

# Careers 3 Year Strategic Summary 2020-2023

2020 – 2021		
<p><b>Teaching &amp; Learning (Challenge)</b></p> <ul style="list-style-type: none"> <li>Evaluate the careers programme for equality, diversity and inclusion</li> <li>Processes set up to collect destination data</li> <li>Investigate an online 'record of achievement' for Yr 8, 9 and 10 to record and showcase skills, experience and successes</li> <li>Launch a skills framework to be used across the school</li> <li>Review experiences of work opportunities to ensure they are accessible to all and encourage ambition</li> </ul>	<p>2021 - 2022</p> <p><b>In addition to 2020-21:</b></p> <ul style="list-style-type: none"> <li>Develop learner's confidence in articulating their school careers journey</li> <li>Destination analysis assesses learners' ability to challenge themselves</li> <li>'Record of achievement' rolled out to all learners</li> <li>All school learners promote skills in a positive way</li> <li>Learners challenge themselves, develop skills and increase their aspirations during work experience</li> </ul>	<p>2022 - 2023</p> <p><b>Overarching aim:</b></p> <ul style="list-style-type: none"> <li>Learners 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</li> </ul>
<p><b>Outcomes &amp; Groups (Network)</b></p> <ul style="list-style-type: none"> <li>Relationships maintained with a diverse range of employer and education providers</li> <li>Learners understand the importance of meeting employers from a diverse range of sectors</li> <li>External network used to increase social mobility of disadvantaged and at-risk learners</li> <li>Formation and launch of a Student Ambassador Team.</li> <li>Build framework and trial Alumni</li> </ul>	<p><b>In addition to 2020-21:</b></p> <ul style="list-style-type: none"> <li>External relationships, including parent workforce, strengthened and built with at least two contacts</li> <li>Learners actively network with external stakeholders in a positive and worthwhile way</li> <li>Sustainable external support programmes work with 70% disadvantaged and at-risk learners</li> <li>Established and active Student Ambassador team</li> <li>Identified and visible Alumni</li> </ul>	<p><b>Overarching aim:</b></p> <ul style="list-style-type: none"> <li>Careers programme supported by a strong and diverse internal and external workforce that provides something for everyone and supports learners in their journey to overcome barriers, raise social mobility and make informed pathway choices</li> </ul>
<p><b>Culture &amp; Aspiration (Aspire)</b></p> <ul style="list-style-type: none"> <li>CPD plan to increase careers and employability skills in the curriculum</li> <li>Curriculum Careers Champions represent departments</li> <li>All teachers have careers objectives and access careers content</li> <li>LMI visible resulting in an increase in high aspirations and barriers being challenged</li> <li>Learners encouraged to understand the importance of extra-curricular activities and the options available</li> </ul>	<p><b>In addition to 2020-21:</b></p> <ul style="list-style-type: none"> <li>Staff attend a careers CPD programme</li> <li>Careers and employability skills identified in all schemes of work</li> <li>Department learning walks review careers activities</li> <li>More learners using LMI to make positive attendance and transition decisions</li> <li>Growth in learner commitment and enthusiasm for extra-curricular activities</li> </ul>	<p><b>Overarching aim:</b></p> <ul style="list-style-type: none"> <li>Careers links, employability skills and LMI are embedded in lessons with confidence and commitment whilst every learner and teacher can give a positive, personal and detailed response about their careers experiences and can justify their destination decisions and extra-curricular choices</li> </ul>

# Careers Action Plan 2020-2023

## Careers Intent

Kingsbury Green Academy will develop our learners 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

Learners 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.

## Learner Profile

	2020-21		2021-22	
	No.	%	No.	%
<b>Total</b>	824	100%	860	100%
<b>Male</b>	397	48%	424	49%
<b>Female</b>	428	52%	435	51%
<b>PP</b>	205	25%	227	26%
<b>LAC</b>	4	1%	4	1%
<b>Service</b>	49	6%	50	6%
<b>SEND</b>	214	26%	225	26%
<b>HPA</b>	269	33%	235	27%
<b>Current FSM 7-13</b>	150	18%	181	21%

## Strategic Objective 1

Learners 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 September 2021
<p>All careers events, platforms and resources evaluated for equality, diversity and inclusion ensuring all learners have visibility of their careers journey and can benefit from their full careers programme</p>	<p>Website fully up-to-date and information easily accessible for all learners, parents and staff (<a href="#">The Assessment Guide for Licensed Awarding Bodies and Assessors</a>; <a href="#">What equality law means for you as an education provider: schools</a>; <a href="#">All things being equal?</a>; <a href="#">Statutory Guidance</a>) £CL time</p> <p>Processes and lessons around the use of careers IT systems and resources reviewed for EDI (<a href="#">The SEND Gatsby Benchmark Toolkit</a>) £CL time</p> <p>Personal guidance accessed early on by disadvantaged learners (<a href="#">Impossible? Social Mobility and the seemingly unbreakable glass ceiling</a>) £CL and CA time</p> <p>STEM events and the Scholars Programme attended by the right mix of learners £CL and CCC time</p>	<p>End of year Learner, parent and staff voice to assess visibility and understanding of the careers programme and learners articulate how this has impacted their decision making (E)</p> <p>Careers EDI satisfies Challenge Partners review (E)</p> <p>Attendance at personal guidance meetings from disadvantaged learners is greater than 85% (E)</p> <p>Increase in the number of disadvantaged attending STEM events and the Scholars Programme (M)</p>	<p>Website created and embedded into our streamlined communication process. Opportunities on the website communicated by email, social media and verbally through tutors to ensure everyone can access the information.</p> <p>PSHE careers lessons created for class and online delivery, in bite size steps that can be simplified to meet Learner needs.</p> <p>PP, SEN and WIN learners all prioritised in the Personal Guidance process, receiving a meeting before the end of the second term, with 100% attendance. Careers Adviser also attended the SEN meetings with SENCO, parents/carers and support workers and where necessary additional personal guidance meetings were held for PP, SEN and WIN Learners.</p> <p>STEM events not attended due to Covid-19 restrictions. Scholars Programme completed by 20 learners, of which 25% were SEN or PP.</p>

			EDI reviewed by Challenge Partners and Careers accredited with Excellence.
<b>Year 1 2020 – 2021 Intent/Milestone: Destinations</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
Processes set up to collect intended destination, final destination data and learners interests accessed on their journey	Review of SIMs, Compass+ or Unifrog for data recording purposes ( <a href="#">TeachFirst Post-school Success Toolkit 2019-20</a> ; <a href="#">Opening doors</a> ; <a href="#">Department of Educations 'Destinations Data: Best practice guide for schools'</a> .) £CL time (Compass+ and SIMS free)  Learners' career interests recorded and monitored to target key industries and fill knowledge gaps ( <a href="#">Moments of Choice</a> ) £CL and CA time	All data being recorded has a purpose and use that addresses a specific question (M)  Required data is easily accessed by learners and staff (M)	Decision made to implement Compass+ for data recording processes. Implementation completed successfully and destination recording process in place and integrated with KS4 and 5 processes.  Learners career interests recorded on Compass+ and within Careerpilot. Easily accessed reports show this information and also show the careers activities that learners have attended. Learners, parents and staff can request this report at any time.
<b>Year 1 2020 – 2021 Intent/Milestone: Careers Resources and IT Systems</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
Evaluate and implement to Year 8,9 and 10, careers resources and an online IT system that encourages learners 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 £CL time  Full PSHE Careers programme rolled out £CL and teacher time  Invest time and resource into developing a more comprehensive reflection of work experience £CL time	Mid and end of year Learner voice shows learners 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 learners completing WEX attend a reflection session and have met their WEX objectives (E)	Evaluated and trialled two different ways of hosting an online personal profile/record of achievement with limited success (Globalbridge and OneNote).  Decision made to return to the classic Record of Achievement folder where learners from Year 7 – 11 can physically hold their achievements and proudly showcase them.  Careerpilot embedded into Year 7 – 11 during either PSHE Careers lessons or during PSHE days, where all learners have an account and use the planning tool to aid their career development.  Work Experience reflection resources developed based on the Skills Builder framework. Over 90% of year 10 learners completed their reflection and to a high quality. The responses also indicated a clear

			increase in their ability to speak about themselves in a positive way.
<b>Year 1 2020 – 2021 Intent/Milestone: Skills</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
A skills framework has been implemented for learners, staff and parents where key employability skills are visible daily and referred to regularly in Science, Maths, English and MFL classes	Embed the Skills Builder Framework across the school within careers and the fuller curriculum ( <a href="#">Educating and Learning for the modern world; How employable is the UK?;The Future of Jobs Report</a> ) £Free as £1600 funding for initial set up through Skills Builder and CL time	80% of learning walks within Science, Maths, English and MFL have a skills focus and show implementation of Skills Builder (E)  Mid and end of year check of the careers curriculum audits and curriculum schemes of work show the Skills Builder Framework incorporated (M)  Mid and end of year Learner 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)	Skills Builder implementation across the school achieved to a higher level than originally planned and accredited with the Silver Award.  All departments have a careers champion in place who has completed Skills Builder training and are working on an action plan to embed the skills framework across their departments.  Careers audits across departments pull out skills focuses in all subjects with some areas starting to incorporate into schemes of work.  Learner voice showing learners recognising what the essential skills and being able to reflect on their use of them. Year 10 learners reflected on their skills in a very positive way after their Work Experience day.
<b>Year 1 2020 – 2021 Intent/Milestone: Experiences of Workplaces</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
Our work-related programmes are accessible for all learners, 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 <a href="#">£CL time</a>  Review of the work experience process and support available for disadvantaged learners ( <a href="#">Work experience and related activities in schools and colleges</a> ) <a href="#">£300</a> and CL and Careers Administrator time	Over 85% of learners took part in the Takeover Challenge, including 85% of disadvantaged learners (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)	Takeover Challenge didn't take place due to difficulties with Covid-19 pandemic. This has now been dropped from the Careers Programme, based on running more successful inspiring and work readiness activities with KS3, such as the Skills Builder Challenge Day and Tutor Time and Year 9 Higher Education trip.  Launched an internal Work Experience day that enabled all Learners to take part in a work experience, even during the Covid-19 pandemic restrictions. This was very inclusive and feedback

		Tracking of learners' placements (M)  End of year Learner voice shows that learners have gained a valuable insight into work and can describe some keys they have developed (E)	from some vulnerable learners (and their parents) was very positive. Post WEX reflection showed that the WEX day was highly valuable, giving learners an insight into work and recognising how they had developed their essential skills.
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**Total Cost:** £ 300 plus Careers Leader (CL), Careers Adviser and Careers Administrator time

	<h2 style="margin: 0;">Kingsbury Green Academy Careers</h2> <h3 style="margin: 0;">Year 2 and Year 3 Milestones: 2021 - 2023</h3>	
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**Long Term Strategic Objective 1**  
Learners 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	Implementation	Planned Impact and Success Criteria	Evaluation of impact July 2022	Year 3 2022 – 2023 Intent/Milestone: Intent - Equality, Diversity and Inclusion
Over 50% of learners are confident in their careers journey and learners and staff know the career platforms, opportunities and resources that we have and are confident why and how to utilise them	<p>Maintain and improve where necessary the communications process for <a href="http://www.kgacareers.com">www.kgacareers.com</a> opportunities, ensuring all teachers and learners are aware of this <a href="#">ECL time</a></p> <p>Work with the Gateway Centre, Support, WIN and PP learners to ensure they are accessing <a href="http://www.kgacareers.com">www.kgacareers.com</a> opportunities <a href="#">ECL and WIN HEA time</a></p> <p>Include the Scholars Programme on our school website careers page <a href="#">ECL time</a></p> <p>Review the PSHE careers lessons with the Gateway Centre and</p>	<p>Anecdotally and through learner and staff voice we know that learners are aware of the careers education they have received and the value this is having to prepare them for their futures <a href="#">(E: Mid and end of year Learner voice)</a></p> <p>Using link governor check-in points to provide verbal feedback and to carry out Learner, staff and parent voice <a href="#">(E: Mid and end of year)</a></p>		All learners are confident in their careers journey and learners and staff know the career platforms, opportunities and resources that we have and are confident why and how to utilise them

	<p>support to ensure accessibility £CL time</p> <p>Review the <a href="#">SEND Gatsby Benchmark Toolkit</a> ensuring we satisfy all areas £CL time</p>			
<b>Year 2 2021 – 2022 Intent/Milestone: Destinations</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Destinations</b>
<p>Destination analysis highlights the areas of focus where learners are not challenging themselves or not being challenging appropriately, resulting in an improvement plan</p>	<p>Consolidate the new destinations process and analysis, using Compass + and Pathway Planner £CL time</p> <p>Provide Year 11 tutors with Learners Compass+ careers reports for parents evening £CL and Careers Administrator time</p> <p>Review learners recorded interests when inviting employers to careers events £CL and Careers Administrator time</p>	<p>Learners 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)</p>		<p>A programme of interventions are in place that ensure that all learners are challenging themselves and being challenging appropriately</p>
<b>Year 2 2021 – 2022 Intent/Milestone: Careers Resources and IT Systems</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Careers Resources and IT Systems</b>
<p>Learners in Year 7 to 11 feel more courage and confidence to reflect on and showcase their skills, achievements and experiences and take pride in populating their Record of Achievements with key achievements</p>	<p>Record of Achievements are embedded into the tutor time programme and learners take pride in updating their contents and reflecting on their career planning once a term £2200</p> <p>Ensure learners are noting down their Career pilot account details and take a lead in their career planning using this tool; they are able to log into their accounts</p>	<p>Learners can talk about their skills and what they have to offer in a positive way: they are positive in telling their story (M: Tracking of learner personal profiles; E: Mid and end of year Learner voice)</p>		<p>The whole of KS3/4 and sixth form, with teacher backing, confidently and enthusiastically use the careers resources and their Record of Achievements and update these proactively to promote their skills, experiences and achievements</p>

	during their PSHE careers lessons with ease <a href="#">£CL and PSHE teacher time</a>			
<b>Year 2 2021 – 2022 Intent/Milestone: Skills</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Skills</b>
Key employability skills are referred to daily and discussed with learners confidently in over 60% of curriculum departments	Continue working with careers curriculum champions to keep the momentum with their Skills Builder action plans <a href="#">£CL time</a>  Embed and review the Skills Builder Short Lesson tutor time trial with KS3 with the aim to continue and integrate into KS4 too <a href="#">£CL time</a>	Proactivity is seen in our learners and teachers; learners are taking ownership for their own development by 'doing employability stuff' and teachers are linking careers to the curriculum <a href="#">(M: Tracking of learner participation in event; M: Regular audit of schemes of work; M: Learning walks)</a>		All teachers advocate the key employability skills in their lessons and learners are able to make links with their learning to the working world
<b>Year 2 2021 – 2022 Intent/Milestone: Experiences of Workplaces</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Experiences of Workplaces</b>
Over 50% of learners have accessed work related experiences that challenge them, develop their essential skills, encourage social mobility, increased confidence and inspiration and tutors are confident in their role	Relaunch WEX week for Year 10 and 12 <a href="#">£2000 that includes safety funds for moving to internal H&amp;S checks</a>  Teachers visiting work experience placements to ask Learner key questions to gauge impact <a href="#">£150 for transport plus CL, Careers Administrator and teacher time</a>  Celebrate WEX success stories and positive employer feedback on social media, in the news and with awards <a href="#">£CL time</a>	Comparison of WEX data over the years shows that Learner proactivity is increasing and placement choice is more ambitious <a href="#">(E: End of year data analysis; M: Tracking of rate of placement acquisition and destination)</a>  Comparison of pre and post WEX evaluation show that Learners see value in their work experience and have		Over 90% of learners have accessed work related experiences that encourage social mobility, developed their skills, increased confidence and inspiration



	Automate the WEX placement evaluation from employers so we can celebrate Learner success and enable Learner and staff reflection <b>£CL and Careers Administrator time</b>	developed all of their essential skills (E: End of year data analysis; M: Skills conversations with learners pre, during and after placement to see how they feel they are developing)		
<b>Total Cost:</b>		<b>Year 2: £4350 plus Careers Leader (CL), Careers Adviser, Careers Administrator and WIN HEA time</b>		



 <b>Kingsbury Green Academy Careers Action Plan Strategies: Year 1 2020-2021</b> 			
<b>Strategic Objective 2</b> Learners 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			
<b>Why our school believes this objective is important:</b> Access to up-to-date career and labour market information and advice is important for social mobility and strengthens learners' capacity to make effective choices and transitions.			
<b>Link to Benchmarks:</b> GB 1 - 8			
<b>Year 1 2020 – 2021 Intent/Milestone: Careers CPD</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
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 ( <a href="#">How are schools developing real employability skills?</a> ) <b>£INSET time</b> ' Auditing careers in the curriculum' online training provided to Careers Curriculum Champions ( <i>TeachFirst Careers Leader course material</i> ) <b>£CCC time</b>	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)	Careers Champions completed training on Apprenticeships, Skills Builder and Careers Auditing with positive feedback  CPD time for careers allocated through SLT CPD lead and fit into the overall school training plan, with an agreement to fit a careers slot into the Feb/March wellbeing day

		CCCs are proactive and forthcoming in completing personal development ideas recommended by the Careers Leader (M)	All CCCs have an action plan in place and were forthcoming in their developments as evidence for the Skills Builder award
<b>Year 1 2020 – 2021 Intent/Milestone: Curriculum Careers Champions</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
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 learners 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 learners overcome barriers (i.e. attendance) £CCC time  Curriculum careers displays reviewed £CCC time  CCC roles and responsibilities document developed, communicated and bought into £CL time	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)	Meetings held with all CCCs, roles and responsibilities bought into and 2-3 next steps agreed for each to work on with review dates set  All curriculum careers audits received and all areas with up-to-date careers displays
<b>Year 1 2020 – 2021 Intent/Milestone: Careers in the Curriculum</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
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 ( <a href="#">Careers education in the Classroom</a> ) £HOK time  Departments have at least one connection with an inspirational employer ( <a href="#">Alumni in the curriculum</a> ; <a href="#">Exploring the impact of guest speakers in schools</a> ) £CCC time  Curriculum teachers confidently access careers content they can use in their lessons ( <a href="#">Careers in the curriculum. What works?</a> ) £Teacher time	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)	A careers appraisal target has been added as an option in the Culture section and will be offered as a choice in the September appraisal process  All staff have a higher awareness of the careers department and when changes have occurred, nominated staff are keen to become careers champions  Employers links are forming with the following departments building relationships with the following companies: ECT with Siemens; MFL with BP; Science with Alliance Pharma; Psychology with People Business Psychology. These links are

			<p>supporting their careers content and helping Learners overcome stereotypes and barriers</p> <p>Our diverse employer network enables all areas to be linked with an employer when they are ready to embed this and build this relationship</p>
<b>Year 1 2020 – 2021 Intent/Milestone: LMI</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
<p>All learners, 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</p>	<p>Baseline assessment taken of LMI and the level of knowledge obtained by learners, parent and teachers <a href="#">£CL time</a></p> <p>Promotion of LMI during Wednesday lunch time drop in and on careers social media, school TV screens, careers displays, course booklets and school website <a href="#">£CL time</a></p> <p>Careers graphic/logo used within the Learning Cycle in lessons and on all careers information <a href="#">£Teacher time</a></p> <p>High quality LMI resources sourced and launched at the start of Year 2 21/20 including a plan for investing in internal promotional materials <a href="#">£1500</a></p> <p>LMI training for staff prepared and ready for 21/20 launch <a href="#">£INSET time</a></p>	<p>Term 2 and Term 5 survey assessment of knowledge sources and usage rates of LMI, with a focus on disadvantaged learners (E)</p> <p>LMI knowledge check during PG meetings (M)</p> <p>Regular audit of careers materials to see the use of the careers graphic and frequency on careers posts on social media/tv screens (M)</p> <p>Mid-year Learner voice shows an increase in learners that are aware that LMI exists and can recall some information they have heard, seen and read (E)</p>	<p>LMI offered through the careers Instagram, staff CPD offers, careers lessons and workshops and communication of opportunities on <a href="http://www.kgacareers.com">www.kgacareers.com</a></p> <p>Up-to-date LMI displayed on careers boards and in the career room, school website careers page kept up-to-date and refreshed each term as appropriate</p> <p>Personal Guidance pathway checks through the Careerpilot Pathway Planner show learners are now beginning the personal guidance 121 process with a higher level of LMI knowledge</p> <p>LMI will make up part of the new Alumni posters being launched this year</p> <p>LMI to be part of the Wellbeing Day Careers session</p>
<b>Year 1 2020 – 2021 Intent/Milestone: Extra-Curricular Activities</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
<p>The importance of extra-curricular activities and interests is focused on within the PSHE Careers curriculum and through our careers social media, exposing our learners to the 'why', 'how' and 'where' for</p>	<p>Learners experience the importance of taking part in extra-curricular activities from Year 7 through the PSHE careers programme <a href="#">£Teacher time</a></p>	<p>Involvement in extra-curricular activities is recorded and analysed beginning and end of the year (E)</p> <p>Learner voice shows that learners are aware of the importance of</p>	<p>Skills Builder integrated into the KGA+ programme, providing a clear link with how clubs can develop your essential skills for your future</p> <p>High sign up to new launch of KGA+ clubs, with 40% of Year 7 – 13 (excluding Yr 11) attending a</p>

gaining these experiences and seeing at least 50% of learners either involved in something additional or knowing what they might like to do		extra-curricular activities and know where they could access an opportunity (M)	club in the first 2 weeks, including 28% of the PP learners and 38% of the SEN learners, shows that learners are keen and motivated to take part in extra-curricular activities; sustainability of numbers per year group will continue to be measured
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**Total Cost:** £1500 plus Careers Leader (CL), Careers Adviser and Careers Administrator time

	<h2 style="margin: 0;">Kingsbury Green Academy Careers</h2> <h3 style="margin: 0;">Year 2 and Year 3 Milestones: 2021 - 2023</h3>	
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**Long Term Strategic Objective 2**  
 Learners 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



<b>Year 2 2021 – 2022 Intent/Milestone: Careers CPD</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022- 2023 Intent/Milestone: Intent - Careers CPD</b>
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 learners in overcoming barriers and biases and identifying 2 businesses they could build relationships with to help link careers to their subject curriculum	<p>Review and embed the TES course <a href="#">Embedding Employability Skills In The Curriculum</a> into the CCCs training <a href="#">ECL and CCC time</a></p> <p>Embed the Careers training into the new starters training programme, with additional modules for new CCCs <a href="#">ECL and teacher time</a></p> <p>Create a Careers Refresher session for the Feb/March Wellbeing Day based on a training needs analysis completed by 70% of staff <a href="#">ECL and teacher time</a></p>	<p>Staff commit to their own action points from CPD sessions to develop their confidence and ability to deliver careers connections <a href="#">(M: Anecdotally, review progression with actions points)</a></p> <p>Departments have at least one connection with an inspirational employer with their purpose and plans embedded into their schemes of work <a href="#">(E: Audit of the schemes of work at the end of each the year)</a></p>		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

Year 2 2021 – 2022 Intent/Milestone: Curriculum Careers Champions	Implementation	Planned Impact and Success Criteria	Evaluation of impact July 2022	Year 3 2022- 2023 Intent/Milestone: Intent - Curriculum Careers Champions
<p>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</p>	<p>Link our new Alumni with CCCs so they can display graduates from their subject area and refer to their achievements in lessons <a href="#">ECL</a> and <a href="#">CCC time</a></p> <p>Look into the Bright Ideas Challenge with Shell to encourage scientists <a href="#">ECL time</a></p> <p>Schedule a 2 termly link meeting with the champions to ensure support and accountability is in place <a href="#">ECL</a> and <a href="#">teacher time</a></p>	<p>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)</p> <p>Year 9, 11 and 13 learners articulate how careers development within their subjects has impacted their decision making (E: End of year survey/interview)</p>		<p>Every learner 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</p>
Year 2 2021 – 2022 Intent/Milestone: Careers in the Curriculum:	Implementation	Planned Impact and Success Criteria	Evaluation of impact July 2022	Year 3 2022- 2023 Intent/Milestone: Intent - Careers in the Curriculum:
<p>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</p>	<p>Know which staff have chosen a careers appraisal target as their Culture choice and reward for hard work <a href="#">ECL time</a></p> <p>Schedule visits with each department to be able to offer support, feedback and steps forward <a href="#">ECL time</a></p> <p>Review and check that 70% of departments are building a relationship with an employer and using the My Learning My Future curriculum resources and Skills</p>	<p>Staff are embedding careers and employability skills to an outstanding level in their lessons and subsequently providing an increased level of support to learners regarding their futures (E: End of year review with Curriculum Leaders and teachers to evaluate level of success; M: Regular learning walks)</p> <p>Staff careers objectives demonstrate positive</p>		<p>Staff reported noticeable increase in instances of learners 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</p>

	<p>Builder framework to help them embed careers into their lessons  <a href="#">£CL and CCC time</a></p>	<p>engagement in the careers programme and an overarching willingness to excel  <a href="#">(E: Audit of individuals careers objectives shows commitment and progression)</a></p> <p>An increase in the number of learners who recognise school staff as an influencing factor when considering options for their future  <a href="#">(E: End of year survey for each learner)</a></p>		
<p><b>Year 2 2021 – 2022</b>  <b>Intent/Milestone:</b>  <b>LMI</b></p>	<p><b>Implementation</b></p>	<p><b>Planned Impact and Success Criteria</b></p>	<p><b>Evaluation of impact</b>  <b>July 2022</b></p>	<p><b>Year 3 2022- 2023</b>  <b>Intent/Milestone:</b>  <b>Intent - LMI</b></p>
<p>50% of surveyed learners 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 learners using LMI in their decision-making process, resulting in increased aspirations and commitment and subsequently increased school attendance for those with a low show rate</p>	<p>Review the use of social media and internal channels of communication to widely promote LMI <a href="#">£CL time</a></p> <p>Assess the level of LMI knowledge with staff and parents, using focus groups to gain suggestions on preferred methods of gaining this knowledge and how to receive feedback <a href="#">£CL time</a></p> <p>Include LMI and overcoming barriers as part of the Alumni poster launch <a href="#">£CL time</a></p> <p>Run 'FE, HE and work' trips to aid transition and confidence in applications for key disadvantaged or SEN learners</p>	<p>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  <a href="#">(E: Staff voice mid-year clarifies this understanding; E: Demonstrated during mid to end of year learning walks)</a></p> <p>During PG it is clear that learners 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</p>		<p>100% of learners demonstrate improved knowledge of local, national and international LMI based on baseline assessment in 2020-21 and learners in Year 9, Year 11 and Year 13 use LMI to help justify their course or destination decisions</p>

	£600 for coaches, CL and WIN HEA time	(E: Learner voice shows learners are proactively using LMI to inform their career decisions; E: Learner voice indicates informed choices e.g. I know that Bath College involves a lot of transport but I'm going to apply and give it a go anyway.)  Access to up-to-date LMI has supported learners' 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 learner groups; E: Mid and end of year analysis of intended destination and final destination data)		
<b>Year 2 2021 – 2022 Intent/Milestone: Extra-Curricular Activities</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022- 2023 Intent/Milestone: Intent - Extra-Curricular Activities</b>
Feedback from learners 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 learners actually taking part in something that is further developing their interests, skills and aspirations	Visit a selection of KGA+ clubs to gauge interest skills and aspirations £CL time  Review KGA+ numbers 3 times a year, analysing attendance by PP, WIN and SEN learners £CL time  Include extra-curricular activity involvement in the annual careers survey to gauge number of	Learners 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 Learners to understand the barriers they are facing and how they overcome them)		All learners 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 learners have developed their confidence and commitment to attend such opportunities

	Learners accessing external clubs £CL time  Consider ways to increase the involvement of disadvantaged learners into extra-curricular activities i.e. timings, activities, cost, motivation £CL and WIN HEA time	Learners 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 learner's confidence and aspirations)		
<b>Total Cost:</b> Year 2: £600 plus Careers Leader (CL), Careers Adviser, Careers Administrator and WIN HEA time				

 <b>Kingsbury Green Academy Careers</b> <b>Action Plan Strategies: Year 1 2020-2021</b> 			
<b>Strategic Objective 3</b> Learners 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  <b>Why our school believes this objective is important:</b> 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.  <b>Link to Benchmarks:</b> GB 3 - 7			
<b>Year 1 2020 – 2021 Intent/Milestone: Employer and Education Provider Relationships</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
Employer and education provider relationships reviewed and a comparison made to learners' interests. Contacts	SLT and Curriculum Careers Champions exposed to employers, including giving positive recognition £SLT and CCC time	Positive coverage on social media regarding employer and education provider contact with the school at least 3 times a year (M)	Strong relationships maintained between the Careers Team (CL and Careers Administrator) and



<p>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</p>	<p>Local and national LMI used for assessment of employer relationships and industry coverage (<a href="#">Why does employer engagement matter?</a>) £CL time</p> <p>External Stakeholders Plan developed and maintained with regular contact schedule for key employers and education partners (<a href="#">Working with universities and colleges: a guide for schools</a>; <a href="#">Raising attainment through university-school partnerships</a>) £CL and Careers Administrator time</p>	<p>Learner post-event evaluation shows positive feedback about the industries represented whilst also highlighting gaps (E)</p> <p>Strong relationships are maintained and protected through appropriate and timely communications with external stakeholders (M)</p> <p>Anecdotally and through an end of year survey, employers remain keen to our Learners and find value in the careers programme for themselves (E)</p>	<p>over 25 employers. Specific relationships being developed between key employers and CCCs</p> <p>SLT attendance at main careers events to ensure visibility of leadership support and appreciation</p> <p>Regular newspaper articles highlighting key successes and employer involvement</p> <p>Regular social media posts thanking employer involvement and impact on our learners' development and aspirations</p>
<p><b>Year 1 2020 – 2021 Intent/Milestone: Learner and Employer Interaction</b></p>	<p><b>Implementation (Evidence to support)</b></p>	<p><b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b></p>	<p><b>Evaluation of Impact September 2021</b></p>
<p>Learners 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</p>	<p>Learners 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. (<a href="#">The Gatsby Benchmark Toolkit for Schools</a>; <a href="#">Motivated to achieve</a>) £200 and CL and Careers Administrator time</p> <p>Review other means of exposing learners to a wider network of employers, including virtual, and fit into the careers programme where appropriate £CL time</p>	<p>End of year Learner voice shows that learners in year 10 and above can describe a number of businesses and have knowledge of at least two different sectors (M)</p> <p>End of year Learner voice shows that learners can talk positively about a networking experience they had with an employer and show some LMI knowledge (E)</p> <p>Employer feedback post-events shows positive comments about the confidence, proactive approach and interest that learners showed in their conversations (E)</p>	<p>Feedback from Learners and employers has showed the positive impact that employer relationships are having on aspirations, confidence and skill development</p> <p>Learners have knowledge of businesses through the virtual careers fair, employer talks and assemblies and have given opinions on which industries they felt were missing</p> <p>Due to the Covid-19 pandemic, the careers programme was quickly adapted to include virtual interactions, many of which were received positively and still</p>

			impacted on our learners in a valuable way
<b>Year 1 2020 – 2021 Intent/Milestone: Social Mobility and Barriers</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>
Understand how our employer network can be used to support the social mobility of our disadvantaged and at-risk learners. Our strong employer relationships are utilised for mentoring support to help increase confidence, motivation and attendance	<p>Every year, 15 learners attending the West of England mentoring programme with Herman Miller including a reunion event <a href="#">£Free as funding was awarded (£2000), CL and WIN HEA time</a></p> <p>Identify and approach employers who could support areas such as CV review, one to one mentoring and girls in STEM <a href="#">£CL time</a></p>	<p>Beginning and end of programme survey shows learner’s confidence and aspirations have increased through the WEM programme (E)</p> <p>Tracking of volunteering offers and checking in with employers on their areas of expertise and the support they may be able to give (M)</p> <p>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 learners (E)</p>	<p>Evaluation of the WEM programme showed 100% of the 24 Learners participating increased in confidence</p> <p>The WEM programme showed that although more challenging, a virtual mentoring programme still delivers impact and helps learners raise their aspirations and drive to do well</p> <p>Employers volunteered through the Education and Employer Partnership Breakfast Update to help with mentoring of learners. This took place successfully with CV reviews, video calls with Learner support breakfast groups and 121 Learner/employer advice phone calls</p>
<b>Year 1 2020 – 2021 Intent/Milestone: Careers Learner Ambassadors</b>	<b>Implementation (Evidence to support)</b>	<b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b>	<b>Evaluation of Impact September 2021</b>

<p>At least 5 learners have volunteered to join the Careers Learner Ambassador Team and can clearly articulate their role and responsibilities, including welcoming employers to the school and encouraging learners to partake proactively in the careers events</p>	<p>Learner Ambassador roles and responsibilities document developed, communicated and bought into by learners <a href="#">ECL time</a></p> <p>Learner Ambassador meetings/training held minimum once a term <a href="#">ECL time</a></p>	<p>Tracking of volunteers indicates learner interest and aspiration to be involved (M)</p> <p>Every careers event has Learner ambassador representation which is appreciated and positively commented on by external stakeholders through post-event surveys and employer voice (E)</p> <p>Learners identify with the Learner Ambassador team resulting in an increase in the careers social media following. (M)</p>	<p>The Careers Learner Ambassador Team involved 9 learners from Years 9 – 13. Learners showed commitment and increased their confidence by speaking at online employer events, making reflective videos and supporting the development of careers events</p> <p>The Careers Instagram have increased from 0 to 260 followers and posts are shared to the stories of KGA Sixth Form Instagram which has 286 followers. One careers post a week is also published on the main KGA Instagram every Wednesday, which has 1,323 followers</p>
<p><b>Year 1 2020 – 2021 Intent/Milestone: Careers Alumni</b></p>	<p><b>Implementation (Evidence to support)</b></p>	<p><b>Planned Impact and Success Criteria Monitoring (M) Evaluating (E)</b></p>	<p><b>Evaluation of Impact September 2021</b></p>
<p>At least 5 learners 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 learners about their experiences to date, lessons learnt and where life has taken them post-school/sixth form</p>	<p>Use the advice and support received from Future First to begin the process of establishing an alumni network (<a href="#">Future First Annual Review 2018-2019; Alumni in the Curriculum</a>) <a href="#">ECL time</a></p> <p>Alumni roles and responsibilities document developed, communicated and trialed with a sample group of ex-learners <a href="#">ECL time</a></p>	<p>Maintain a record of ex-learners who are keen to become alumni, provide contact details and express their willingness to come back to school to support careers events (M)</p> <p>Survey evaluation/feedback sheets received from alumni and learners after trial alumni sessions to capture feedback (E)</p>	<p>8 learners on the Alumni list, with 80% of Year 11 learners agreeing to be Alumni and recording their details on our Compass+ database</p> <p>First Alumni volunteered and supported our in-school University Taster session for Year 9s. Learners were able to hear their story and relate to where the former Learner’s journey had begun. Feedback from alumni was positive and they were keen to come back</p>

Even before the official alumni launch, three former learners have recently been in touch and are keen to get involved next year

**Total Cost:** £200 plus Career Leader and Careers Administrator time



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



**Long Term Strategic Objective 3**

Learners 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

<b>Year 2 2021 – 2022 Intent/Milestone: Employer and Education Provider Relationships</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Employer and Education Provider Relationships</b>
<p>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</p>	<p>Increase the visibility of the whole Careers Team, with the Careers Administrator building up strong relationships with employers too <a href="#">ECL and Careers Administrator time</a></p> <p>Principal to email a thank you to employers on their last day of work experience <a href="#">ESLT and CL time</a></p> <p>Review the current LMI and proactively build relationships with employers where we have gaps <a href="#">ECL time</a></p> <p>Invite parents/carers to join the Employer and Education Partnership breakfast update with their organisations <a href="#">ECL time</a></p>	<p>An increased proportion of parents make up our external stakeholders, providing a greater range of business connections and increased allegiance <a href="#">(M: Opportunities taken to speak to parents and outcomes recorded)</a></p> <p>Relationships built with external stakeholders with the ratio of at least two staff per employer, to maintain sustainability in the event of staff changes <a href="#">(M: Regular audit of employer changes and recording of contact succession plans)</a></p> <p>Termly positive coverage on social media regarding employer and</p>		<p>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</p>

	Hold a parent event to utilise our parent workforce and the network this provides, including linking in with the WIN parent/carer work stream <a href="#">£CL</a> and WIN HEA time	education provider contact with the school (E: Termly focus on successful stories to publish)		
<b>Year 2 2021 – 2022 Intent/Milestone: Learner and Employer Interaction</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Learner and Employer Interaction</b>
An increase in learners 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	<p>Increase the networking potential on Mock Interview day with employer speed chats <a href="#">£CL time</a></p> <p>Change the focus of the Careers Fair for different year groups: Year 10s - WEX research and speaking positively about themselves; KS3 - information fact hunt <a href="#">£CL</a> and <a href="#">Careers Administrator time</a></p> <p>Review and integrate the Learn Live school page to increase our offer of virtual employer engagement <a href="#">£CL time</a></p>	<p>Learners 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 Learner voice)</p> <p>Employers feedback positive comments about interactions with our learners 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)</p> <p>Learners have an idea of where they want to go and an appreciation of what is available (E: Learners indicate this through one to one sessions, such as personal guidance meetings)</p> <p>High Learner up-take for networking events</p>		By the end of Year 11, all learners 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

		<p>(M: Registers taken and groups of learners analysed)</p> <p>Learners follow up on networks on case by case basis (M: Use internal and external network communications to share and monitor learner successes)</p>		
<b>Year 2 2021 – 2022 Intent/Milestone: Social Mobility and Barriers</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Social Mobility and Barriers</b>
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 learners	<p>Continue to identify employers that are able to help disadvantaged learners with areas such as CV support, one to one mentoring support and girls in STEM support <a href="#">ECL and WIN HEA time</a></p> <p>Continue to hold a WEM programme reunion for previous years' learners with their Herman Miller mentors and hold the reunion in-person where the main programme is virtual <a href="#">£100, CL and WIN HEA time</a></p> <p>Hold an event for learners with attendance &lt;90% to increase their aspiration to come to school on time and encourage them to recognise positives and overcome barriers <a href="#">£150, CL and WIN HEA time</a></p>	<p>Disadvantaged and at-risk learners describe a role-model outside of their close family network and the positive influence they have had on their career planning (E: <a href="#">Learner voice shows the impact that a role-model has had on their future choices</a>)</p>		<p>All learners increase their social mobility and overcome the barriers they face through utilising support from a strong employer network. Disadvantaged and at-risk learners 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</p>
<b>Year 2 2021 – 2022 Intent/Milestone: Careers Learner Ambassadors</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone:</b>

				<b>Intent - Careers Learner Ambassadors</b>
The Careers Learner Ambassadors meet regularly to review their work, motivating and supporting learners and report a measurable improvement in Learner willingness and confidence to be fully involved in careers events and to network with a range of employer visitors	<p>Ambassador programme relaunched to increase numbers, including social media and marketing plan <a href="#">£CL time</a></p> <p>Meeting held once a term to create a team feeling and to ensure progress is being made <a href="#">£CL time</a></p> <p>KGA Careers Podcast launched where ambassadors interview our school alumni <a href="#">£100 and CL time</a></p>	<p>Learners relate to the careers Learner 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 Learner ambassador focused posts versus careers team posts; E: Mid and end of year Learner voice demonstrates an increase in careers awareness and preparation as a result of Learner ambassador contact.)</p> <p>Careers events are represented by Learner ambassadors who advocate for the school and the learners, encouraging further support from employers (E: External stakeholders reiterate their positive impression created through contact with Learner ambassadors, resulting in an increase in continued support and volunteering in additional areas of the careers programme e.g. mentoring, CV checks.)</p>		Every learner, 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
<b>Year 2 2021 – 2022 Intent/Milestone: Careers Alumni</b>	<b>Implementation</b>	<b>Planned Impact and Success Criteria</b>	<b>Evaluation of impact July 2022</b>	<b>Year 3 2022 – 2023 Intent/Milestone: Intent - Careers Alumni</b>
KGA Careers Alumni have returned to school to meet with key learners who will be able to relate to the alumni's story.	Alumni programme officially launched with new alumni page on the school website and a social	Learners refer to alumni as role models who they can identify with, receive advice from and speak to regarding their own		All learners are aware of the destinations of a number of our past learners and ask for advice from our alumni with

<p>Current learners are engaged and make positive decisions based on being able to listen to and ask questions with the alumni</p>	<p>media and marketing plan £200 and CL time</p> <p>Alumni are proactively contacted from a range of years, to give breadth to the experience that our former learners have gained £CL time</p> <p>Alumni asked to present in-person during the careers assemblies to add to the virtual assembly offer £CL time</p>	<p>future career decisions and destination choices (E: Learner voice indicates a positive perception of alumni and clarifies the positive impact of learning from alumni experiences)</p> <p>At least five activities with learners and alumni take place each year to ensure a positive impact, including assemblies, contribution to subject lessons and hosting learners for work experience (M: Record of volunteers, contributions and learner/alumni interaction; E: End of year survey review with learners, staff and alumni to evaluate success of the alumni programme in adding to the learners' network and the opportunities this brings)</p> <p>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 learners (M: Record of alumni attendance)</p>		<p>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</p>
<p><b>Total Cost:</b></p>		<p><b>£550 plus Career Leader, Careers Administrator and WIN HEA time</b></p>		

<p><b>Grand Total Cost of Year 1 plan:</b></p>	<p><b>£2000</b> plus CL, Careers Administrator and WIN HEA time</p>
<p><b>Grand Total Cost of Full plan:</b></p>	<p><b>£5400</b> plus CL, Careers Administrator and WIN HEA time <b>(Prediction updated in September 2021 review)</b></p>



## **Notes**

- The Careers 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 learners living in the UniConnect postcodes
- The Careers Leader hours are made up of 10 hours Careers Leader role and 5 hours Personal Guidance for our at-risk and disadvantaged learners.
- The careers plan was completed in June 2020, re-evaluated in September 2021 and will be evaluated again in July 2022

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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 Endowment 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 learners
TNA	Training Needs Analysis
WEM	West of England Mentoring
WIN HEA	Wessex Inspiration Network Higher Education Adviser