

Careers At GSA

Careers Strategy : 2022 – 2023

Our Vision

Reach Your Full Potential

Our vision is to support, engage and enable learners to build confidence, resilience and motivation in order to achieve their full potential and to develop their talents so that they can fulfil their ambitions.

Our commitment

There has never been a time when careers guidance has been as important for young people as it is today. At GSA, we have a critical role to play in preparing our learners for the next stage of their education or training and beyond. Our learners will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare learners for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

Our Values

Ambition, Belief and Courage

These are our core GSA values and what we endeavour to instil in all our young people from the moment they arrive and join our family.

As an Academy we all strive...

To be **AMBITIOUS** in our thoughts.

To have **BELIEF** in our potential.

To be **COURAGEOUS** in our actions.

Entitlement

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing learners to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (December 2017), our careers plan supports the achievement of the eight Gatsby benchmarks. Careers Education at GSA is not just a stand-alone strand; it is integrated into every area of the school and woven into the school curriculum. Our aim is that learners understand how what they are being taught will link to their future pathways.

We work closely with the OAT partnership of careers leaders as well as the Black Country Careers Hub. Our independent careers advisor is Connections. SIPs support us with one-to-one interviews for all KS4 pupils as well as curriculum support and general advice.

Our roles

Job title	Name	Responsibility
Governor responsible for Careers	Kevin Rogers	Responsible for strategic support and challenge of careers strategy at governor level.
Careers Lead	Bill Elgar	Strategic oversight of careers. Responsible for strategic support and challenge of career leader decisions. Responsible for line management of Careers Co-ordinator in regards to careers provision at GSA. Responsible for planning and setting the strategic direction of careers provision at GSA. Responsible for community engagement.
Careers Co-ordinator	Nicky Dickinson	Responsible for providing independent careers information to students in 1-2-1 CEIAG interviews for all years with the support of Connections for Year 11 careers interviews. Responsible for providing support to students identified as at risk of becoming NEET. A full calendar of Careers events including employer, HE, FE encounters. Responsible for liaison with HOD's to ensure cross curricular delivery of CEIAG. Co-ordinating work experience for years 10 and 12.
Connexions Career Adviser	Tanuja Patel	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews for Year 11
Enterprise Adviser	Lisa Nicholson	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Admin support	Hanifah Tariq	Responsible for the administrative support of Career Leader role and data entry into tracking sheet. Responsible for general administrative assistance.
Progress Leaders		Oversee the career needs of individual year groups. Eg Year 7 facilitate the aspirations trip to Cambridge University, Year 9 oversee the Options process, Year 10 – liaise with NDN on 1:1 interviews, careers fayres and work experience. Year 11 day to day contact with students regarding their course and destination choices. Year 12 and 13 work experience
Connexions Adviser	Jo Rasmin	Support for 20 most vulnerable students in Year 11

Addressing the needs of pupils

GSA's careers programme will aim to raise the aspirations of all learners whilst being tailored to individual needs. The programme will inform learners of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure learners from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of learners. Destination data will be retained by the school for at least three years. Information about destinations, e.g. the percentage of pupils attending different settings will be published on The Link School website.

Targeted support

The school will work identify learners who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support drawn from a range of education and training supportservices available locally.

Pupils with SEND

GSA will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

The careers leader will work closely with the SENDCo and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of learners to help them understand what career options are available.

Surveys will be conducted to find out individual learners' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to learners needs based on their own aspirations and abilities.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform learners about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Learners will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on a learners's career aspirations and the post-16 options which are most likely to give the learner a pathway into employment or HE. The SEND local offer will be utilised; annual reviews for a learners's EHC plan will be informed by good careers guidance.

Learners with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.

When arranging work experience for learners, the school will work with the employer to ~~offer~~ provide any additional support that will be needed during the work placement.

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

The Gatsby Benchmarks set out a framework for schools to deliver 'good career guidance'.

1. A stable careers programme	Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and to expand their networks.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a Careers Adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Our Action Plan for 2022-23

Objectives	Actions	Time frame	Success Criteria
Gatsby Benchmark 1 – A stable Careers Programme	1. All events from last year evaluated and one event modified as a result of student and staff voice and a new programme calendared and in place.	July 2022	Careers programme fully integrated into PSHE and PD programme Staff and parents aware of PSHE programme
	2. Calendar shared with staff and parents	September 2022	Action planning based on evaluation

	<ol style="list-style-type: none"> 3. Calendar informs curriculum maps for PSHE 4. Future skills questionnaire completed by Year 9 students and acted on 5. NDN to lead assemblies 	<p>September 2022 July 2022</p> <p>September 2022</p>	<p>Improved engagement of students and greater integration of different elements of the CEIAG programme</p>
<p>Gatsby Benchmark 2 – Learning from Career and Labour Market Information</p>	<ol style="list-style-type: none"> 1) A Year 8 LMI event, 2) Future skills questionnaire completed earlier in year 9 and acted on 3) Revamping external provision of stereotypes session in Year 8. 4) Applications completed for Work experience based on LMI as part of the PSHE programme 	<p>February 2023</p> <p>February 2023</p> <p>February 2023</p> <p>January 2023</p>	<p>Student voice demonstrating increased confidence in understanding LMI Increased response to the needs of the labour market</p> <p>Student voice reflecting increased understanding</p> <p>Employer feedback from one to ones</p>
<p>Gatsby benchmark 3 – Addressing the needs of each student and Gatsby benchmark 8 – Personal Guidance</p>	<ol style="list-style-type: none"> 1) Connections to take charge of all Year 11 1:1s 2) NDN will oversee all Post 16 interviews. 3) NDN will ensure all students in danger of NEETs are given advice 	<p>September 2022</p>	<p>Spreadsheet and interview paperwork showing complete coverage</p> <p>Interview action plans showing effective support</p>
<p>Gatsby Benchmark 4 – Linking curriculum learning to careers</p>	<ol style="list-style-type: none"> 1. All events will be recorded on compass plus. 2. NDN will chase up two weeks in advance and ensure named students are on Compass Plus – training for NDN report by year group and individual of the events. 	<p>September 2022</p>	<p>Compass Plus records for all students</p>
<p>Gatsby benchmark 5 – Encounters with employers and employees</p>	<ol style="list-style-type: none"> 1. Encounters with employers Mock interviews and careers in the curriculum recorded on Compass Plus, 2. Careers fayre widened to include more employers – 	<p>From September 2022</p>	<p>Compass Plus results Programme of events Student voice</p>

	3. Role of the enterprise adviser		
Gatsby benchmark 6 – Experiences of workplaces and work experience	<ol style="list-style-type: none"> 1. Preparation for Work Experience starting earlier. Launch assembly September 2022. 2. Greater focus on applications in the 1:1 interviews for Year 10. 3. Focus on work experience booklets – diary and reflections. 4. Earlier roll out of work experience with year 12, assembly early in the year increased support from Head of Sixth Form. 5. Work experience placements within courses at Post 16 –HSC and CC to be in place. NDN to liaise with HOD's of HSC and CC. 	<p>September 2022</p> <p>January 2023</p> <p>January 2023</p> <p>September 2022</p> <p>From September 2022</p>	<p>100% of students complete work experience.</p> <p>Good evaluations for work experience – student voice.</p> <p>Work experience diaries well kept</p> <p>All students in HSC and CC to complete work experience placements</p>
Gatsby Benchmark 7 – Encounters with Further and Higher Education	<ol style="list-style-type: none"> 1. FE Fayre to be developed Years 9-11, 2. HE Fayre Post 16 and Year 11. 	From September 2022	<p>Student voice</p> <p>Staff voice</p>

Careers Provision and audit of providers at GSA

Activity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Careers in PSHE	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1 : 1 Careers interviews					Yes	❖ Yes	❖ Yes
Careers Fair			Yes	Yes	Yes		
Work experience				Yes		❖ Yes	❖ Yes
University Campus visit			Yes	Yes		Yes	
National Apprenticeship week	Yes	Yes	Yes	Yes	Yes	Yes	Yes

❖ Yes - Upon request

Careers programme by term

Autumn 1

Year 9 – Options assembly

Year 10 – Work experience launch assembly

Year 11 – Post 16 Options Assembly
Apprenticeship awareness assembly

Year 12 – Apprenticeship awareness assembly
Work experience launch assembly

Year 12 & 13 - One to one careers meetings (student request)

Autumn 2

Year 11 – One to one careers meetings

Year 12 & 13 - One to one careers meetings (student request)

Spring 1

Year 8 – Challenging stereotypes assembly

Years 9, 10 & 11 – Careers fair

Year 10 – Mock interview day

Years 9 – 13 – National Apprenticeship week

Year 12 – Mock interview day
Work experience

Year 12 & 13 - One to one careers meetings (student request)

Spring 2

Year 8 – Labour Market Information assembly
Challenging stereotypes assembly

Year 10 – Work experience week

Year 11 – One to one careers meetings

Year 12 & 13 – One to one careers meetings (student request)
HE careers fair

Summer 1

Year 7 – Raising Aspirations - University visit to school (Girton College, Cambridge)

Year 7 – Apprenticeship awareness session

Year 11 – One to one careers meetings
Apprenticeship focus groups

Year 13 – Apprenticeship focus groups

Year 12 & 13 – One to one careers meetings (student request)

Summer 2

Year 11 – Apprenticeship focus groups

Year 13 – Apprenticeship focus groups

Year 12 & 13 – One to one careers meetings (student request)

Other careers related activities

Careers in the curriculum – Speakers & employers related to subjects booked by subject teachers

Taster events – University taster events – Promoted for individual students to attend

