>Students carry out a week's <b>Work Experience</b> with an organisation and complete the Barclays Life Skills work experience log book to assess their skills and personal values.</li> <li>Students attend the <b>KGA Annual Careers Fair</b> and speak to numerous employers and education providers and gain an insight into their business and opportunities available</li> <li>Students attend at least <b>2 Careers Assemblies</b>, (one of choice and one to widen their awareness), having the opportunity to ask questions and listen to the employer's experiences.</li> </ul>

**Monitoring and Evaluation:**

- Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
- Pupil voice will be recorded in Term 1 via a survey which asks questions related to the above aims and outcomes using a 1-10 scale to determine their own perceived ability. This will be compared to the results of the same questionnaire repeated in Term 6 to monitor progression.
- Employer and student voice will be requested after the careers fair and careers assemblies for the purpose of future improvement and development.
- Students evaluate their progress on Work Experience using their Barclays Life Skills WEX logs and receive employer and teacher feedback which is saved on SIMS.

Year	Strategy	Aims	Measurable Outcomes
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<sup>9</sup> To take place in Term 1 and 2

<sup>10</sup> To take place early in Term 1 before the week leading up to the Careers Fair



11	CHALLENGE	Students make informed post-16 pathway decisions and complete their applications, having researched their post-18 preferences thoroughly and also taken financial issues into consideration.	<ul style="list-style-type: none"> <li>Students attend a <b>121 Personal Guidance Interview</b><sup>11</sup> and are prioritised again if more support is required.</li> <li>Students attend <b>4 Tutor Time Sessions</b><sup>12</sup> that provide support in post-16 options and employability including activities to manage financial issues related to education, training and employment choices.</li> <li>Students attend and <b>ASK Apprenticeship Assembly</b> during off-timetable PSHE Day 1, followed by <b>Sixth form Open Evening</b> to clarify the post-16 options available to them.</li> </ul>
	ASPIRE	Students use their career management tools to maintain their wellbeing, motivation, determination and ability to achieve and aim high.	<ul style="list-style-type: none"> <li>Students attend a <b>WIN Stress Management Workshop</b> during PSHE Day 1 and learn tools to deal with the pressures faced in life.</li> <li>Students living in an area of low participation to HE attend additional personal guidance meetings and receive extra careers support through the <b>WIN Programme</b>.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times</b><sup>13</sup>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> </ul>
	NETWORK	Students network with a more targeted approach, connecting with contacts that will support their progression in their preferred pathway and understanding their responsibilities and strategies to use to improve their chance of success.	<ul style="list-style-type: none"> <li>Students attend the <b>KGA Annual Careers Fair</b> focusing in on the education providers and/or businesses that they are interested in to find out more specific information about the opportunities available and application deadlines.</li> </ul>

**Monitoring and Evaluation:**

- Careers Leader will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
- Pupil voice will be recorded in Term 1 via a survey which asks questions related to the above aims and outcomes using a 1-10 scale to determine their own perceived ability. This will be compared to the results of the same questionnaire repeated in Term 6 to monitor progression.
- 1 in 5 students scale themselves in 4 specific areas before and after their personal guidance meeting so the impact of the support can be analysed.

<sup>11</sup> Two thirds provided by an external Level 6 Careers Adviser and one third by our Level 6 qualified Careers Leader

<sup>12</sup> To take place during the end of Term 1 or beginning of Term 2, ahead of open days and application deadlines

<sup>13</sup> To take place early in Term 1 before the week leading up to the Careers Fair



Year	Strategy	Aims	Measureable Outcomes
12	CHALLENGE	Students evaluate progression pathways, considering the factors that impact work and working life and utilising labour market information to make informed and aspirational career decisions, ready to begin their application preparation.	<ul style="list-style-type: none"> <li>Students attend a <b>Career Tools Workshop</b> to refresh how they can use Careerpivot and other digital resources to help with their career planning and understanding of labour market information.</li> <li>Students attend a <b>UCAS and Personal Statement Workshop</b> ran by a university to support high quality applications and also <b>tutorials</b> in terms 5 and 6</li> <li>Students attend a <b>CV Writing and Letter of Application Workshop</b> to gain support with updating their CV in Term 1.</li> <li>Students attend a presentation from credible companies supporting <b>Gap Year experiences</b> and how to make this a valuable experience that will enhance your employability</li> <li>Students attend the <b>WON Being in the Know Assembly</b> that encourages students to recognise course-related and practical considerations, prior to choosing a route into Higher Education</li> <li>Students are offered and can request a <b>121 Personal Guidance Interview</b> and are then prioritised again if more support is required.</li> </ul>
	ASPIRE	Students are proactive in taking part in careers, employability and enterprise activities and match and hone their skills, interests and values to opportunities and entry requirements they aspire to achieve in learning and work.	<ul style="list-style-type: none"> <li>Students attend an <b>ASK Apprenticeship Workshop</b> to understand the process and application requirements.</li> <li>Students attend a <b>Work Experience Presentation</b> to inspire them to find a challenge placement.</li> <li>Students attend a <b>University Visit</b>, attending lectures and experiencing life as a university student</li> <li>Students are invited to attend an <b>Oxbridge Application Support Workshop</b> to ensure they have the information and support required to make a strong application.</li> <li>Students carry out a week's <b>Work Experience</b> with an organisation and complete the Barclays Life Skills work experience log book reflecting on how it has honed their skills, interests and aspirations.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times<sup>14</sup></b>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> </ul>
	NETWORK	Students develop and make the most of their networks of support and show they are proactive and discerning users of impartial face-to-face and digital careers information, advice and guidance.	<ul style="list-style-type: none"> <li>Students attend a <b>PSHE Day 1 lesson</b> empowering them to arrange their own work experience placements.</li> <li>Students attend the <b>Careers Fair</b> building their contacts in the areas they are interested in and finding out more specific information about the opportunities available and application deadlines.</li> <li>Students attend the <b>Careers Assemblies</b> they are interested in, having the opportunity to ask questions and listen to the employer's experiences and advice.</li> </ul>
<b>Monitoring and Evaluation:</b> <ul style="list-style-type: none"> <li>Director of Sixth Form will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.</li> <li>Pupil voice will be recorded in Term 1 via a survey which asks questions related to the above aims and outcomes using a 1-10 scale to determine their own perceived ability. This will be compared to the results of the same questionnaire repeated in Term 6 to monitor progression.</li> <li>1 in 5 students scale themselves in 4 specific areas before and after their personal guidance meeting so the impact of the support can be analysed.</li> </ul>			

<sup>14</sup> To take place early in Term 1 before the week leading up to the Careers Fair

Year	Strategy	Aims	Measureable Outcomes
13	CHALLENGE	Students make judicious, aspirational choices for their post-18 futures and use their career management experience, employability skills and confidence to make strong applications, tell their story in a positive and ambitious way and also prepare for various scenarios.	<ul style="list-style-type: none"> <li>Students attend a <b>UCAS and Personal Statement Workshop</b> ran by a university to support high quality applications</li> <li>Students attend the <b>WON Results Day Session</b> to understand what to do when they get their results and explore various scenarios.</li> <li>Students are offered and can request a <b>121 Personal Guidance Interview</b> and are then prioritised again if more support is required.</li> </ul>
	ASPIRE	Students complete high quality applications to transition into the next stage of their bright futures, through having fully researched and understood the requirements and opportunities in future learning and work.	<ul style="list-style-type: none"> <li>Students attend an <b>ASK Apprenticeship Workshop</b> to understand the process and application requirements.</li> <li>Students are encouraged to complete a free <b>Online Course</b> (MOOC/Future Learn) connected to a subject they are passionate about to enhance their applications and experience learning at a higher level.</li> <li>Students experience <b>careers links within the curriculum</b>, enabling them to connect their subjects with career opportunities and role models.</li> <li>Students prepare for the Careers Fair during <b>3 consecutive Tutor Times<sup>15</sup></b>, using the Careers Fair booklet to research the organisations and prepare questions for the employers</li> </ul>
	NETWORK	Students show initiative and enterprise in building and widening their networks, using their contacts to help evaluate progression pathways, financial challenges and return on investment for higher and further education.	<ul style="list-style-type: none"> <li>Students attend the <b>Careers Fair</b> building their contacts in the areas they are interested in and finding out more specific information about the opportunities available and application deadlines.</li> <li>Students attend the <b>Careers Assemblies</b> they are interested in, having the opportunity to ask questions and listen to the employer's experiences and advice.</li> <li>Students attend the <b>WON Student Finance and Budgeting Assembly</b> which provides a visual guide to the student finance and repayment process, plus impartial advice on budgeting as a university student.</li> </ul>

**Monitoring and Evaluation:**

- Director of Sixth Form will review careers activity attendance registers on a two-termly basis to check that an overwhelming majority (76-99%) are receiving their entitlement.
- Pupil voice will be recorded in Term 1 via a survey which asks questions related to the above aims and outcomes using a 1-10 scale to determine their own perceived ability. This will be compared to the results of the same questionnaire repeated in Term 6 to monitor progression.
- 1 in 5 students scale themselves in 4 specific areas before and after their personal guidance meeting so the impact of the support can be analysed.
- Students complete a leaver's questionnaire which asks them about their experiences of sixth form and the level of guidance received.

<sup>15</sup> To take place early in Term 1 before the week leading up to the Careers Fair