



KGA Careers Vision, Strategy and 3 Year Action Plan 2023-2026

KGA School Mission Statement and Vision

Achieving Excellence Together - Kingsbury Green Academy will deliver a rich and diverse curriculum, taught by knowledgeable and inspirational teachers, which engages learners so that they make outstanding progress, regardless of their starting points.

Every member of Kingsbury Green Academy will achieve excellence together through:

- Recognising that success is as a result of hard work and perseverance
- Removing social, economic and academic barriers to enable students to realise their potential
- Encouraging every individual to be bold, courageous and aspirational
- Creating a culture where individuals respect one another and are proud of themselves, their school and the wider community
- Challenging ourselves to seize every opportunity to grow and develop

Values

Kingsbury Green Academy will provide learners with a depth of knowledge and a rich understanding of a broad range of subjects underpinned by the development of the 5 KGA values of Courage, Confidence, Creativity, Conscientiousness and Consideration for others.

Careers Strategy and Key Objectives

The Ascend Learning Trust careers strategy and objectives are aligned to our school vision and requires students to **Challenge – Aspire – Network** to gain the skills and experiences required to succeed. The 3 year action plan is also aligned to the Kingsbury Green Academy school priorities: 1) Adapt the curriculum so that outcomes for PP pupils and SEND pupils match their peers; 2) Teaching, learning and assessment is personalised for all pupils, leading to improved outcomes, particularly for PP pupils and SEND pupils; 3) Further develop a culture where all pupils have positive attitudes to school life.

Student 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.

No.	Gatsby Benchmark	Mar 2023	July 2023	Update
1	A stable careers programme	100%	100%	
2	Learning from career and labour market information	100%	100%	
3	Addressing the needs of each pupil	100%	100%	
4	Linking curriculum learning to careers	100%	100%	
5	Encounters with employers and employees	100%	100%	
6	Experiences of workplaces	100%	100%	
7	Encounters with further and higher education	100%	100%	
8	Personal Guidance	100%	100%	



Careers 3 Year Strategic Summary 2023-2026

2023 – 2024

Challenge

- Adapt the careers programme so that outcomes for PP pupils and learners with SEND match their peers and pupils are able to think, speak, read and write positively about their future interests and goals
- Integrate the Skills Builder framework across the school to a Gold standard
- Review our experience of work opportunities to adapt to the needs of all learners and to encourage positive attitudes to school and future life
- Maintain the PSHE Careers Curriculum content so teaching, learning and assessment is personalised for all learners, leading to improved outcomes
- Sustain and celebrate the benefits and impact of the Record of Achievement to highlight and showcase skills, experience and successes

Aspire

- Curriculum Careers Champions advocate for careers in their areas with careers and employability skills integrated in all schemes of work
- Monitoring and evaluation to include class observations to understand careers subject links, knowledge and aspirations within lessons
- Collaborate with WIN and other supporting stakeholders to engage and enhance social mobility for key learner groups
- Develop our Level 6 Career Development Apprentices so all learners benefit from professional information, advice and guidance
- Establish a parent/carer focus group to understand barriers, support aspirations and build awareness of future pathways and opportunities

Network

- Maintain positive relationships with a diverse range of employer, alumni and education providers to provide meaningful encounters for our learners
- Analyse collected destination data and records of learners' careers experiences and employer encounters to identify trends and needs
- Work with partners to support academic success and increase social mobility of disadvantaged and at-risk learners through mentoring
- Provide development opportunities for the Careers Ambassador Team
- Tailor visits to providers of HE and FE and employer workplaces to meet the needs of our learners to support their career planning appropriately

2024 - 2025

- All learners increase their confidence in thinking, speaking, reading and writing about careers and employability like a subject expert so they can access their preferred pathway
- Learners embrace challenges and opportunities they are offered and understand how these experiences will develop their skills and interests
- Learners celebrate their achievements and can reflect positively about school life as an enabler to a bright future

- Curriculum areas maintain their own employer links to bring lessons to life
- In lessons teachers and learners confidently use and embrace skills and careers language
- All pupils with low attendance have a support programme endorsed by the careers department
- Parents/Carers are more informed about future pathways and opportunities enabling them to support their children in their decisions

- All learners are knowledgeable about the different industry sectors and have had an employer encounter from at least 5 different areas by age 16
- Learners experiencing mentoring are able to use strategies to support their academic learning and increase their resilience and motivation
- The Careers Ambassador Team is ran by learners and peer coaching takes place to train new members

2025 - 2026

Overarching aim:

- All learners are able to access their preferred pathway due to be able to articulate and evidence their careers interests, skills and experiences to date alongside their best academic achievement.

Overarching aim:

- Careers is embedded fully across the curriculum with careers and skills language common place in lessons for both learners and teachers, with every learner able to articulate their interests, goals and understanding of the world of work they will be entering.

Overarching aim:

- Learners have strong knowledge of the future work force requirements and industry demands and continue to build their network to widen their opportunities, increase their social mobility and gain further confidence to overcome barriers and stay resilient

The actions below are to be achieved and updated where necessary over a 3-year period to ensure all milestones are being met to a high standard by July 2026. Alongside these development milestones and actions, the events and activities in the KGA Careers Programme will continue to be planned, organised and delivered to a high standard.

Milestones	Development Actions for 2023-2024	Gatsby	RAG	Update
Objective 1 - Challenge and be challenged to develop employability skills, courage and confidence through our integrated careers programme				
Adapt the careers programme so that outcomes for PP pupils and learners with SEND match their peers and pupils are able to think, speak, read and write positively about their future interests and goals	1. Meet with KS to discuss disciplinary literacy to ensure the careers programme utilises this teaching approach to enable pupils to become careers experts in bespoke careers lessons and in their curriculum subjects	1, 3, 4		
	2. Review the career goals of different learner groups to look for patterns and trends to identify where the programme could benefit from further adaptation			
Integrate the Skills Builder framework across the school to a Gold standard	1. Work with the curriculum careers champions to develop the integration of skills builder into lesson planning and teaching further to reach gold standard which will ensure sustainability	2, 3, 4		
	2. Work with KGA+ to ensure skills development is a key focus and celebration within extra curriculum activities			
	3. Review the best practice for using formative assessment to prioritise and inform the teaching of essential skills, for all teachers			
	4. Review the reward and celebration processes for skills development, monitoring and evaluating the number of teachers who follow this			
Review our experience of work opportunities to adapt to the needs of all learners and to encourage positive attitudes to school and future life	1. Identify pupils who would benefit from alternative work opportunities to the week-long placement and plan alternative provision	6		
	2. Review the employer and pupil feedback from previous work experience opportunities to gauge areas for change and/or improvement			
Maintain the PSHE Careers Curriculum content so teaching, learning and assessment is personalised for all learners, leading to improved outcomes	1. Complete the annual review of the PSHE careers curriculum content, keeping it up-to-date, relevant and in-line with the demands of the current labour market	2		
	2. Observe at least one class for each careers lesson to gauge pupils' interactions with the content and delivery style and to highlight areas that would benefit from development			

Sustain and celebrate the benefits and impact of the Record of Achievement to highlight and showcase skills, experience and successes	1. Pupils in Year 10 and 11 to showcase their Record of Achievements to pupils in Year 8 and 9 to raise aspirations and motivation	3		
	2. Integrate the Record of Achievement process into Sixth Form			
	3. Grow the exposure of the Record of Achievement with the aim to increase our pupils' self-esteem, confidence and pride			
Objective 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.				
Curriculum Careers Champions advocate for careers in their areas with careers and employability skills integrated in all schemes of work	1. Continue to meet with the Curriculum Careers Champions on a bi-termly basis to discuss the careers opportunities or areas of concern in their areas and progress with the next steps	4		
	2. Provide CPD opportunities for the champions and exposure to employers that link with their subject areas			
	3. Support champions in building up sustainable employer relationships that link with their subjects			
Monitoring and evaluation to include class observations to understand careers subject links, knowledge and aspirations within lessons	1. Observe curriculum lessons to evaluate further the integration of careers in the curriculum	4		
	2. Review schemes of work to monitor how visible careers integration is across the curriculum			
Collaborate with WIN and other supporting stakeholders to engage and enhance social mobility for key learner groups	1. Maintain relationships with WIN, National Literacy Trust, Ablaze Bristol and Medics&Me to enhance life chances for our pupils through delivering their programmes	3		
Develop our Level 6 Career Development Apprentices so all learners benefit from professional information, advice and guidance	1. Review progress of our apprentices on a termly basis, providing support and development opportunities to ensure a high quality CPD experience	8		
Establish a parent/carer focus group to understand barriers, support aspirations and build awareness of future pathways and opportunities	1. Invite parents/carers to join a Futures Focus group and set up bi-termly meetings where parental feedback and ideas can be heard	3		
	2. Plan Parent/Carer support sessions throughout the year, in line with careers decision points, to help increase understanding and knowledge of future pathways, opportunities and options			

Objective 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.				
Maintain positive relationships with a diverse range of employer, alumni and education providers to provide meaningful encounters for our learners	1. Continue with the annual Employer and Education Partnership Breakfast Update to engage with external stakeholders and to continue to meet and involve new contacts, including alumni	5		
	2. Take time to communicate with our stakeholders, building up strong working relationships, including writing personalised emails where appropriate, sending out a bi-termly news update, including praise to employers in newspaper articles and social media posts, promoting their opportunities on www.altcareers.org.uk			
	3. Invite alumni to events such as open days and parents evenings where parents and pupils will have an opportunity to be inspired by them			
Analyse collected destination data and records of learners' careers experiences and employer encounters to identify trends and needs	1. Use UCAS adviser portal data and compass plus and careerpilot data records to inform our decision making with regards to the pupils' needs and requirements	3		
Work with partners to support academic success and increase social mobility of disadvantaged and at-risk learners through mentoring	1. Investigate mentoring opportunities for employers who have expressed an interest in supporting our pupils further	3, 5		
	2. Work with our Oxbridge and Russell Group partners to provide further support and opportunities for our pupils achieving grades 7 and above			
Provide development opportunities for the Careers Ambassador Team	1. Train careers ambassadors in the compere role for the Career Insight: Meet a... sessions	2, 3		
	2. Run training sessions where older pupils coach the younger pupils in their ambassador role			
	3. Involve careers ambassadors in the promotion and blogging for www.altcareers.org.uk			
Tailor visits to providers of HE and FE and employer workplaces to meet the needs of our learners to support their career planning appropriately	1. Discuss our pupils' needs with the providers so the best schedule can be arranged for a visit to the most optimal impact	3, 7		
	2. Look into different options for university and college visits to see which could be worth considering in the future, financially, logistically and content wise			