

THE COLNE

COMMUNITY SCHOOL & COLLEGE

Careers Strategy

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MAIN SECTION

Introduction

The world can be a very daunting entity – especially when a young person is faced with life changing decisions. A strong careers programme is paramount to ensuring they are equipped to make these choices and to guide their lives in the directions they want it to go in. Studying a variety of subjects and developing knowledge and skills are also crucial so that our students will leave the Colne with the full package of tools to succeed.

This careers policy aims to outline the full programme of career related activities and events which will take place across the academic year, for each year group. We are lucky enough to have a huge range of student demographics at the Colne so to accommodate this there's a diverse range of events to cater for all of the individual's needs. We have been guided by the Gatsby Benchmarks (the nationally recognised careers benchmarks) to guarantee that our careers programme is appropriate and will be successful in preparing students for their futures.

After having successfully completed the Teach First Careers Leader course, in line with the programmes requirements and the school's wider curriculum policy, we have prioritised several key objectives which are outlined below. The rationale for these objectives were based on our current careers state and the areas that we are aiming to improve, expand and make more effective for our pupils. These objectives form the basis of the next three year plan for our careers programme and will then be regularly reviewed and developed to meet the needs of our students.

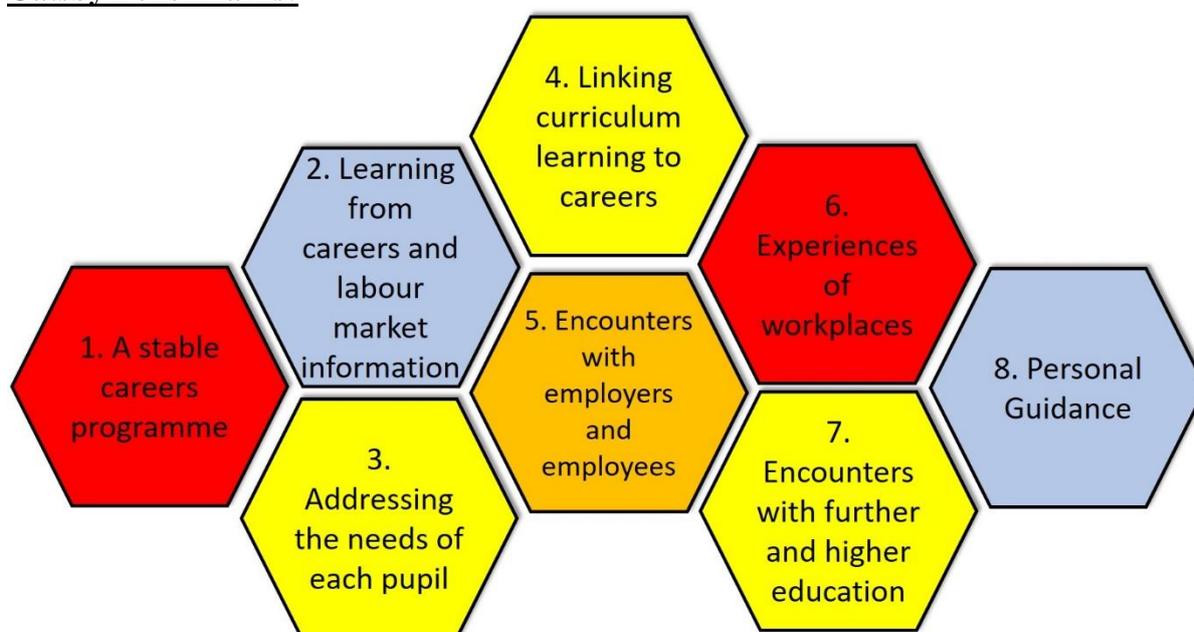
Vision:

Our students will be resilient and kind, with high aspirations and will be eager to explore the opportunities available to them in both further education and employment. They will leave school work-ready, with the confidence, employment skills and knowledge they need to move forward in their professional lives.

Objectives:

1. Embed careers into the subject curriculums, taking account of Labour Market Information factors to guide specific areas of focus. Ensure teachers are equipped with knowledge to be able to do that. (Benchmarks: 1, 2, 4)
2. Increase the number of local education providers and employers which we work with to assist students in order to develop the knowledge and skills they will need for their futures, including work place and further education visits. (Benchmarks: 5, 6, 7)
3. Monitoring and evaluations will be used effectively to allow students to track their progress and record their experiences which will help them to build the confidence and the knowledge they require to pursue their aspirations. (Benchmarks: 1, 3, 8)

Gatsby Benchmarks:



Current State

Key Compass Data: September 2020 – Take out any acronyms

Gatsby Benchmark	Area of strengths	Areas of development
1 Stable Careers Programme 52% criteria met	<ul style="list-style-type: none"> Some key events and approaches are repeated each year such as the Mock Interview Day and the CV Writing module. Guest speakers are also a regular feature. New staff and trust are keen to establish a more stable programme. 	<ul style="list-style-type: none"> New staff, line managers, new trust means there are many new approaches so the stability of the programme needs to be established. It has been a slightly scatter gun approach to careers in the past with events happening as/when they are thought about. A stable programme will see a clearer progression across the year groups which students will be more aware of.
2 Labour Market Information 100% criteria met	<ul style="list-style-type: none"> Labour market information is being used more with both students and their parents – information is being shared with both stakeholders. Resources have been developed ready for the next academic year. 	<ul style="list-style-type: none"> Many students will not have a clear knowledge of LMI until KS4 so it would be good to start to use this information with younger students. The aim would be for subject staff to be confident to use/refer to this information in their lessons.
3 Addressing the needs of each pupil 81% criteria met	<ul style="list-style-type: none"> A range of activities and approaches help to personalise the programme somewhat and to ensure it's suitable for all groups of pupils. 	<ul style="list-style-type: none"> We currently have limited feedback, evaluation and monitoring. We need to get more feedback to ensure that the events are having a positive impact on all students. This is why they will be keeping a record of events/activities/workshops – to allow them to track the impact of the programme.
4 Linking curriculum to learning	<ul style="list-style-type: none"> A lot of subject staff within departments organise talks, link lessons to the wider context/work. There are 	<ul style="list-style-type: none"> To ensure that this is done across all departments and is of high quality – this will be monitored and made more explicit to students to allow them to recognise that it is part of their careers

93% criteria met	several projects that happen within departmental areas.	education. Student voice will form a big part of the tracking of this benchmark.
5 Encounters with employers 75% criteria met	<ul style="list-style-type: none"> Mock Interview Days and employer talks ensure all students have some contact with employers over the year. 	<ul style="list-style-type: none"> It would be good to personalise these encounters more and to match students with industry areas that they are interested in. We also need to utilise a more diverse range of speakers to reflect the demographics of the school.
6 Experiences of workplaces 50% criteria met	<ul style="list-style-type: none"> Very few students have access to work places unless they are able to shadow their parents for a day during our INSET days, which we encourage. 	<ul style="list-style-type: none"> Somehow we need to ensure that every student has this opportunity and not only those with employed parents. We also need to monitor and track this so that we are able to support those students who don't have these opportunities.
7 Further Education Encounters 80% criteria met	<ul style="list-style-type: none"> All Year 11 students this year had an FE visit for the first time which they seemed to find very useful. It encouraged several students to complete their application forms for colleges. 	<ul style="list-style-type: none"> It would be great if younger students could start to have these encounters and perhaps extend it to university campuses too. Hopefully this would build more of a buzz around the futures/careers programme.
8 Personal Guidance 0% criteria met	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Currently, no students have access to a level 6 qualified CIAG advisor. This is something we are attempting to address.

SWOT Analysis

Strengths	Weaknesses
<p>We are lucky enough to have a very supportive network of parents who are willing to come into school and share their knowledge/time with our students. From this we have managed to do mock interview days whereby every student gets personalised feedback and has the experience of meeting an employer. These events always received very positive feedback although it is not formally analysed.</p> <p>We have also recently implemented new life days during which students work on the skills they need for their future, discuss FE/HE options, have workshops delivered by employers, and hopefully will use some of these days to do FE/HE provider visits.</p> <p>As an alternative to traditional work experience, we are developing the take your child to work day.</p>	<p>In the past, we certainly have had poor data collection and a lack of knowledge of how to improve that area of our practise. Our staffing levels have decreased from two part time members of CIAEG staff to one part time member.</p> <p>Turn-over of staff at local providers has impacted the careers leader role. We have met several times with colleagues of Tracy Eve who were trying to find us an Enterprise advocate but each one left. We are now in similar discussions with Tracey Eve's replacement.</p> <p>As a body of staff, we have a varied approach to linking the careers to the curriculum as after a very poor Ofsted rating, some teachers are too concerned with their lessons and are perhaps</p>

<p>Several students will therefore have had an experience of a workplace but we have not collated data to find out how many students participated, as this was organised on a non-pupil day.</p> <p>We are looking at new careers platforms to use with students, parents and staff. This will also have LMI on it but we need to use it more effectively and encourage students to engage with it.</p> <p>Many KS3 students would use opportunities at parents/options evening to discuss FE provisions and KS4 choices. This is a positive because it is clearly on the students agenda which means it is visible around the school. However, a negative is that there is really only two opportunities a year for this to happen and not all students will be able to have that personalised input.</p>	<p>reluctant to worry about careers in addition to the other pressures.</p> <p>We also score low on encounters of FE/HE and workplaces as it is very difficult to ensure that ALL students have opportunities to do this. We know that other large schools manage to ensure that some groups of students are able to visit these establishments but we would love to prioritise this in a way that allows ALL pupils to have this experience.</p> <p>Personalised provisions is also a challenge with so many students and a limited amount of time/staff to meet with them. We used to offer every Year 11 student a 1:1 meeting with a Level 6 qualified advisor. Due to budget constraints and a lack of understanding of the impact it had, we no longer have this resource available to us however we are attempting to rectify this for the next academic year.</p>
Opportunities	Threats
<p>Teach First course. The careers leader is fairly new to the role so there is a lot of understanding/knowledge of which will be developed.</p> <p>We are part of the Sigma trust so there is a possibility to share resources etc. however, currently some of the other schools in the trust have more staff members and more hours dedicated to careers.</p> <p>We have a local university so it would be great to establish links with them and to organise some visits to their establishment.</p> <p>We have new governors so it would also be great to get in touch with them to gain insight and support.</p>	<p>The school has recently become part of the Sigma group so some of our previous practises (work experience for example) has been discontinued and is now not supported by the trust/heads for health and safety reasons and in line with government policies. This was a huge part of our careers provision so that has had a massive impact.</p> <p>The budget is unknown currently. It doesn't seem to have been shared so we are working on the basis of asking for what we need at each point throughout the year, rather than ensuring that the budget available is used.</p> <p>It has been a bit of a struggle in the past (low morale and a huge lack of time) has meant that several initiatives have been discontinued. It has started to improve with a more supportive line manager and some new initiatives which are supported more by the current SLT though.</p>

Implementation Plan

Action Plan Overview – 3 Year Milestones Plan

Long-Term Strategic Objective 1:	
Embed careers into the subject curriculums, taking account of Labour Market Information factors to guide specific areas of focus. Ensure teachers are equipped with knowledge to be able to do that.	
Link to Benchmarks: [1, 2, 4]	
What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
<p>Year one 2020-2021</p> <p>Establish a baseline knowledge with students, parents and teachers.</p> <p>Equip staff with the knowledge they need to embed careers into their subject areas.</p> <p>All students to add subject stickers to their books linking that subject to career sectors.</p> <p>Add clear links to LMI on our website and newsletters that go to parents to promote LMI research.</p> <p>Provide information/promote use of LMI for each subject area within lessons/homework/workshops etc. Students will have this information accessible in their subject books.</p>	<p>Create a survey and distribute to students, parents and teachers. Analyse results.</p> <p>CPD session provided to staff to distribute ideas of how to embed careers including LMI links into lessons.</p> <p>Create and print stickers. Ask teachers to encourage students to refer to the stickers. Integrate it into the book scrutiny processes.</p> <p>Obtain relevant information and resources which can be promoted to students/parents. Update website with relevant links for independent research.</p> <p>Create high quality resources for each subject area/obtain posters/ show staff where information can be found.</p>
<p>Year two 2021-2022</p> <p>At least 70% of Staff feel more confident to embed careers and are able to make use of LMI in subject areas.</p> <p>At least 50% of Year 8/9 use LMI to consider their option choices.</p> <p>At least 50% of students are able to articulate what LMI is and how to use it/where to find information.</p>	<p>Follow up CPD session provided to staff making use of local expertise. This will include the sharing of ideas of how to embed LMI and career links into lessons.</p> <p>LMI included in parent presentations and subject area stands at option evenings.</p> <p>Targeted student voice to be carried out which will be compared to the initial survey results.</p>
<p>Year three 2022-2023</p> <p>All students are able to explain how LMI is used and will be able to utilise it to make decisions about option choices and FE.</p> <p>All subject areas are independent and able to update/utilise LMI/embed career links on a regular basis</p>	<p>Targeted student voice and destinations data to be analysed.</p> <p>Learning walks and student voice to establish how successful departments are at embedding careers and making explicit links to the wider world.</p>

without prompts which will be notable via student voices and learning walks.

Long-Term Strategic Objective 2:

Increase the number of local education providers and employers which we work with to assist students in order to develop the knowledge and skills they will need for their futures, including work place and further education visits.

Link to Benchmarks: [5, 6, 7]

What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?
<p>Year one 2020-2021</p> <p>Staff and parents/carers will be fundamental in developing a list of stakeholders to use as regular career related contacts. The list of contacts will consist of a range of names/companies that we can work with on a regular basis.</p> <p>Create an alumni display with past students' career paths and achievements.</p> <p>Establish how many students have visited a workplace and/or FE/HE provider.</p> <p>Build a relationship with University of Essex.</p>	<p>A letter/email will be sent asking for details of any contacts they have who would be willing to support with our careers programme. Contact will be made to those individuals and a professional relationship will be developed. A database of stakeholders will be created.</p> <p>Reach out to alumni on social media. Create profiles and displays.</p> <p>Baseline survey – include questions in a general careers survey and analyse results.</p> <p>Contact University and begin discussions of how we can work together.</p>
<p>Year two 2021-2022</p> <p>The relationships with stakeholders will strengthen and they will become more involved in events/have regular contact/impact with students. The list of names will grow.</p> <p>All students will have had at least one visit to an FE/HE provider before they reach Year 11.</p> <p>At least 50% of students will have worked with an HE provider either via workshops at our school or via events at their campus.</p> <p>All students will have had at least one experience with an employer each year of their education.</p>	<p>Hold a CIAEG networking event for parents/local employers explaining what impact we would like and make use of a LinkedIn account to expand networks.</p> <p>Organise visits for Year 10/11 students to FE/HE providers.</p> <p>Targeted opportunities for those who have less experiences of HE and/or for those with lower aspirations.</p> <p>Utilise relationships with external stakeholders to support within house events such as Mock Interview days/workshops etc.</p>

<p>Year three 2022-2023</p> <p>All students will have personalised opportunities to work with FE/HE providers.</p> <p>All students will have had at least one visit to a workplace before they reach Year 11.</p>	<p>Establish a programme of events throughout the year that students can sign up to at the start – that cater for different areas of interests.</p> <p>Attendance records and student voice feedback.</p>
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<p>Long-Term Strategic Objective 3:</p> <p>Monitoring and evaluations will be used effectively to allow students to track their progress and record their experiences which will help them to build the confidence and the knowledge they require to pursue their aspirations.</p> <p>Link to Benchmarks: [1, 3, 8]</p>	
<p>What will success look like (Milestones)? What do we need to achieve?</p>	<p>What actions we will take as a school to achieve these milestones?</p>
<p>Year one 2020-2021</p> <p>All students will record at least five different job sectors that they have researched, including the qualifications required, LMI, salaries and job requirements by the end of KS3.</p> <p>All students will be able to recall at least three guest speakers from different job roles and their reflections about that sector.</p> <p>At least 50% of students will have participated in a career related workshop/experience day.</p>	<p>Develop high quality sessions to guide students through this process and to establish a recording process to keep track of their career development throughout their schooling.</p> <p>Organise at least three career talks for each year group throughout the year. Give students time to record reflections in their career folder.</p> <p>Develop Life Day workshops giving real life experiences of job roles.</p>
<p>Year two 2021-2022</p> <p>All KS4 students will have had at least one 1:1 or small group meeting to discuss personal career choices and expectations which they will record in their career folder.</p> <p>KS3 students will be able to select which career talks interest them and will attend at least three throughout the year, which they will record their reflections on.</p> <p>100% of students will have had at least one career related workshops/experience day by the end of KS3, which will be recorded by attendance and tracked across all year groups.</p>	<p>Employ a Level 6 CIAEG advisor and organise targeted meetings/support groups. Record sheets will be provided.</p> <p>Organise a range of talks throughout the year and then allow students to sign up to those that interest them. Student voice and feedback to be taken to record success of this strategy.</p> <p>Embed Life Day workshops across all year groups. Record attendance via registers and update database.</p>

Year three 2022-2023

All KS4 students will have completed their CVs, had a Mock Interview by an external employer and have had personalised feedback on their performance. This work will be added to their career folder.

All students from Year 9-11 will have had access to a range of employed adults and the chance to discuss job requirements with them.

Continue to organise Mock Interview Days but ensure that this event has a larger profile/status via newsletters/press coverage. Monitor effectiveness via student voice.

Reinstate the 'speed-dating' style careers skill workshop whereby a range of external stakeholders offer quick fire Q+A sessions to all students.

Career Progression Framework

Year Group	<u>Measurable Outcomes</u> • SMART • Student-Centred • Progressive • Evidence-based
7	Students are aware of their personal qualities and can link some of these with work place requirements e.g. articulate, team player etc.
	Students have an understanding of a range of jobs/industries and are aware of the paths required to achieve them.
	Students will have had at least one talk/visit from an employer or professional about an industry they work in.
8	Students are aware of the diversity of careers and are able to challenge stereotypes.
	Students will understand how their GCSE subject choices will link to potential industry sectors/career paths.
	Students will have had at least one further talk/trip/visit to a workplace or from a professional to continue to explore industries.
9	Students understand what LMI is and will have knowledge of how this might impact their future.
	Students will know what their post-16 options are and the transferrable skills required for each pathway.
	All students will have had at least one FE or HE visit/experience.
10	Students will know what is required during an interview and will be able to articulate how they can use their personal feedback to improve.
	Students will have an appropriate CV which explores their achievements/successes so far.
	They will be able to select appropriate and informed post-16 options.
	They will have had at least one experience of employment (either from a visitor or a work place visit).
11	Students can explain their post-16 options and choices they are making.
	Students will secure a place on an appropriate post-16 course.
	Students will have one taster session, tour or experience of a post-16 provider.
	Students will attend a career convention to explore their post-16 and future options.
	Students will be reminded of the impact of LMI and will consider that when making their post-16 decisions.

CEIAG Programme 2020-2021

Year Group	Activity	Term Delivered and when	Delivered by (staff)	Monitoring/Evaluating	Relevant Gatsby benchmark	Learning Outcomes/ Objective Focus
7	Baseline survey – starting point of career knowledge, skills and intentions	Autumn – Life Day	Teachers	Results analysis	3	1, 2, 3
Personal Guidance	Introduction to careers and personal skills	Autumn – Life Day	Teachers	Student voice Awareness and engagement	4	3
	Career passport session – career research task – investigating three job roles from different sectors	Autumn – Life Day	Teachers	Student passports/booklets completed for their career journey	1, 2	1, 3
Career Exploration	Career talk - Journalist and author talks to Year 7 students about her career and inspirations	Autumn	External - journalist	Student voice	4, 5	2
	Careers focussed lessons as part of the Guided Learning Curriculum. Lessons include: Introduction to Careers; LMI, different job areas; learning styles and setting personal and aspirational targets.	Spring – Tutorial sessions	Tutors	Student voice, parent feedback Evaluations analysis	2, 3, 4, 8	1, 3
	National Careers Week: Career based lessons/workshops within subject areas.	Spring – lessons.	Tutors, HoDs and subject teachers	Student voice, parent feedback Evaluations analysis	3, 4, 5, 8	1
	Assembly on personal awareness and interests and how subjects will link to careers (in preparation for GCSE options)	Summer	Teacher/LWE/KS3 head	Attendance	1, 3, 4	1, 3
8	Baseline survey – starting point of career knowledge, skills and intentions	Autumn – Life Day	Teachers	Results analysis	3	1, 2, 3
	Recap of careers, aspirations and personal employability skills	Autumn – Assembly	Teachers	Student voice Awareness and engagement	4	3
	STEM workshop	Autumn – Life Day	External/Science teachers	Evaluation sheets	1, 2, 4	2
	Careers Web access - LMI	Autumn - Tutorial	Tutors	Results reflection sheet	8	1, 3
	National Careers Week: Careers discussion with Tutors including LMI.	Spring – Tutorial sessions/subject lessons.	Tutors and subject teachers	Student voice, parent feedback Evaluations analysis	3, 4, 5, 8	1, 2

	Challenging stereotypes workshop – including ‘at risk’ groups. Small group follow up session.	Spring – Life Day	Teachers, LWE for follow up	Student voice, attendance	1, 3, 8	3
	KS4 options support: Assemblies, options fair, opportunities for support from Careers Advisor.	Spring	Subject leaders/teachers	Appropriate KS4 choices reached	3, 8	1, 3
	Careers talk from external employer perhaps from medical or construction industries. Speaker would be representative of an ‘at risk’ group.	Summer - assembly	External employer	Engagement	1, 5	2, 3
9	Baseline survey – starting point of career knowledge, skills and intentions	Autumn – Life Day	Teachers	Results analysis	3	1, 2, 3
	Career STEM workshop and booklet	Autumn – Life Day	External	Feedback evaluations	2, 4, 5	1, 2, 3
	STEM carousels within Maths/Science	Autumn – afterschool	Maths	Attendance/feedback	2, 4	
	National Careers Week: workplace visits and/or workshops	Spring – All day	Tutors, HoDs and subject teachers	Student voice, parent feedback Evaluations analysis	3, 4, 5, 8	2, 3
	Career exploration workshop – linking curriculum subjects to career pathways.	Spring – Life Day	External/LWE	Student voice	2, 3, 8	1
	KS4 options support: Assemblies, options fair, opportunities for support from Careers Advisor.	Spring	Subject leaders/teachers	Appropriate KS4 choices reached	3, 8	1, 3
	Careers talk – Alumni students come in to talk about their career pathways – including representatives from ‘at risk’ groups.	Summer – one hour assembly style session	LWE - alumni	Engagement. attendance	1, 2, 3, 4, 5	2
	STEM visit to Essex University – Big Bang Fair	Summer – all day	Maths/Science	Attendance/feedback	2, 4, 7	2
10	Work shadow experience	Non-pupil days across the year	Parents	Feedback evaluations	5, 6	2, 3
	Apprenticeship guidance delivered by external agencies, such as the Apprenticeship Hub team.	On-going throughout the year	External	NEET figures	3, 7, 8	2, 3
	CV writing workshop	Autumn – Life Day	Teachers/LWE	CVs written	1, 3, 8	3
	Access to careers web	Autumn - Tutorial	Tutors	Results reflection sheet	8	1, 3
	Mock Interview Day	Spring	External/LWE	Feedback evaluations	4, 5, 8	2
	GCSE information assemblies.	Spring	Subject leaders/teachers	Appropriate KS4 outcomes	3, 8	1, 3
	Career talk – external visitor to discuss career pathway	Spring	External employer	Attendance, student voice	1, 2, 3, 4, 5	2

	Enterprise & Careers Enrichment Days	Summer – Life Days	Teachers/External	Student Voice	4, 5, 7	2, 3
	Session with Colchester Institute about vocational options – either at their venue or our school	Summer - assembly	Sue from Institute	Applications	3, 7, 8	2
11	Intentions form	Autumn - Tutorial	Tutors	Results analysis	3	1, 3
	Access to impartial careers guidance	Autumn - on-going	TBC	Individual action plans	3, 8	3
	Sigma Careers Convention	Autumn - All day	External/LWE	Feedback evaluations	2, 4, 5	2
	Apprenticeship Assembly and support hubs	Autumn - Tutorial	AIM Apprenticeships	Intentions records/applications	7	2, 3
	College application support sessions	Autumn /Spring – Life Days and afterschool	LWE/CIAG advisor/Tutors	Attendance and applications	3, 8	3
	Sigma College Taster session	Autumn – All day	Sigma	Attendance	7, 8	2, 3
	Alternative provider assemblies about post 16 choices	Autumn - tutorial	External	Student voice/attendance	7, 8	3
	Topic list: Linking subjects / grades / next steps with overall aspirations, breaking down gender stereotypes associated with job areas, use Careers Web to research career pathways, understanding post 16 and post 18 pathways, <i>Local Market Information</i> .	Throughout the year – Spring Life Day and tutorials	Tutors/teachers/external	Student voice/NEET	3, 4, 8	1, 2, 3
KS5	Personalised UCAS support and guidance	Autumn 1 – tutor/briefing programme	JTA, Tutors	Student applications	3, 8	3
	Sigma Careers Convention	Autumn - All day	External	Feedback evaluations	2, 4, 5	2, 3
	Information about university open days and taster courses are provided during briefings	Throughout the year	JTA	Student take-up and feedback	7	2
	Encouraged work experience	Throughout the year	Tutors/subject teachers	Student feedback	5, 6	2
	<ul style="list-style-type: none"> Careers Guidance opt in sessions with fully qualified Careers Advisor. Alternative post 18 routes. Series of workshops focused on: Apprenticeships, Employment, Gap Year delivered by fully qualified Careers Advisor. Additional Apprenticeship guidance delivered by external agencies. Tutorial sessions, post 18 pathways and <i>Local Market Information</i>. 	Throughout the year	PM	NEET	2, 3, 4, 7, 8	1, 2, 3

External Engagement Plans

I. Plan to improve external stakeholder relationship

Contact or Partner	Current state <i>How have they contributed to the school? Engagement level?</i>	Desired state	Needs and interests <i>Why do you need to increase or improve their support? What is the benefit to the business?</i>	Next steps to develop relationship	Named contact deadline
University of Essex	Occasional visit or event that they organise for younger pupils – no department level involvement	Departmental links for a range of subjects. Regular KS4 visits/tasters/tours Regular KS3 talks or workshops	Potential student enrolment (benefits them) Higher aspirations (benefits us) Focus for certain subjects - LMI	Make contact and explore opportunities (perhaps via parent network and/or their outreach team)	October 2020
Colchester Hospital	None	Workplace visit and/or guest speakers. Perhaps contacts for students wishing to gain medical experience.	Potential future employment. Relationship with local communities. Press coverage. Addressing skills shortages.	Make contact and establish whether the interest and potential is there.	March 2021 (Because they have more crucial issues right now!)
Some smaller local firms such as Hair and Beauty Salons or Construction companies	None – apart from occasional parent joining a Mock Interview Day etc. but limited consistency.	Would like a selection of smaller local companies who can offer workplace visits for interested students, perhaps work shadow days, or small group Q+As.	Local community supporting the next generation. Potential part time employees. Likely to be their friend's children or their children's friends!	Contact a range of local companies to see if any of them are interested in supporting us.	31 st October 2020.

II. Plan to improve external stakeholder relationships

Key components criteria:

Action	Status/Progress	Responsible	Deadline
Email parents to ask for contacts and input from a range of industries including academics, medicine, construction, childcare etc.	Not Started	LWE	31/10/20
Contact enterprise advisor to arrange meeting and discussion of contacts (update - first meeting taken place; second meeting arranged)	In Progress	LWE	15/03/20
Create Alumni via use of social media and local community.	Not started	LWE	31/12/20
Ask staff if they could introduce any contacts (partners, relatives, friends etc.) – especially focus on SLT so that they are invested/have some ownership of the scheme.	Not Started	LWE	31/10/20
Research into organisations that may be able to support us – Founders4schools and Inspiring the Future.	Not started	LWE	31/12/20

Internal Engagement Plans

I. Internal roles and responsibilities

II. Staff CPD plan

The staff training needs audit highlighted a few main areas that will need addressing. Nearly all staff had common responses with a lack of knowledge surrounding how to discuss post-16 and HE routes, their role in the careers programme and where to find relevant career related information. Many staff were also unsure how to reach out and engage external stakeholders/employers within their subject areas. The idea of the CPD session and the informal staff briefings is that we will address these aspects with the intention of making staff more confident to support the careers strategy. This in turn will support objectives one and two primarily and eventually all three objectives will be aided by all subject staff. We will also attempt to create careers champions across a range of subjects who will be able to feedback to their departments in a more detailed manner – for example NQTs who wish to research specific LMI, post-16 courses and employers to use within subjects/departments.

The more detailed CPD session plan can be found in the appendix of this policy.

Autumn	Spring	Summer
<p>INSET day – mention new careers policy and explain responsibilities/approaches that involve all staff. Offer opportunities to share good practice/ideas via email/briefings.</p> <p>Share information regarding student’s post-16 options as per the staff audit feedback.</p> <p>Regular updates during staff briefings.</p> <p>Share Life Day resources for all staff to deliver.</p> <p>Identity allies to help push key messages and approaches – perhaps NQTs who would like to get more involved.</p>	<p>Deliver CPD session as planned in milestones – post-16, curriculum links and LMI.</p> <p>National Career week briefings – using employers and online resources.</p> <p>Regular updates during staff briefings.</p> <p>Share Life Day resources for all staff to deliver.</p>	<p>Opportunities to share/discuss good practise. Feedback for moving it forward the following year.</p> <p>Use emails/HoDs/career champions to encourage sharing of departmental practice.</p> <p>Share student voice comments and motivate staff to get more involved.</p> <p>Regular updates during staff briefings.</p>

Job Title:	Responsible for:	Accountability reports to:
Careers Leader	The careers programme, careers resources, transitions, trips/visits, 1:1 support, workshops.	SLT – Jenny Tonkinson (Assist. Head)
Careers Adviser	1:1 meetings and personal guidance	Careers Leader
Head Teacher	Organisation of the School	Executive Head of Trust
Link Governor	?	
Curriculum Leaders	Ensuring career links are being made within the curriculum lessons.	Careers Leader and Line Managers
Staff Advocate – English	Supporting careers within these subject areas. Sourcing employers or professional stakeholders to deliver group talks and Q+A sessions. Sourcing resources to use within lessons.	Careers Leader and HoDs/Line managers.
Staff Advocate – Science		
Staff Advocate – Humanities		
Staff Advocate – PAVA (Performing and Visual Arts)		
Staff Advocate – Business/MFL/Computing		
SEND coordinator	Students with SEND, transitions, 1:1 support, organising additional support	SENCO – Kate Poynter (Assist. Head)
Tutors	Pastoral input – wider curriculum, some general 1:1 support	Wider Curriculum Leader – Jenny Tonkinson
PSHE Curriculum Coordinator	Organising the delivery of the wider curriculum including Life Days and the pastoral programme (no separate lessons)	The Head of School/Executive Head
Pupil 'Careers Champions'	Updating displays, feeding back.	Careers Leader

APPENDICIES

Year 1 Detailed Actions Plan – 2020-2021

September [2020] – September [2021]									
Strategic objective	Milestones	Action/Activity	Action owner (who is responsible)	Deadline	Resources required	Status/ Progress	Monitoring	Method of evaluation (if appropriate)	Last updated
Embed careers into the subject curriculums, taking account of Labour Market Information factors to guide specific areas of focus. Ensure teachers are equipped with knowledge to be able to do that	Provide information/promote use of LMI for each subject area within lessons/homework/workshops etc.	Find resources for LMI information for a range of subjects. Create some example resources. Carry out CPD for HoDs.	Careers Leader HoDs	Spring 2021	LMI information CPD session		Learning walks Check-ins with key staff	Student Voice Staff Voice – feedback Student folders	May 2020
Increase the number of local education providers and employers which we work with to assist students in order to develop the knowledge and skills they will need for their futures, including work place and further education visits.	Increase number of external stakeholders that we can work with on a regular basis. Build better relationships with key parents/local employers in order to offer workplace visits to students.	Make contact to a range of local companies and to parents. Establish a list of appropriate contacts. Hold a networking event – perhaps early evening drinks/nibbles – presentation re. the importance of their support. Establish what they are able to offer on sign-up sheet.	Careers Leader	December 2020 (providing gatherings are allowed)	Local companies contact details School Hall Catering Presentation Sign-up sheet		Stakeholder database Tracking spreadsheet	External contacts list External involvement in events Student/parent feedback Compass Tool	May 2020

<p>Monitoring and evaluations will be used effectively to allow students to track their progress and record their experiences which will help them to build the confidence and the knowledge they require to pursue their aspirations.</p>	<p>Students will have encountered a range of guest speakers and career talks on a wide range of job roles which they will have recorded and reflected on.</p> <p>At least 50% of students will have participated in a career related workshop/experience day.</p>	<p>Using the extended stakeholder list, organise at least three assembly style talks for each year group – one per term.</p> <p>Develop three career related experience workshops – e.g. ‘Being a journalist’. Use these for KS3 Life Days in the Spring term.</p>	<p>Careers Leader</p> <p>External Stakeholders</p> <p>Wider Curriculum Team</p>	<p>July 2021</p>	<p>External stakeholders</p> <p>Assembly slots</p>	<p>Reflections being completed – folders.</p> <p>Tracking sheet of attendance.</p>	<p>Student survey/ student voice</p> <p>Student career booklet</p> <p>Destination Data</p>	<p>May 2020</p>	

Business in the Community Needs Analysis:

1. Leadership and Management Pillar		
Summary of key priority areas	Priority Rating (1-5, where 1 is high priority)	Summary of need in this area which a business could help address
Vision, Strategy & Planning	3	A business could support this area of need by offering guidance to the SLT and teaching staff, and helping to establish the importance of direct contact/links with employers and places of work. They could also be a beneficial external speaker to increase staff engagement.
Governance	2	
Senior Leadership Team Support	2	
Middle Leadership Team Support	4	
Staff Development & Training	2	
2. Curriculum Pillar		
Summary of key priority areas	Priority Rating (1-5, where 1 is high priority)	Summary of need in this area which a business could help address
Attainment / Progress	2	Links with external businesses could support with disengaged students. Some students will not be focussed/see the purpose of school so real world experience might help to address this. They might also be able to support with employability skills so even if some students don't attain high academic results, they will still have life skills to help them succeed.
Curriculum Enrichment/Development	4	
Literacy / English	4	
Numeracy	4	
STEM	2/3	
3. Careers, Enterprise and Employability Pillar		
Summary of key priority areas	Priority Rating (1-5, where 1 is high priority)	Summary of need in this area which a business could help address
Employability Skills	2	Businesses are more likely to know up to date LMI factors than many teaching staff. Students should be considering these when making choices. Being given this information by business owners rather than teachers might help students to realise that it is an important element to take into account. They will also be more interested in this if it comes from 'real' businesses/employers.
Awareness of career opportunities and Labour Market Information	1	
Apprenticeships	2	
Role Models	2	
Raising aspirations/Knowledge of options and how to achieve them	3	

4. Wider Issues Pillar

Summary of key priority areas	Priority Rating (1-5, where 1 is high priority)	Summary of need in this area which a business could help address
Punctuality	5	There are several 'at risk' groups within the school where extra support and attention could have a really positive impact. Businesses could work more closely on a small group basis, with some of these students to help either focus, engage or generally support them.
Attendance	5	
Behaviour	2/3	
Health & Wellbeing	5	
Needs of certain target groups	2	
Parental Engagement	4	

External Stakeholders currently engaged:

What contacts and partnerships currently exist across the school with employers and education and training providers?

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)
GeoBus, Amy Edgington	PBE	Geobus workshop	7-11	Workshop	Occasional
Design-by, Kelly Lee	PBE	Tomorrow's engineers energy quest	8	Workshop	One-off
Sue Johnson - Col. Institute	LWE	Autumn Term 2019	11	FE Visit	Frequent supporter
Speakers for Schools	LWE	Would have been Summer 2020	7	Speakers/Assemblies	Frequent supporter
Army and Navy	SWA	Autumn 2020	9-11	Group talks	Occasional supporter
Vanessa Altin	JFR	Autumn Term 2019	7	Speaker/Assembly	Occasional supporter

Plus several parents, local employers and paid for companies that come to one-off events such as the Mock Interview Days, Careers Skills Days and Life Days.

CPD Plan to engage Internal Staff:

To expose students to a range of careers and to show them how their subject learning can be utilised in the wider world, which will also improve engagement and knowledge of LMI.

Big Picture- Your 'Why?'

(Include specific pupil learning goals)

Students to make links between curriculum and job roles/pathways/post-16 routes. Students to have an awareness of a range of career choices and how LMI factors might play a role in their decision making.

Key Learning

(Focus on your key: priorities from TNA)

Subject staff to have developed a lesson that specifically focusses on making links between their subjects and career roles to deliver during National Careers Week, utilising elements on LMI. E.g. an English teacher makes a lesson re. journalism and the students have a go at that role!

Outcomes/ Outputs

(What will be produced as an outcome of the CPD)

Example lessons and ideas

An overview of the role of subject staff in the careers programme. Information on LMI and where to find careers related information/how to use it within subject areas.

Resources

Internal speaker
Quotes from past students

Speakers/Facilitators

(Who? External or internal expertise)

Overview/introduction re. careers and everyone's roles.

Starter activity of listing things already done/links already being made.

Departmental planning time for how to develop workshops/lessons to make it more explicit. Plenary – share ideas with another department.

Session Structure

(differentiate based on need; allow time for collaborative problem-solving)

Speak to SLT
Book Main Hall
Inform staff of content of session and to bring ideas/resources with them.

Session lead up tasks

(e.g. booking speakers, pre-work, time/space requirements)

Emails with deadlines for resources
CPD feedback sheet
Any further assistance required
Share good practise.

Session follow up tasks

(e.g. session review, evaluations, ensure application of learning)

Learning walks to see resources being used
Student voice
Dates/deadlines/timetable for resources to be used by
Thank you to staff who have done it.

Monitoring & Evaluation

(tools/ methods)