Annual Careers Plan (2018-19)

1. Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age for participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The careers plan sets out how Workington Academy intends to provide a good careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015. The main outcomes of the plan (over the coming years) is to achieve the 8 recommendations of the Gatsby report "Good Career Guidance" dated 2014.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

We believe that at Workington Academy we offer good advice and guidance for our young people. The Careers and Enterprise company provide the 'Compass' tool in order to assess and evaluate the schools' current careers practices and procedures. Our progress towards achieving the eight benchmarks identified as key for outstanding careers provision are outlined below:

	National Average	July 2018	October 2018	July 2019
1. A stable careers programme	4%	94%	100%	
2. Learning from career and labour market information	30%	100%	100%	
3. Addressing the needs of each pupil	9%	57%	90%	
4. Linking curriculum learning to careers	13%	50%	87%	
5. Encounters with employers and employees	37%	0%	100%	
6. Experiences of workplaces	39%	0%	100%	
7. Encounters with further and higher education	8%	16%	83%	
8. Personal guidance	46%	0%	75%	

2. Document Purpose

The document outlines the Workington Academy Careers Plan for September 2018 – July 2019. The document will be reviewed before the commencement of the next academic year and revised accordingly.

3. Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school.

Goal	Description	Link to Gatsby's Recommendations		Target Date	Success Criteria	Completed Date
Produce a number of careers engagements for parents and carers.	We will offer age relevant talks for parents, carers and students to highlight key activities and decisions at key points throughout the year.	1. A stable careers programme	1.2. The careers programme should be published on the schools' website in a way that enables pupils, parents, teachers and employers to understand the schools offer in this area	**July 2019**	Overview of opportunities published on website and through Firefly. Information sharing and opportunities for discussion available and linked to progress evenings.	
Measure the impact and gather feedback on careers provisions.	Measure the impact of the services provided (including evidence of learning outcomes and progression) and gather feedback from students on the usefulness and effectiveness of individual provisions.	1. A stable careers programme	1.3. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	**July 2019**	Feedback forms completed by students after events and activities. Completion of annual survey for students, parents and teachers. Regular agenda items on Student Voice.	
Provide a broad range of careers information.	We will provide broad information sources for students to use which will help them choose and develop their career plans.	2.Learning from career and labour market information	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.	**July 2019**	All students have access to the careers page on school webpage and an online IAG platform via personal development curriculum lessons which can also be accessed remotely using a login and password.	
To provide our young people with a wealth of opportunities suitable for their stage, ability and interest	We will support all our students by embedding age appropriate resources into personal development lessons and registration activities. Use of inspirational speakers within assembly time or through the use of online video to promote equal opportunities for all.	3.Addressing the needs of each pupil	3.1. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspiration.	**July 2019**	All year groups receive assemblies from a variety of employers. The personal development curriculum has a six week careers programme delivered to each year group. Registration activities include accessing online resources for young people to explore avenues relevant to them with the support of their tutor.	

Every student to be provided with access to Unifrog.	Through our school-wide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers	3.Addressing the needs of each pupil	3.2. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.	**July 2019**	Every student has access to Unifrog to log competencies and activities. All interactions provided by the school will be logged for them. Intended destinations data is collected for Year 11,12 and 13 three	

	action plan and that this is used as a key stimulus for their learning.		3.3. All pupils should have access to these records to support their career development. 3.4. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.		times a year and aspirational data is collected for all other year groups twice per year.	
Integrate Career readiness into School curriculum.	We will ensure that we take every opportunity to integrate career readiness into the School curriculum.	4.Linking curriculum learning to careers	4.1. By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.	**July 2019**	Personal Development curriculum lesson plans that include a provision for careers readiness. IAG links cross curriculum including STEM.	
Utilise existing networks to contact local Business contacts.	We will work closely with local businesses, local enterprise partnerships and other organisations to build partnerships which will benefit our students, communities and society as a whole.	5.Encounters with employers and employees	5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer	**July 2019**	Each student will have a minimum of one assembly per term from an employer to explore career pathways. Additional employers/employers will be sourced to support specific projects, e.g. enterprise activities.	
Organise one week of work experience for every year 10 and year 12 student.	We will provide support to give every year 10 and year 12 student the opportunity to participate in one week of relevant work experience.	6. Experience of workplaces	6.1 By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have	**July 2019**	All year 10 students have arranged work experience and completed a work experience log book. Sixth Form students have arranged work	

			6.2 By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.		experience and complete a reflective journal on the skills developed.	
Every student will be given the opportunity to meet/ visit 6th forms, colleges, apprenticeship providers and Universities	We will provide all students with the opportunity to visit or work with at least one University.	7. Encounters with further and higher education	7.1 By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including 6th forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and pupils.	**July 2019**	All staff and students have the opportunity to meet with or visit the full range of learning providers on offer during careers events along with campus visits.	
			7.2 By the age of 18, all pupils who are considering applying for university should have had at least two encounters with universities to meet staff and pupils			
Experience of an interview	We will provide personal development lessons to all students.	8. Personal Guidance	8.1. Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.	**July 2019**	All KS4 and KS5 students will all have a mock interview and CV feedback as part of their personal development/tutorial activities. Students also have the opportunity to have an impartial 1-1 careers meeting at their request using bought in provision.	

4. Activities and Events

Life Ready Events	Date	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
National Careers Week 2018	March 4 to 9	✓	✓	✓	✓	✓	✓	✓
Futures Evening	10 July	✓	✓	✓	✓	✓	✓	✓
Tenner Challenge – Enterprise Activity	March	✓	✓	✓	✓	✓	✓	✓
Entrepreneurialism Week	November						✓	✓
University of Cumbria Campus Visit	March			✓				
University of Newcastle Campus Visit	March	✓						
Brilliant Club (Disadvantaged focus)	All Year						✓	
Dream Placement	September / October						✓	✓
Mentoring Scheme (Disadvantaged focus)	November / January				✓		✓	
Growth Mind set – Hello Future CCOP	March				✓			
Blue Lights Careers Event NHS	November					✓	✓	✓
Mock Interviews / World of Work day	September/December					✓	✓	
Assemblies (education and training providers and employers)	All year	✓	✓	✓	✓	✓	✓	✓
Edge Hill University – Aspire to HE event (Male focus)	February			✓				
Women into Engineering competition	June				✓			
Options Evening	January			✓				
Work Ready Day	May				✓			
Boys into HE Event with University of Cumbria Campus visit	June			✓				
Oxbridge Conference	February						✓	
Work Experience	July				✓			
Work Experience	May						✓	

5.

Careers Information

Information and self-help material are available on the student careers page on Firefly. The resources will be updated regularly and students will be able to request additional resources, which we are happy to investigate. Students will be encouraged to use the webpage and will be provided with guidance on the use of the resources during assemblies. We continue to recommend that all students regularly log-in to Unifrog to conduct searches and log their activities and competencies.

Resource	Description
www.yeuk.org.uk	YEUK is the leading campaigning and membership organisation dedicated to tacking youth unemployment in the UK
https://nationalcareersservice.direct.gov.uk/	Provide information, advice and guidance to help you make decisions on learning, training and work
www.icould.com	Features films of real people talking about their careers and the route they took
www.careersbox.co.uk	Free online library of careers related films, news and information
www.ucas.co.uk	Information about university courses and applications
http://ncfe.org.uk	Information about careers and qualifications you need
www.successatschool.org	Lots of information about careers sectors, information and advice
www.plotr.co.uk	For 11-25 year olds with articles and expert advice, plus employer profiles
www.ratemyapprenticeship.co.uk	Over 7000 reviews by school leavers on apprenticeships and lots of advice and opportunities.
www.getingofar.gov.uk	Information about apprenticeships with video clips and opportunities
www.healthcareers.nhs.uk	Lots of information, advice and guidance on careers in the NHS
www.notgoingtouni.co.uk	Aims to help young people make informed decisions showing opportunities outside of traditional university
www.parentalguidance.org.uk	Careers information and advice for parents and carers
www.goconstruct.org	Information about careers in the construction industry
https://nationalcareersservice.direct.gov.uk	For young people aged 13-16. CV Builder, job profiles and lots more.
www.barclayslifeskills.com	To learn about life skills, interview skills, application and CV writing
www.princes-trust.org.uk	Information to help young people make informed decisions about careers
www.volunteering.org.uk	Information about volunteering in different sectors
www.bestcourse4me.com	Independent and free information that shows links between what you study, what you can earn and what jobs are available
www.applytouni.com	Information about applying to university
http://unistats.direct.gov.uk	The official website for comparing universities.
www.how2become.com/resources/ultimate-guide-tobuilding-a-cv	Information about how to write a winning CV
http://www.cumbrialep.co.uk	The Cumbria Local Enterprise Partnership providing information about the current labour market.
https://www.inspira.org.uk	Information about the Labour market in Cumbria, what support is available
https://www.thestudentroom.co.uk	The largest student community in the world, discussing universities, health, lifestyle, relationships and has free university application help
https://www.gov.uk/	Link to Job Centre Plus and National Careers Website

6.

Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

SLT responsibilities

- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure Workington Academy meets and exceeds the statutory careers requirements.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the Academy.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved.
- Audit current teaching practices in terms of careers delivery.
- Prepare and deliver the careers plan.
- Engage with all stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that measurable year on year improvements to the careers programme including Careers Working Group and Student Voice are delivered.
- Be the Academy focal point on all matters relating to careers education and training and ensure the Head is kept informed of industry or legislative changes which may impact their responsibilities.
- Be accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made.

Director of Learning responsibilities

- Take responsibility for careers education, information advice and guidance for their respective year groups, ensuring all students participate in year group CEIAG activities.
- Disseminate all CEIAG information to form tutors and ensuring all year students receive any advice needed.
- Support Careers Leader with delivery of activities and aspects of the program to ensure its effectiveness to all students.

Teachers, form tutors and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to linking to current jobs and career pathways.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.

Parent / Carer responsibilities

- Support son/daughter(s) to use online resources including Unifrog.
- Attend relevant information evenings to understand the opportunities available to young people in both the local area and nationally.
- Complete questionnaires and surveys in relation to the effectiveness and usefulness of careers events.

Student responsibilities

- Regularly access Unifrog to explore opportunities available at 16 and 18.
- Regularly log activities and competencies via Unifrog as a record of your experiences to build up your C.V. and information for future applications.
- Take part in all trips and visits provided relevant to the year group you are in.
- Attend the Futures Evening.
- Complete questionnaires and surveys about the effectiveness and usefulness of careers events.

Employer responsibilities

- Contact Mrs A McAllister regarding any opportunities you wish to offer to students
- Offer work experience/shadowing opportunities for students
- Share work and training opportunities with school to share with students and parents

7. Evaluation

Workington Academy believes that it is important that robust management, monitoring and review procedures be put in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

Focus	Methods	Due Date
Student needs	End of year online and paper based survey to all stakeholders to understand how well we met our students needs and to identify improvements.	**July 19**
Careers Benchmark	At the end of each academic year, the school will complete Compass - the Careers Benchmark tool. Results of the assessment will be used to identify further improvements.	**July 19**
Audit by the local business community	We will ask for a member of the local business community to complete an audit of our careers provision. The assessment will provide feedback from the business community and will be implemented in the annual career plan 2019-20	**May 19**

Code of Practice IIAG

Workington Academy is working towards the **Inspiring IAG Gold Award**. The aim of the award is to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.

2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.

3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.

4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.

5. Provide young people from Year 7 onwards access to impartial professionally qualified careers guidance and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified senior staff to determine ongoing competency.

6. Offer all young people access to impartial and independent careers guidance, at a time and place that suits their needs.

7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.

8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.

9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.

10. Involve young people in the design, delivery and evaluation of CEIAG programmes.

11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.