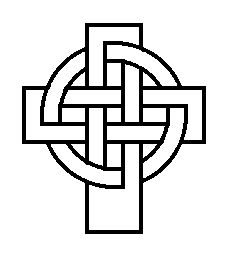
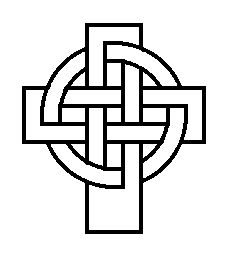
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*St Thomas More RC Academy*

**CAREERS STRATEGY**

This strategy includes an overview of the current provision at St Thomas More in terms of Careers Education, Information and Guidance, along with the developments that will be introduced this year.

|  |  |
| --- | --- |
| **Signed** | **Date** |
| **Headteacher:** *D. Watson* | **28.06.19** |
| **CEIAG Governor:** *A. Macoscar* | **28.06.19** |
|  |  |
| **Date:** June 2019 | |
| **Review Date:** October 2019 | |

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**INTRODUCTION**

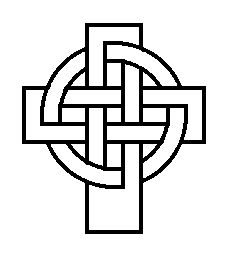
Careers Education plays a key role in fulfilling our mission statements, particularly:

* to encourage everyone to strive to do their best and to strive for the highest standards in all areas of activity.
* to give individuals the opportunities to develop their full potential as human beings, and to encourage and challenge them to do so.
* to help children grow into confident, open, resourceful young people with a sense of responsibility and of service.

The careers programme is shaped by the Gatsby Benchmarks and the statutory guidance. The Senior Assistant Headteacher is responsible for the leadership of CEIAG within school and has taken part in the Teach First Careers and Employability Leadership Programme. The school successfully applied to become a part of the North East Ambition Careers Hub, and is also part of both local and regional careers networks.

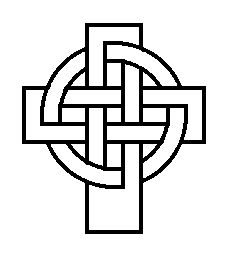
A key focus is that careers should be seen to be everyone’s responsibility within school, and subject staff are expected to include reference to careers and employability skills within their subject areas, increasing their relevance to students. External partnerships are developing, but the key priority is that all activities are sustainable and are not just ‘one offs’.

A Careers governor takes an active role in the development of careers education and visits the school on a termly basis.

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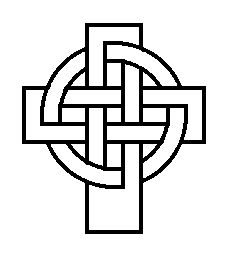
**VISION**

Every student, regardless of their background or ability, will leave St Thomas More RC Academy with a comprehensive knowledge and understanding of all of the opportunities available to them in the world of work, and the skills and ambition that ensures they follow a pathway that allows them to be as successful as they possibly can be.

**

**STRATEGIC OBJECTIVES**

* To embed careers education within all subject areas (including LMI and Employability Skills) ensuring that links between the school curriculum and future pathways are clear, resulting in students having increased personal aspirations along with the skills to fulfil these. *(Compass evaluation, February 2019, showed that the school had met only 56% of the assessment areas for Benchmark 4 – Linking Curriculum Learning to Careers.)*
* To increase the number of sustainable relationships the school has with external organisations to ensure that every student has a full range of meaningful encounters throughout their school life which helps to increase aspirations. *(Whilst the Compass Evaluation in February 2019 indicated that Benchmark 5 is strong this is an area for improvement to ensure that links are sustainable and meaningful. Nearly all of the current activities are in the form of enrichment sessions and we need to develop the involvement of external organisations to support the careers education within subject areas.)*
* To increase the understanding of Parents and Carers so that they feel confident to effectively support their child and the work of the school, leading to all students moving on to successful and ambitious pathways. *(We have only recently started to consider the role of Parents and Carers in the careers programme at school and it is an area that needs further development. For example, in Benchmark 2 parents and carers should be aware of, and using, LMI with their children to help support them which is not currently happening in sufficient depth.)*
* To develop a system to comprehensively track CEIAG throughout a student’s time at school and for at least 3 years afterwards, providing records that support a student’s next steps and allow the school to effectively monitor, evaluate, and continually improve its provision. *(The Compass evaluation in February 2019 showed the school was meeting 81% of Benchmark 3 with the key areas for improvement being the recording of each student’s experiences, and their access to these records.)*

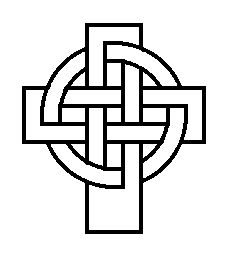
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**THE CURRENT STATE OF CARRERS EDUCATION**

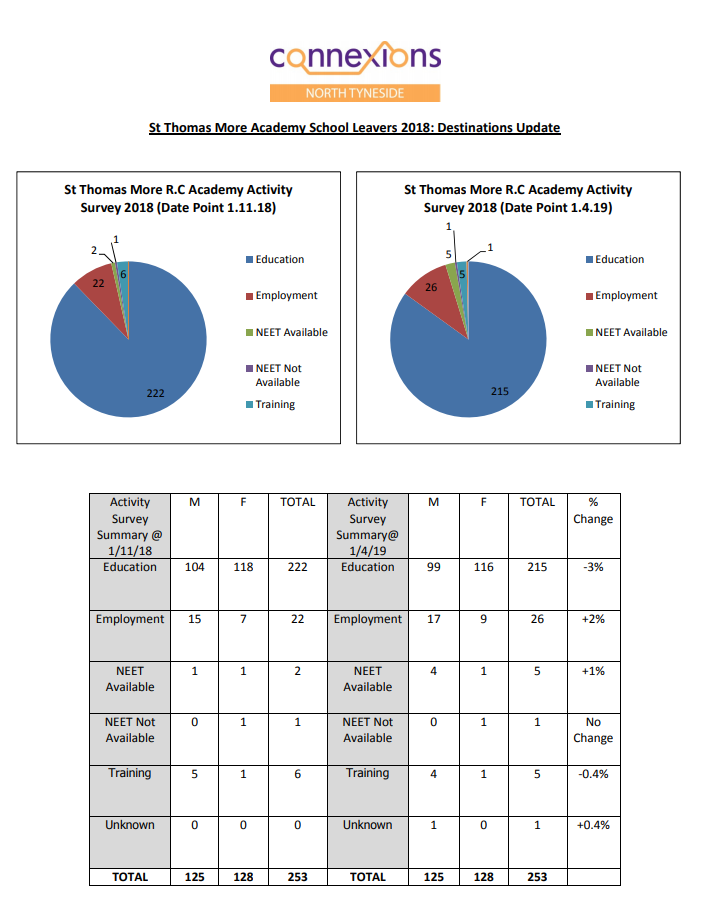
In the Compass Evaluation completed in February 2019 only one benchmark was met fully, although all of them were partially met. Benchmark 1 (A stable careers programme) achieved the lowest score at only 29%. The work completed on the Teach First CELP programme and this careers strategy will address many of the areas for development. Benchmark 4 (Linking Curriculum Learning to Careers) was only 56% complete and this is a clear priority. Careers education cannot be effective and sustainable for all students through enrichment activities, it MUST be embedded throughout the curriculum with every teacher having responsibility for careers education in the same way that they have a responsibility for literacy and numeracy. A further focus is for greater links to be made between CEIAG at pre and post-16 as historically they have always been completely separate. Whilst the school has strong links with Parents and Carers, historically the careers information sent out has been brief and we must now ensure wider issues, such as local LM, are included. Finally, the school has always had strong destination data but the longer term tracking of destinations must be developed.

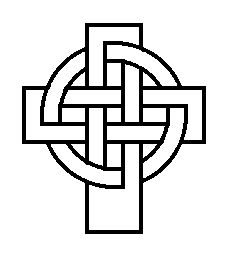
In the current academic year (2018-2019) there has been progress made in a number of areas:

* Successful application to join the North East Ambition Careers Hub
* Regular attendance at the increasingly well attended North Tyneside Careers Leaders Network
* Attendance at the Regional Careers Network events
* Introduction of Grofar tracking system
* A Careers Governor has been appointed and she meets with the SLT member termly to discuss progress.
* Ongoing participation in the NECOP project and successful bid for TLR funding
* SLT member currently completing the CELP qualification with Teach First
* Continually developing relationship with Connexions
* Excellent destination data
* There are some careers activities, such as the Year 8 employer sessions, which are becoming embedded and are happening each year.
* The STEM co-ordinator is developing a series of sustainable events.
* The number of Parents and Carers who are involved with the Year 8 Meet an Employee event is steadily increasing each year.
* The school has had an Enterprise Advisor allocated and the relationship is developing.
* Whole school CPD in February 2019 introduced the wider staff to the changes in Careers Education and was followed up by HODs training.

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**DESTINATION DATA**



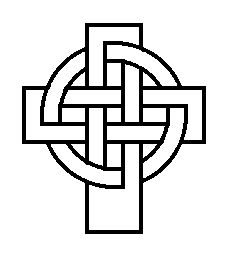
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**THE CURRENT CAREERS PROGRAMME:**

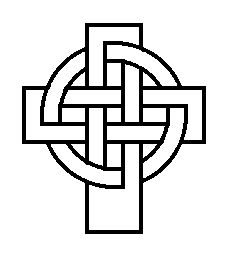
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| --- | --- | --- | --- |
|  | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Year 7** |  |  | * STEM Activity Day |
| **PHSCE Lessons**   * Year 7 Action Plan 1: Strengths & Weaknesses * Transition Guide * Jobs @ STM * Careers Top Trumps * Desert Island Teamwork Task * Budgeting for my Bedroom Task | | |
| **Year 8** |  | * Employee visits in PSE lessons | * Enterprise Day |
| **PHSCE Lessons:**   * Your Life in the Future * Credit & Debit Cards * Tax @ NI * Teamwork Task * Communications Task | | |
| **Year 9** | * Assembly to introduce Connexions advisor. (Lee Pattison) * The Buzz activity in PSE lesson led by Connexions advisor. | * KS4 Curriculum Choice process (Assemblies, parent information evening, individual guidance.) | * Introduction to the Unifrog programme. |
| **PHSCE Lessons:**   * Personal Development Plan * Workplace Skills * Enterprising Skills * ICT task: i-could website LMI Activity: Jobs of the Future * Options task | | |
| **Year 10** | * Ongoing use of the Unifrog programme. | * Work experience support for key students. (Connexions advisor & TEB) | * Individual interviews with Connexions begin. * Work Experience week * Options after Year 11 PSE lesson led by Connexions advisor. * University visit. |
| **PHSCE Lessons:**   * Career planning * Producing a CV * LMI task | | |
| **Year 11** | * ICT based Careers Activity during PHSCE lessons. * Initial thoughts survey. * Apprenticeship registration with Connexions advisor. * Individual interviews with Connexions continue. * Further use of Grofar * Post-16 taster day. | * Post-16 choices interviews. * Sixth form open evening. * Apprenticeship information event. * Connexions interviews. * NCS assemblies and application information. | * Ongoing guidance regarding post-16 choices involving Connexions staff, senior staff, form tutors and learning mentors. * Further use of Grofar |
| **PHSCE Lessons:**   * Behaviours and Practices in the Workplace. * Applying for jobs, apprenticeships and college. * Personal Finance | | |
| **Years 7-11** | Throughout the school year a range of employers deliver assemblies such as the Cat & Dog Shelter and Tyne & Wear Fire Service. | | |
| **Year 12** | * Apprenticeship Connexions presentation. * Guidance on CV and letter writing. * Profiles set up on job finder websites. * Tracking of Plan A and Plan B on Unifrog. | * 1 to 1 interviews with form tutor to prepare for interviews if applying for apprenticeships or work. * Skills Exchange placement. * Two day Assessment Centre task. | * Begin UCAS Application Process * University Open Days * Work Experience Week * University information evening for parents and carers. |
| Year 13 | * Completion of UCAS applications. | * 1 to 1 interviews with form tutor to prepare for interviews if applying for apprenticeships or work. | * 1 to 1 interviews with form tutor to prepare for interviews if applying for apprenticeships or work. |

**However, there are aspects of the careers provision that need to be developed further. The key issues in April 2019 are:**

* Benchmark 4: There is limited focus on careers education within subject areas, and this is a key focus for the current academic year. Whole school CPD in February 2019 introduced key careers themes and included speakers from the NE LEP and Walker Riverside Academy.
* There will be a further CPD session in the summer term.
* There needs to be a wider focus for careers education and include the key employability skills.
* All Year 10 students take part in work experience but there is little preparation beforehand and no reflection afterwards so this needs to be developed.
* Some monitoring and evaluation has taken place but this has been on quite a small scale and has not involved all stakeholders.
* A student voice activity carried out in June 2018 showed that Year 11 students did not feel prepared in terms of compiling a CV or completing application forms. A new PSE unit is being developed and form tutors are being trained to improve this.
* There is still a lack of **sustainable** business links. The school has joined the local Chamber of Commerce and is using its ‘virtual wallet’ from the Careers Hub to develop an alumni network. This should have an impact on this issue.

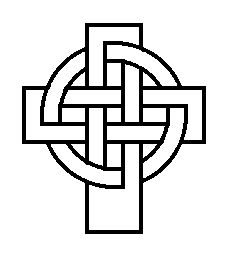
****SUMMARY ACTION PLAN** (A more detailed Action Plan can be found in Appendix 3.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Strategic Objective 1:**  To embed careers education within all subject areas (including LMI and Employability Skills) ensuring that links between the school curriculum and future pathways are clear, resulting in students having increased personal aspirations along with the skills to fulfil these. | **Strategic Objective 2:**  To increase the number of sustainable relationships the school has with external organisations to ensure that every student has a full range of meaningful encounters throughout their school life which helps to increase aspirations. | **Strategic Objective 3:**  To increase the understanding of Parents and Carers so that they feel confident to effectively support their child and the work of the school, leading to all students moving on to successful and ambitious pathways. | **Strategic Objective 4:**  To develop a system to comprehensively track CEIAG throughout a student’s time at school and for at least 3 years afterwards, providing records that support a student’s next steps and allow the school to effectively monitor, evaluate, and continually improve its provision. |
| **Short Term**  2019 -2020 | * Write a detailed Careers Plan * Produce materials to ensure all students access up to date careers information and LMI, future study options, and career paths. * Increase subject staff understanding of their role in Careers Education including LMI and the employment opportunities available to students. * Minimum requirement for Careers activities to be included within subject areas established. * Further develop Careers programme within PHSCE using the CDI Framework as a guide. | * Links with businesses and other external organisations established with the help of the Enterprise Advisors, NE LEP and the Chamber of Commerce. * Links with Universities and Colleges of Further Education developed further. | * Include explicit reference to the role of parents and carers within the detailed Careers Plan. * Information regarding LMI, future study options, and career paths to be included in materials such as the Year 9 options booklet and Post-16 information booklet, work experience booklet given to parents, and other materials. | * Register all students onto Grofar so that they have a record of their activities. * Analyse destination data to understand student characteristics. |
| **Medium Term**  2020 - 2021 | * Introduce Skills Builder to develop employability skills across all subject areas. * Audit careers provision across subject areas to identify key gaps that may need to be addressed through PSE or additional enrichment activities. * Teacher externships to become a regular feature of staff CPD. | * Further develop links between external organisations and subject teachers. * Further develop Alumni input. * Widen sixth form taster sessions. * Provide a wide range of further and higher education information to students at KS3. | * Parents and Carers are routinely informed of all experiences with further and higher education that their child has. * Introduce a system to ensure that Parents and Carers are aware of the individual careers guidance their child has received. | * Employability skills to be recorded. * Year 8 students will be introduced to Grofar (or similar student tracker). * Further development of destination data tracking and analysis with the aim of including accurate destination data over 3 years for students. * Alternative to Grofar to be investigated. (The Careers & Enterprise Company is introducing a tracker from September 2019) * Work Experience record to be further developed to ensure it becomes a meaningful experience that students can learn from. |
| **Long Term**  2021 - 2022 | * Produce a booklet of best practice. * CPD to include termly sessions in which Routinely share Careers activities within subject areas within CPD each term. * Encourage the development of quality-assured transition from primary schools to secondary schools, from a careers-related perspective. |  | * Parent & Career information evenings to be a regular feature on the school calendar, and all events to include a careers aspect. * Secure the sustained engagement of families and carers in their children’s career learning and development through the CEIAG programme. | * Three year tracking of students established with the help of North Tyneside Authority and Connexions. |

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**MONITORING & EVALUATION PLAN**

* Students, staff, and parents & carers will be asked to complete short surveys at the end of the year. These surveys can be completed using SurveyMonkey and sent via ParentMail where appropriate.
* The destination data and Grofar records are also indicators of the success of the careers education within school.
* As careers becomes embedded within the curriculum, learning walks and book scrutinies will allow this aspect of careers education to be monitored.

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**APPENDICES**

Appendix One: SWOT Analysis

Appendix Two: Compass Evaluation

Appendix Three: Action Plan

Appendix Four: External stakeholder engagement plan

Appendix Five: Roles and responsibilities list or organisational chart

Appendix Six: Monitoring and evaluating process detail

Appendix Seven: Careers Progression Framework

Appendix Eight: Provider Access Policy

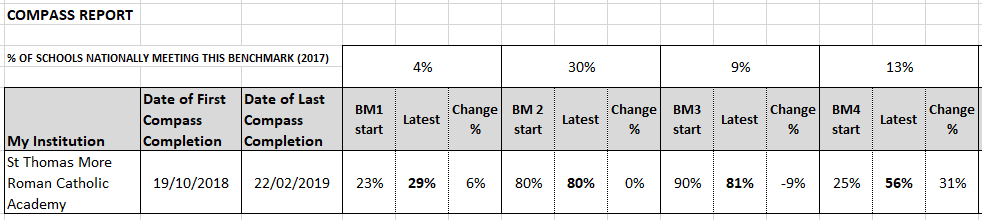
**APPENDIX ONE**

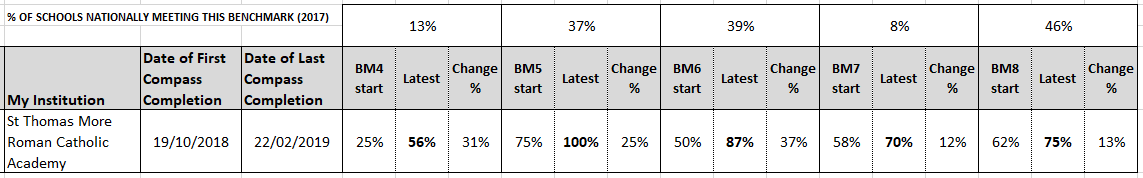
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| St Thomas More RC Academy  **Careers SWOT Analysis** October 2018 | |
|  |  |
| **STRENGTHS**   * Importance recognised by SLT * Grofar system purchased * Low NEETs historically * Part of the NE Careers Hub * SLA with Connexions re-established and working very well * Regular attendance at North Tyneside Careers Leaders network meetings. * Good links made with careers leaders in other schools * Careers Leader has been in post for 3 years. | **WEAKNESSES**   * Currently lack of personnel / lack of clarity of roles * Not enough links to businesses – many visits etc. are one offs as opposed to being sustainable annual events. * Post-16 and main school careers completely separate * Year 10 Work Experience Week is not developed sufficiently (Lack of preparation & Reflection.) * Sustained destination data (Students staying education or employment for at least 2 terms after 16 to 18 (level 3) study is 94% and should be higher. |
| **OPPORTUNITIES**   * Funding for Careers Lead training secured * Member of the NE Careers Hub * Can almost start from scratch using the Gatsby benchmarks and CDI guidance. * Enterprise Advisor appointed * Year 10 Work Experience Week can be developed from very basic practice. * There are pockets of good practice across the school but this needs to be more consistent. * Some careers activities have been established and are working well. (e.g. Year 8 Parents / Carers talk) | **THREATS**   * School restructuring process taking place 2018-2019 |

**APPENDIX TWO**

The Compass Report was completed in **October 2018** and then again in **February 2019**. The Compass Report is a self-report questionnaire which covers the eight Gatsby Benchmarks. The completion of a series of multiple choice questions allows the school to see which aspects of Careers Education require further development.

The tables below compare the scores achieved in February with those achieved in October, and also to see a comparison with the national picture. The Compass Report is completed each term.





**APPENDIX THREE**

**Action Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **STRATEGIC OBJECTIVE ONE: To embed careers education within all subject areas (including LMI and Employability Skills) ensuring that links between the school curriculum and future pathways are clear, resulting in students having increased personal aspirations along with the skills to fulfil these.** | | | | | | |
| **What needs to be achieved?** | **Development Required** | **Resources** | **Responsibility** | **Timescale** | **Success Criteria** | **Monitoring and Evaluation** |
| **Benchmark One: A Stable Careers Programme**  Write a detailed Careers Plan | Look at good examples on other schools’ websites to further develop STM current plan.  Present to Governors and SLT. | Time | KLG  KLG / DW | October 2019  December 2019 | All staff, students and parents/carers are aware of the careers provision at STM.  Destination data will show that students move onto appropriate pathways at the end of Year 11 / 13. | **October 2019:**  School website  **July 2020:**  Student voice  Parental questionnaire  Destination data |
| **Benchmark Two: Learning from career and labour market information**  Produce materials to ensure students in Years 8 – 11 access up to date careers information and LMI.  Include further information regarding LMI, future study options, and career paths in the Year 9 options booklet and Post-16 information given to parents.  Inform staff of LMI. | Further develop units of work for PSE to incorporate this.  Liaise with PF regarding PSE scheme of work.  Update the Year 9 Options Booklet and produce an information booklet for Year 11 students to be posted out with the reports.  Include workshop on LMI in Careers CPD. Share good practice where appropriate. | Time  Photocopying  Photocopying  Time | KLG  KLG  KLG / RK | Yr11 November 2019  Yr10 December 2019  Yr9 March 2020  Yr9 March 2020  Yr11 November 2020  Spring term 2020 | PSE units ensure students have a clear understanding of appropriate career pathways.  Information ensures that students follow appropriate pathways.  Staff have increased understanding of LMI and can support students. | **July 2020:**  Student voice  Parental questionnaire  Destination data  Teacher questionnaire |
| **Benchmark Four: Linking curriculum learning to careers.**  Develop careers education within all subject areas. | Return audit findings from 2016 to departments to record changes.  Deliver whole school CPD in Careers week to showcase good practice.  Work with ‘Career Trailblazers’ to begin small scale projects in a small number of departments.  Support departments to develop careers links within their curriculum areas.  Departments could bid for funding | Time  Minimal photocopying costs  Time  There may be some costs involved.  There may be some costs involved for resources etc. | KLG / HODS  KLG / RK  KLG / HODS  KLG / HODs | September 2019  March 2020  July 2019  July 2019 | Increased staff awareness of careers responsibilities leading to increased links in lessons.  Careers based activities included in subject lessons leading to:   * Increased awareness of the relevance of subject areas. * Increased aspirations of students. | **July 2020**  Student voice responses show increased links to careers within subject areas.  Grofar records.  Staff survey indicating increased awareness and involvement in careers education. |
| **Benchmark Five: Encounters with employers and employees**  Continue to develop employer events so that all students have at least one encounter per year. | Develop meaningful links within subject areas. All subject areas to have at least one sustainable link with an employer – resources, visits, student tasks etc. | Support of Enterprise Advisor & LEP etc. to find contacts. | KLG / HODs | July 2019 | Students having a greater experience of a wide range of possible career pathways leading to raised aspirations. | **July 2020:**  Student feedback and record of employer visits and activities shows an increase in the number and range of careers that students are exposed to. |
| **Benchmark Six: Experience of workplaces**  Increase subject staff understanding of the employment opportunities available to students. | Investigate placements and internships to allow subject teachers to have work place experiences which impacts on their teaching. | Cover costs for staff visits.  Support of Enterprise Advisor & LEP etc. to find contacts. | KLG / PRO | Ongoing | Teachers gain an understanding of the opportunities available to our students and help to raise awareness and aspirations. | **July 2020:**  Records show that teachers have participated in a range of employability activities. |
| **Benchmark Seven: Encounters with further and higher education**  Encourage subject staff to use links with further and higher education in their teaching. | Purchase subject specific careers guidance to help staff.  Audit current provision and share good practice. | Cost of materials | KLG / HODs | July 2019  November 2019 | Students are fully aware of the pathways available to them in different subject areas. | Student Voice shows that students are aware of all choices available to them at the end of Year 11 and Year 13.  Destination data shows that students make the most appropriate choice. |
| **LONG TERM TARGETS FOR STRATEGIC OBJECTIVE ONE:** | | | | | | |
| Introduce Skills Builder to develop employability skills.  Teacher externships to become a regular feature of staff CPD.  Produce a booklet of best practice to share with departments. | Introduce Skills Builder to staff, students and Parents / Carers through CPD, assemblies, ParentMail.  Incorporate Skills Builder into school planner for use at KS3 and KS4.  Hold cross-curricular Skills Focus Weeks throughout the school year.  All teachers to have the opportunity to participate in workplace experiences and incorporate their knowledge into lessons.  All departments to produce a summary of the activities carried out within their subject areas. | Time  Time  Time, reprographics costs | KLG/ HODs  KLG / HODs  KLG / HODs | September 2019  Spring term 2020  Ongoing  October 2020 | Students are increasingly aware of, and develop, their employability skills.  Teachers incorporate relevant careers information into all subject areas.  Booklet produced to share good practice. Further activities incorporated into all subject areas. | Tracking on Grofar  Lesson observations.  Student Voice.  Student voice shows that students have an increased understanding of the opportunities available to them when they leave school.  Destination data. |
| **STRATEGIC OBJECTIVE TWO: To increase the number of sustainable relationships the school has with external organisations to ensure that every student has a full range of meaningful encounters throughout their school life which helps to increase aspirations.** | | | | | | |
| **What needs to be achieved? (Aim)** | **Development Required** | **Resources** | **Responsibility** | **Timescale** | **Success Criteria** | **Monitoring and Evaluation** |
| **Benchmark Four: Linking curriculum learning to careers.**  Develop careers education within all subject areas. | Join the North East England Chamber of Commerce network to build business links.  Work with Enterprise Advisor to develop links with local businesses.  Establish alumni network through Future First.  Use alumni network to work with students using FutureFirst support. | £864 per annum  Time  Time  Time | KLG  KLG  KLG  KLG | January 2019  March 2019  July 2019  December 2019 | Sustainable business links made with subject areas. Increased teacher placements and student activities within curriculum areas.  Increased staff awareness of careers responsibilities leading to increased links in lessons. | **July 2019**  Student voice responses show increased links to careers within subject areas.  Grofar records.  Staff survey indicating increased understanding and involvement in careers education. |
| **Benchmark Five: Encounters with employers and employees**  **Benchmark Six: Experience of workplaces** | Work with Enterprise Advisor and NE LEP to establish sustainable employer links to provide a range of experiences for staff and students.  Produce list of STM alumni who may be able to help, and further develop alumni list and activities with Future First. | Support of Enterprise Advisor & LEP etc. to find contacts. | KLG  KLG | Ongoing  Ongoing | Students have a greater experience of a wide range of possible career pathways leading to raised aspirations.  Teachers incorporate real life work related learning into their lessons, either virtual or real.  Destination data shows that students are making appropriate, aspirational choices. | **July 2020:**  Student feedback and record of employer visits and activities shows an increase in the number and range of careers that students are exposed to. |
| **Benchmark Seven: Encounters with further and higher education**  Ensure all students have:   * Meaningful encounters with Sixth Form Colleges * Information about the full range of apprenticeships, including higher level apprenticeships * Meaningful encounters with Further Education Colleges * Meaningful encounters with Independent Training Providers | Build in STM sixth form visits for students in Year 11 earlier in the year.  Ensure Year 11 apprenticeship assembly includes information regarding Higher Apprenticeships.  Adapt PSE activity and information for parents / carers to include all levels of apprenticeship.  TyneMet, Newcastle College etc. to be invited in to speak to students.  Student visits to be organized where appropriate.  Open Evenings to be advertised to students.  Information regarding Training Providers to be given to students. Connexions to help with this. | Time  Time  Time  Cover for staff on visits.  Time | KLG / DH  KLG / Connexions advisor  KLG / HOYs / PF  KLG / HOY  KLG / Connexions | December 2019  October 2019  March 2020  Ongoing  Ongoing | Students are fully aware of the post-16 choices at STM and the range of courses that are on offer.  Students are fully aware of how apprenticeships work and the wide range of apprenticeships that are available.  Students are fully aware of the wide range of post-16 and post-18 courses that are available at local FE colleges. | Student Voice shows that students are aware of all choices available to them at the end of Year 11 and Year 13.  Destination data shows that students make the most appropriate choice. |
| **LONG TERM TARGETS FOR STRATEGIC OBJECTIVE TWO:** | | | | | | |
| Further develop links between employers and subject teachers.  Further develop Alumni input.  Widen sixth form taster sessions.  Provide a wide range of further and higher education information to students at KS3.  (The new Assistant Head of Year posts will help with this.) | Hold a series of Business Breakfasts to develop links between employers and subject teachers. Use Enterprise Advisor and NE LEP support.  Use Alumni to deliver a range of careers sessions to students in all year groups.  Introduce Sixth Form visits for students in year groups other than Year 11.  Invite staff from universities, apprenticeships and training providers into Year 9 assemblies prior to options process.  Deliver assembly to Year 8 outlining possible routes at post-16. | Refreshment costs.  Time.  Time.  Time.  Time. | KLG  KLG  KLG / DH  KLG / HOY  KLG / HOY | Ongoing, termly  Ongoing  September 2019  March 2020  Ongoing | Range of external organisations involved in the delivery of subject lessons ensuring students can link their subjects to their future employment, so increasing student aspiration.  Increased wide range of alumni involvement in careers activities increasing student understanding of the possibilities once they leave school.  Sixth form visits in school calendar. KS3 & Year 10 students participate in sixth form taster sessions giving them a greater awareness of provision.  Students have a greater understanding of post-16 and post-18 pathways and make appropriate and aspirational choices for KS4. | Student Voice  Lesson Observations  Destination Data |
| **STRATEGIC OBJECTIVE THREE: To increase the understanding of Parents and Carers so that they feel confident to effectively support their child and the work of the school, leading to all students moving on to successful and ambitious pathways.** | | | | | | |
| **What needs to be achieved? (Aim)** | **Development Required** | **Resources** | **Responsibility** | **Timescale** | **Success Criteria** | **Monitoring and Evaluation** |
| **Benchmark One: A Stable Careers Programme**  Write a detailed Careers Plan | Include information for students, teachers, employers and parents/carers as opposed to the general outline currently. | Time | KLG | September 2019 | All staff, students and parents/carers are aware of the careers provision at STM.  Destination data will show that students move onto appropriate pathways at the end of Year 11 / 13. | **July 2020:**  Parental questionnaire |
| **Benchmark Two: Learning from career and labour market information**  Include further information regarding LMI, future study options, and career paths in the Year 9 options booklet and Post-16 information given to parents.  Provide greater information re. LMI for parents and carers. | Update the Year 9 Options Booklet and produce an information booklet for Year 11 students to be posted out with the reports.  Update website and send out information via ParentMail.  Include LMI information in reports, newsletter etc. | Time  Photocopying  Photocopying | KLG  KLG | Yr9 March 2020  Yr11 November 2019  Ongoing | Information ensures that students follow appropriate pathways.  Parents and Carers have increased understanding of LMI and can support students. | **May 2020:**  Parental questionnaire  Destination data |
| **Benchmark Six: Experience of workplaces**  Include Parents and Carers when developing the Work Experience Program so that they can support their child to have a meaningful experience. | Inform Parents and Carers of expectations of Work Experience, and provide guidance as to how they can support their child. | Reprographics costs  Time | KLG | June 2020 | Parental / Carer support helps to ensure that the work experience week gives students a deeper understanding of the world of work, and can make links to the expectations at school, helping to raise awareness and aspirations. | **July 2020:**  Student feedback shows a greater impact of the week. |
| **LONG TERM TARGETS FOR STRATEGIC OBJECTIVE THREE:** | | | | | | |
| Parents and Carers are routinely informed of all experience with further and higher education that their child has.  Introduce a system to ensure that Parents and Carers are aware of the individual careers guidance their child has received. | ParentMail message sent to parents and carers after all careers activity which involves the whole year group, such as an assembly, to encourage conversation at home.  All Careers event should appear on the website and in the newsletter.  Liaise with Connexions advisor to ensure parents and carers are aware of their child’s interview and their next steps. | Time  Time  Time | KLG / HOYs / Office Staff  KLG / AL  KLG / Connexions / Office Staff | Ongoing  Ongoing  Ongoing | Parents and Carers are fully aware of all of the post-16 choices available to their child, raising student aspirations. | Student Voice shows that students are aware of all choices available to them at the end of Year 11 and Year 13.  Destination data shows that students make the most appropriate choice. |
| **STRATEGIC OBJECTIVE FOUR: To develop a system to comprehensively track CEIAG throughout a student’s time at school and for at least 3 years afterwards, providing records that support a student’s next steps and allow the school to effectively monitor, evaluate, and continually improve its provision.** | | | | | | |
| **What needs to be achieved? (Aim)** | **Development Required** | **Resources** | **Responsibility** | **Timescale** | **Success Criteria** | **Monitoring and Evaluation** |
| **Benchmark Three: Addressing the needs of each pupil.**  Register all students onto Grofar so that they have a record of their activities.  Track accurate destination data over 3 years for students.  Alternative to Grofar to be investigated. | Grofar software purchased in July 2018.  Yr11 & 10 form tutors trained in September 2018.  All students to be registered.  All Careers and Enterprise activities to be recorded*. (A recent audit suggested that often the same students were targeted and this is something we aim to address this year.)*  Investigate how other schools do this.  Liaise with Connexions.  Alternative tracking systems are being introduced, including one from the CEC. These will need to be assessed and compared to Grofar. | Grofar system  Time  Time, and possible cost of system. | KLG  KLG / HOYs  KLG / DCoulson  KLG  KLG | Students registered:  Yr11 October 2018  Yr10 December 2018  September 2019  October 2019 | Accurate tracking to ensure all students have the opportunity to participate in events.  Accurate tracking of student action plans to ensure all students are supported appropriately and can choose appropriate options in Year 9, Year 11 and Year 13.  Introduction of new tracker if appropriate. | **September 2019:**  Grofar information regarding student activity and recorded experiences.  Student voice.  Destination Data |
| **LONG TERM TARGETS FOR STRATEGIC OBJECTIVE FOUR:** | | | | | | |
| Employability skills to be recorded.  Year 8 students will be introduced to Grofar (or similar student tracker).  Further development of destination data tracking and analysis.    Work Experience record to be further developed. | Skills in the Grofar tracker will be changed to match those used by school.  Sample group of students to be tracked by subject staff.  Year 8 Form Tutors will need to be trained.  Grofar introduction written into PSE plan.  Liaison with Connexions to track students for three years after leaving school, and student characteristics such as FSM and ability will be included in analysis.  Records of student experience need to be developed to develop a bank of effective placements. | Time  Time  Time  Time | KLG / HODs  KLG / PF / HOY / Assistant HOY  KLG  KLG / TEB | Ongoing  May 2020  Ongoing  June 2020 | Clear record of student development showing improvement of employability skills.  Students aware of their own skill development helping to raise aspirations.  Clear analysis of destination data that will allow the school to further develop its provision.  Effect of student work experience week is maximized. |  |

**APPENDIX FOUR**

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| **What contacts and partnerships currently exist across the school with employers and education and training providers? (January 2019)** | | | | | |
| Current contact/partner name | Relationship Holder in school | Last activity or communication | Year Groups and Department Involved | Types of Activities | Engagement Level (Frequent supporter, Occasional Supporter, One-Off Supporter ) |
| Cat and Dog Shelter | Karen Gammack | Autumn Term 2018 | 7 | Assembly | Occasional |
| T&W Fire Service | Karen Gammack | Autumn Term 2018 | 10 | Assembly | Occasional |
| RAF | Karen Gammack | Spring Term 2018 | 11 | Information Session | Frequent |
| Royal Navy | Karen Gammack | Spring Term 2018 | 11 | Information Session | Frequent |
| Tyne Met College | Karen Gammack | Autumn Term 2018 | 11 | Information Session | Frequent |
| ASK Apprenticeships | Karen Gammack | Autumn Term 2018 | 11 | Information Session | Frequent |
| PWC | Karen Gammack | Autumn Term 2018 | 10 | Information Session | One-off |
| Edinburgh Zoo | Justine Woodman | Summer Term 2018 | 12, Science | Workshop | Frequent |
| Centre for Life | Justine Woodman | Summer Term 2018 | 13, Science | Workshop | Frequent |
| Newcastle University | Gillian Borwick | Summer Term 2018 | 12 | Open Day | Frequent |
| Northumbria University | Gillian Borwick | Summer Term 2018 | 12 | Open Day | Frequent |
| Greggs | Sarah Johnson | Autumn Term 2018 | 13, Business Studies | Visit | One off |
| Newcastle University | Steve Anderson (HOY Yr9) | Autumn Term 2018 | 9 | Workshop & Visit | Frequent |
| Teeside University | David Jackson | Spring Term 2018 | 12, H&SC | Information Session | Frequent |
| St John's Ambulance | David Jackson | Summer Term 2018 | 11, H&SC | Workshop | Frequent |
| Sunderland University | David Jackson | Summer Term 2018 | 12, H&SC | Visit | Frequent |
| Safety Works, Newcastle | David Jackson | Spring Term 2018 | 12, H&SC | Workshop | Frequent |
| Newcastle University | Alyson Hodgson | Spring Term 2018 | 10, Music | Curriculum Support | One-off |
| Baltic Art Gallery | Kevin Mason | Spring Term 2018 | 10, Art | Workshop | Occasional |

**APPENDIX FIVE**

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| **Role** | **Member of Staff** |
| **Headteacher**  Line manager of the Careers Leader. | David Watson |
| **Careers Leader**  Is responsible and accountable for the delivery of the school’s programme of career advice and guidance. | Karen Gammack |
| **Link Governor**  Supports the work of the Careers Leader and acts as a ‘critical friend’. | Angela Macoscar |
| **Enterprise Advisors**  Volunteers from business who works with the Careers Leader to drive improvements in the schools careers provision. | Ravneet Kaur & Benedict Moore (Catapult) |
| **Enterprise Co-ordinator**  Provides the school with a local source of expertise and support for the careers provision. | Dennis Heaney (NELEP) |
| **Connexions Advisors**  Provide information, advice and guidance to students one-to-one and in groups. | Lee Pattison & Angela Towes |
| **STEM Director**  Responsible for enrichment activities which focus on Science, Technology, Engineering and Maths. These can be in or out of school. | Jonathan Powell |
| **Head of PHSCE**  Responsible for aspects of careers education delivered through the weekly PHSCE lesson for all students. | Paul Flynn |
| **Sixth Form Team**  Responsible for Information, advice and guidance delivered to students in Years 12 & 13. | Donna Hallam (Head of Sixth Form), Gillian Borwick & Alex Burnett (Heads of Year), Louise Johnson (Employability lead) |
| **Heads of Department**  Responsible for embedding careers education within their subject areas. | Laura Warland (English), Kirsten Douglas (Maths), Andy Merchant (RE), Stuart Oakey (Science), Kevin Mason (Art), Anna Merchant (Business & ICT), Phil Dickinson (DT), Fiona Mackey (Food & Textiles), Luke Murray (Geography), David Jackson (Health & Social Care), Alison McCabe (History), Christine Talbot (MFL), Ian Teoh (Music), Coleen Collins (PE) |
| **SENCO**  Works with the Careers Leader and Heads of Department to ensure students with SEND receive appropriate information, advice and guidance. | Heather Denham |

**APPENDIX SIX**

The following monitoring activities will take place in order to evaluate the careers provision at St Thomas More:

**May 2019**

* Student Voice for Year 11

**July 2019**

* Report of Work Experience Placements
* Student Voice for Year 9 & 10
* Parent / carer questionnaire
* Grofar final report of activities etc.
* Final Compass Report for the academic year

**December 2019**

* Staff survey to evaluate current practice and identify areas that require input in Spring term CPD.

**February 2020**

* Audit of departmental skills coverage
* Book Scrutiny

**May 2020**

* Student Voice for Year 11

**July 2020**

* Report of Work Experience Placements
* Student Voice for Year 9 & 10
* Parent / carer questionnaire
* Grofar final report of activities etc. (Or similar tracking program)
* Staff survey
* Final Compass Report for the academic year

**APPENDIX SEVEN**

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| **CAREERS PROGRESSION FRAMEWORK** | | |
| **Year Group** | **Activity** | **Learning Outcomes** |
| **YEAR 7** | Year 7 PSE Unit Action Plan 1: Personal characteristics & Action Planning  School Council Elections | * Students complete a range of self-assessment exercises and record the results to describe their strengths and preferences. * Students tell the story of their earliest memories of what they were good at and interested in. They look for the positives in any negative experiences they have had so that they are able to focus on the positive aspects of their progress and achievements. * Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process. |
| **YEAR 8** | PSE Unit Thinking of the Future  Year 8 PSE Unit Action Plan 2: Employability Skills  PSE Unit Types of Work  School Council Elections | * Students describe different explanations of careers and how they can be developed by finding out how the careers of different members of staff have developed and then reflecting on the diversity of career patterns and structures. * Students create a visual aid that shows the contractors and suppliers linked to their own school giving examples of different business organisational structures. * Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process. |
| **YEAR 9** | PSE Unit Looking at jobs  PSE Unit Choosing my Options  My Money Week  School Council Elections | * Students use the i-could website to explore different jobs including relevant LMI. * Students analyse local job vacancies using job vacancy websites/apps/newspapers and other sources to become aware of what LMI is and how it can help them. * Students take part in a simulation that challenges them to manage a household budget, showing that they can manage a budget. * Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors, showing that they know how to prepare and present yourself well when going through a selection process. |
| **YEAR 10** | PSE Unit Applying for Jobs and Courses  PSE Unit Personal Finance  Work Experience Booklet  School Council Elections | * Students produce their CV and practise filling out the sections on sample application forms that ask them to provide evidence of the skills and qualities that they have demonstrated, showing how they are developing the qualities and skills that will improve their employability. * Students complete an interests questionnaire and record the job and course suggestions, helping them to recognise how they are changing, what they have to offer, and what is important to them. * Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process. |
| **YEAR 11** | Individual Connexions interview  PSE Unit Behaviours and Practices in the Workplace.  PSE Unit Applying for jobs, apprenticeships and college.  School Council Elections | * Students build their personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services through discussing their options with family, friends/social network, school staff and career specialists and carefully weighing up the advice received. * Students apply for leadership roles in the school, e.g. School Council representatives, peer mentors showing that they know how to prepare and present yourself well when going through a selection process. |
| **YEAR 12** | Apprenticeship Connexions presentation.  Guidance on CV and letter writing.  Profiles set up on job finder websites.  1 to 1 interviews with form tutor to prepare for interviews if applying for apprenticeships or work.  Skills Exchange placement.  Two-day Assessment Centre task. Begin UCAS Application Process  University Open Days  Work Experience Week | * Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements. * Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers. * Know how to prepare for, perform well and learn from participating in selection processes. |
| **YEAR13** | Completion of UCAS applications.  1 to 1 interviews with form tutor to prepare for interviews if applying for apprenticeships or work. | * Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievements. * Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers. * Know how to prepare for, perform well and learn from participating in selection processes. |

**APPENDIX EIGHT**

**PROVIDER ACCESS POLICY**

This policy statement sets out the school’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

**Pupil entitlement**

All students in Years 7 - 13 are entitled:

* to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
* to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
* to understand how to make applications for the full range of academic and technical courses.

**Management of provider access requests**

**Procedure:** A provider wishing to request access should contact the Careers leader Karen Gammack, Senior Assistant Headteacher. Email: kgammack@stmacademy.org.uk

**Opportunities for access:** A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers; please refer to the Careers programme and calendar of interventions and events.

**Premises and facilities:** The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course with the Careers leader.

Approval and review to take place every 3 years.