



Ark Acton  
Academy

**Careers Strategy**  
**2022-2025**

**July 2022**



## **Careers Strategy 2022-2025**

**Why?** Our school mission states, “All Ark Acton students thrived at university or a real alternative and therefore lived a life to be proud of”.

### **Aims:**

1. To ensure our students are prepared for life beyond Ark Acton Academy, for university and for the world of work.
2. To provide students with a range of opportunities to engage with employers, further education, and higher education throughout their time at AAA.
3. To ensure careers and labour market information is part of everyday school life; students use quality information, advice, and guidance to make informed subject and post-16 choices.

### **Intent**

The aim of our careers programme is to ensure that all our students are prepared for life after Ark Acton Academy, for university and for the world of work. We particularly want to help students develop the skills and knowledge needed for the changing job market which we set out to achieve through giving students a range of opportunities to engage with employers, further education, and higher education providers through their time at the Academy.

Ark Acton Academy uses the Gatsby Benchmarks as a guide to plan our careers guidance programme. As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship, and vocational education providers to speak to students.

Ark Acton Academy also proactively seek to build relationships with these partners as we plan our Pathways and Enrichment activity throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7- 13, to offer information on vocational, technical and apprenticeship qualifications and pathways.

If you would like to find out more about working with us as an employer, requests by providers should be sent to the **Academy’s Pathways Lead, Nickael Briggs** [nbriggs@arkacton.org](mailto:nbriggs@arkacton.org) or if you would like to contact us specifically in relation to 6th form progression, please contact our **Head of 6th Form, Syra Shariff**, [s.shariff@arkacton.org](mailto:s.shariff@arkacton.org)



## Implementation

[Links to Gatsby benchmarks shown in brackets for each strand of the AAA Careers programme]

### Key Stage 3 programme

YEAR	PROVISION FOR ALL STUDENTS
7	<p><b>All pupils explore who they are and who they would like to be in the future [identification of personal skills and qualities]</b></p> <ul style="list-style-type: none"> <li>• PSHE unit: Developing skills and aspirations [1]</li> <li>• PSHE unit: Financial decision making [includes business practices] [1]</li> <li>• Guest speakers – students will receive a minimum of two career talks from a variety of fields throughout the year [5]</li> </ul>
8	<p><b>All pupils explore how self-esteem and confidence can have an impact on behaviour, achievements, and future aspirations.</b></p> <ul style="list-style-type: none"> <li>• PSHE unit: Community and careers – students learn about equality of opportunity in careers and life choices, and different types and patterns of work [1]</li> <li>• Guest speakers – students will receive a minimum of two career talks from a variety of fields throughout the year [5]</li> </ul>
9	<p><b>All pupils further explore who they are and begin to refine their future career aspirations.</b></p> <ul style="list-style-type: none"> <li>• Pathways Assembly Programme – all students will take part in the assemblies’ programme that exposes students to the choices available to them at Key Stage 4. Subject leads will share the overview of their subject along with its importance to future career and pathway choices [2 &amp; 4]</li> <li>• Yr9 Parents information evening – all students along with their parents are invited to hear about the GCSE options and how they can best make informed decisions. [3 &amp; 8]</li> <li>• PSHE unit: First Give – students develop key skills [collaboration, communication, presenting, problem solving] through a social action project</li> <li>• Year 9 Careers Day [Drop down Day] – All students will be off timetable for the day to explore their vision about their future lifestyles. Students will discover the reality of adult life and get the opportunity to network with professionals from a wide range of career sectors. [2 &amp; 5]</li> </ul>



YEAR	PROVISION FOR ALL STUDENTS
	<ul style="list-style-type: none"> <li>• PSHE unit: 'Setting Goals' - students will follow up their experience of the careers day with a unit that focuses on value-driven career choices. [1]</li> <li>• Unifrog online platform is rolled out for all Year 9 students as part of the careers day. This provides students with the opportunity to explore career interest and pathways ahead of making GCSE subject choices.</li> <li>• All students, along with their parents receive a 1-to-1 meeting with a member of the senior leadership team to discuss and decide appropriate GCSE choices [3]</li> <li>• All students receive a 1-to-1 meeting with a connexions careers advisor who is independent and impartial [1,3 &amp; 8]</li> <li>• All students participate in co-curriculum P7 for a minimum of 6 weeks to learn about cv writing, 6<sup>th</sup> form, interview skills, interpersonal skills, and researching careers based on their interests and skills using careers enterprise platform [1, 3 &amp; 4]</li> </ul>

### Key Stage 4 programme

Year	PROVISION FOR ALL STUDENTS
10	<ul style="list-style-type: none"> <li>• <b>Co-curriculum P7 Careers</b> – students will explore career pathways and the skills necessary in the 21st century workplace through the careers enterprise platform and Unifrog sessions. [1, 3 &amp; 4]</li> <li>• <b>PSHE unit: Work Experience Applications &amp; Preparation.</b> All students learn how to write personal statements and letters of application in preparation for work experience in Year 11. This is followed up by a unit of work on 'how to make the most of work experience' [1]</li> <li>• <b>Guest speakers</b> – students will receive a minimum of two career talks from a variety of fields throughout the year [5]</li> <li>• <b>Work Experience</b> [<i>**this is on hold due to covid-19 restrictions and has been replaced where possible with virtual experiences</i>] – all students will spend a week at a work experience placement. We work closely with Work Experience Partners to place students in areas of interest. Students also have the opportunity to find their own placement to ensure it is in an area of interest. [5 &amp; 6]</li> <li>• <b>PSHE unit: Work Experience reflection.</b> All students reflect on their work experience and consider their next steps in relation to their career and pathway. [1]</li> </ul>



Year	PROVISION FOR ALL STUDENTS
11	<ul style="list-style-type: none"> <li>• <b>Independent Careers Advice</b> – all students have the opportunity for a 1-to-1 meeting with our independent and impartial connexions careers advisor. [1, 3 &amp; 8]</li> <li>• <b>Guest speakers</b> – students will receive a minimum of two career talks from a variety of fields throughout the year [5]</li> <li>• <b>Sixth Form Open Evening</b> – all students are invited to our sixth form open evening to discuss their options and hear from subjects leads about the Key Stage 5 opportunities at the academy. [1 &amp; 7]</li> <li>• <b>Attend A Level/Professional Pathways taster lessons</b> [Level 3] in order to give them an insight to the requirements of key Stage 5 study [7]</li> <li>• <b>NCS Challenge</b> – all Year 11 are given the opportunity to take part in this initiative to develop skills for employment. [5]</li> </ul>

### Key Stage 5 programme

YEAR	PROVISION FOR ALL STUDENTS
12	<ul style="list-style-type: none"> <li>• <b>Ark Apprentice Day</b> - All students are given an in-depth briefing on Apprenticeship opportunities in three sectors, then compete with one another for one of the jobs. Each student receives a one-on-one interview, participates in a typical 'group task' and is assessed using an online skills assessment. [1, 2 &amp; 5]</li> <li>• <b>University Visits</b> – All students will visit a minimum of one university [Reading University or Queen Mary University] [1 &amp; 7]</li> <li>• <b>Guest speakers</b> – students will receive a minimum of two career talks from a variety of fields throughout the year [5]</li> <li>• <b>NCS and DofE Challenge</b> – all Year 12 are given the opportunity to take part in these initiatives to develop skills for employment.</li> <li>• <b>Service</b> – All students will participate in a minimum of one hours work experience a week in school. Students will help with lower school classes or co-curricular sessions.</li> <li>• <b>Access to Unifrog software</b> to support with research into appropriate and aspirational apprenticeships and university courses. This is supported through a PSHE scheme of work [1, 2 &amp; 8]</li> </ul>



YEAR	PROVISION FOR ALL STUDENTS
	<ul style="list-style-type: none"> <li>• <b>Academic Mentoring</b> – All sixth form students receive regular academic mentoring from the sixth form tutor team [8]</li> <li>• <b>UCAS Day</b>– All students participate in a UCAS drop-down day in which they hear subject-specific advice for applying to university given their areas of interest. [1 &amp; 7]</li> </ul>
13	<ul style="list-style-type: none"> <li>• <b>‘Futureproof’ Induction Day</b> – All students participate in a day dedicated to ‘jobs of the future’ in which they analyse big trends affecting the labour market, then explore the specific labour market information in their desired fields. [2,5]</li> <li>• <b>Ark Alumni Forum</b> – All students invited to an evening event in September where they can mingle with ex-Ark students who currently attend top universities. [7]</li> <li>• <b>Year 13 Progression/UCAS application programme</b> through pastoral tutor programme [8]</li> <li>• <b>Networking Evening</b> – All students attend a ‘networking event’ where they have the opportunity to mix and ask questions of representatives from approximately 40 different employers/industries. [1, 5]</li> <li>• <b>Academic Mentoring</b> – All sixth form students receive regular academic mentoring from the sixth form tutor team [8]</li> <li>• <b>One-on-one Personal Statement Support</b> – All students receive a one-on-one 20 minute personal statement session with an external expert</li> <li>• <b>Guest speakers</b> – students will receive a minimum of two career talks from a variety of fields throughout the year [5]</li> <li>• <b>‘Preparing for University Life’ PSHE Support</b> – In the summer term, all students participate in a PSHE unit of work in which they consider the financial, social and health/wellbeing implications of living more independently. [1]</li> <li>• <b>Independent Careers Advice</b> – all students have the opportunity for a 1-to-1 meeting with our independent and impartial connexions careers advisor. [1, 3 &amp; 8]</li> </ul>



## **Impact**

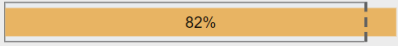

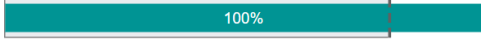
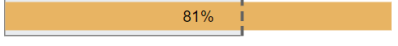
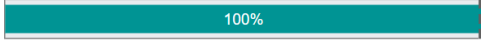
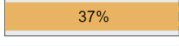
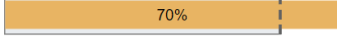
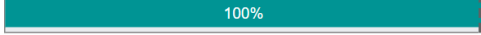
We measure the success of the Programme in the following ways:

**Destinations Data** – we monitor destinations data each year, to ensure we understand what our students go on to do after Ark Acton Academy and whether the Information, Advice and Guidance they received during their time here has had an effect.

**Pupil reflections** – pupils reflect on their experiences when they visit workplaces or hear from speakers. This allows us to identify which experiences pupils enjoyed and which they didn't, as well as providing a record for the pupil they can use in future applications.

**Evaluation of the programme** – each year, we have an annual review of the programme with Ark Schools, who assess how many of the Gatsby Benchmarks we are meeting and identify strategic goals for us to work on over the next year. We also use compass+ to evaluate how we are evidencing all 8 Gatsby Benchmarks.

## Feb 2022 Compass Results

2022-02-16 - Nickael Briggs (6460)		Add activities		Compass Report	
Gatsby Benchmark	% achieved in latest evaluation <i>i</i>	% achieved	% achieved in previous evaluation	Indicator <i>i</i>	
1 - A stable careers programme	 82%	82%	76%	↑	
2 - Learning from career and labour market information	 100%	100%	40%	↑	
3 - Addressing the needs of each pupil	 100%	100%	81%	↑	
4 - Linking curriculum learning to careers	 81%	81%	50%	↑	
5 - Encounters with employers and employees	 100%	100%	100%	→	
6 - Experiences of workplaces	 37%	37%	37%	→	
7 - Encounters with further and higher education	 70%	70%	58%	↑	
8 - Personal guidance	 100%	100%	100%	→	

## AAA careers provision compared nationally

Gatsby Benchmark	Your result <i>i</i>	% schools fully achieving this Benchmark nationally	% schools fully achieving this Benchmark in [HUBs]	% schools fully achieving this Benchmark in [LEPs]
			All Hubs	All LEPs
1 - A stable careers programme	In progress	27%	41%	27%
2 - Learning from careers and labour information	✓	52%	68%	52%
3 - Addressing the needs of each pupil	✓	25%	31%	25%
4 - Linking curriculum learning to careers	In progress	45%	57%	45%
5 - Encounters with employers and employees	✓	58%	72%	58%
6 - Experiences of workplaces	In progress	52%	62%	52%
7 - Encounters with further and higher education	In progress	30%	43%	30%
8 - Personal guidance	✓	61%	70%	61%

Each tick represents 100% achievement of Gatsby Benchmark. 'In progress' means anything between "1-99%". An 'x' means 0% provision for the Gatsby Benchmark.





## Outlining the strengths, weakness, opportunities & threats

Strengths	Weaknesses
<p>- Stable Careers programme [GB1]</p> <p>- Currently meeting Gatsby 1, 2, 3, 4, 5, 7 and 8 due to:</p> <ul style="list-style-type: none"> <li>• Careers is included on the Academy Improvement Plan</li> <li>• A careers team in place</li> <li>• 120 days Personal Guidance via Connexions which includes impartial careers guidance and employer engagement events</li> <li>• SLT overseeing the careers strategy has had Teach First Careers Leadership qualification</li> <li>• A solid PSHE programme and co-curricular programme incorporates careers</li> </ul> <p>- Principal and SLT support for careers within the curriculum and for external employer visits</p> <p>- Ark network support for careers programme</p> <p>SEND Support</p>	<p>- Gatsby Benchmarks 1, 4, 6 and 7 are yet to be at 100% from Compass evaluation</p> <p>- GB1 – stronger links needed with governing body</p> <p>-GB3 – Staff to record each careers event on Unifrog once rolled out to all key stages</p> <p>- GB6 – Covid has had a massive impact on work placements limiting students to mostly virtual engagements</p> <p>- GB7 – Covid has limited university and FE college visits but we have maximised the Uni's who have offered.</p> <p>GB4-Staff lack knowledge on careers education within the curriculum</p> <p>- Covid 19 impact has meant limited number of external visitors allowed on site</p>
Opportunities	Threats
<p>- Assistant Principal is currently a participant of the Teach First careers leader programme</p> <p>- 2-year contract with connexions – 120 days of impartial careers advisors</p> <p>- Strong internal team of level 6 qualified advisors</p> <p>- A committed SENDCO in place to assist with SEND pupils.</p> <p>- 2 level 6 internal qualified HOYs of Y11, 12 and 13</p>	<p>- Covid 19 and limited access to different employers</p> <p>- A new school has opened nearby</p> <p>- low staff morale and high workload</p> <p>- Lack of time</p>

## Careers Team

Careers Team member	Strengths (technical or personal)	Their short-term actions or objectives	Required knowledge of support
<b>Vice Principal</b> Personal Development (Nickael Briggs)	<ol style="list-style-type: none"> <li>1. Influence</li> <li>2. Knows the pupils</li> <li>3. Qualified Teach First Careers Lead</li> <li>4. Strategic vision for Careers</li> </ol>	<ol style="list-style-type: none"> <li>1. Plans and implements the careers strategy</li> <li>2. Line Manages the core careers team</li> </ol>	<ol style="list-style-type: none"> <li>1. Teach First careers leadership course</li> <li>2. Ark Careers team</li> </ol>
<b>Vice Principal</b> Curriculum (Matt Gray)	<ol style="list-style-type: none"> <li>1. Influence</li> <li>2. Curriculum design expertise</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure heads of department understand the rationale for careers in the curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. The evidence base behind careers in the curriculum</li> <li>2. A slide to use in heads of department meetings</li> </ol>
<b>Assistant Principal</b> 6 <sup>th</sup> Form (Syrá Shariff)	<ol style="list-style-type: none"> <li>1. Influence</li> <li>2. Knowledge of Unifrog</li> <li>3. Knowledge of UCAS</li> </ol>	<ol style="list-style-type: none"> <li>1. Overseeing destinations of KS5 students</li> <li>2. Knowledge of the UCAS Process</li> <li>3. Knowledge of Unifrog</li> </ol>	<ol style="list-style-type: none"> <li>1. Ark Careers team</li> <li>2. LM with Nickael</li> </ol>
<b>Head of Progression &amp; Destinations</b> (Stacey Macsorley)	<ol style="list-style-type: none"> <li>1. Influence</li> <li>2. Knowledge of Unifrog</li> <li>3. Knowledge of UCAS</li> </ol>	<ol style="list-style-type: none"> <li>1. Tracking destinations of KS4 and KS5 students</li> <li>2. Overseeing the UCAS Process</li> <li>3. Launching Unifrog with KS5</li> </ol>	<ol style="list-style-type: none"> <li>1. Unifrog training</li> <li>2. Ark Careers team</li> </ol>
<b>Head Of Year 12/13 Careers Leader</b> (Nathan Davis)	<ol style="list-style-type: none"> <li>1. Level 6 Qualified</li> <li>2. Influence</li> <li>3. Knows the pupils</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensures students have 1-2-1 interviews by the end of year 13</li> <li>2. Co-ordinated careers events relevant to the needs of sixth form</li> </ol>	<ol style="list-style-type: none"> <li>1. Connexions contact</li> <li>2. Microsoft Forms to help track student interviews</li> </ol>
<b>Connexions Advisor</b> Impartial (Lynette Webb)	<ol style="list-style-type: none"> <li>1. Knowledge of LMI</li> <li>2. Knowledge of pathways</li> <li>3. Knowledge of careers guidance</li> </ol>	<ol style="list-style-type: none"> <li>1. To provide students with impartial careers guidance</li> <li>2. To co-ordinate careers carousel and workshops during careers week</li> </ol>	<ol style="list-style-type: none"> <li>1. Liaise with Nickael</li> <li>2. Designated room in the school to carry out 1-2-1 careers interviews</li> </ol>

## 2022-2025 – Our 3 Strategic Objectives

Strategic Objective 1	Strategic Objective 2	Strategic Objective 3
<p>Raising the profile of the Careers Team across the school with staff and students by clarifying the role of the careers advisor, and the value of careers education, advice and guidance GB 1,3,4,8</p>	<p>Liaising with a wider range of local colleges and training providers and arrange for them to deliver talks to students and their parents/ carers in line with the Baker Clause GB 5,6,7</p>	<p>Ensuring that the careers programme is being regularly evaluated by staff and students each term to ensure best practice. GB 1,2,3</p>
<p>Impact</p>	<p>Impact</p>	<p>Impact</p>
<ul style="list-style-type: none"> <li>Staff and students alike will know who to approach for careers guidance and advice. This will support working towards the Quality in Career Standard</li> </ul>	<ul style="list-style-type: none"> <li>Students and carers will be aware of all options available so students can make an informed choice on their next steps. This will support working towards the Quality in Career Standard</li> </ul>	<ul style="list-style-type: none"> <li>The Careers team will remain vigilant of the impact of the careers programme always ensuring that the programme remains relevant. This will support working towards the Quality in Career Standard</li> </ul>

<b>Gatsby Benchmark</b>	<b>Requirements</b>	<b>Year 1 -2022-2023- Key Milestones</b>	<b>Year 2 - 2023-2024- Key Milestones</b>	<b>Year 3 - 2024-2025- Key Milestones</b>
<b>1. A stable careers programme</b>  <b>S.O.1</b>	Design, deliver and embed a programme of career education and guidance that is known and understood by students, parents, teachers, governors, and employers.	<ol style="list-style-type: none"> <li>1. Implement KS3 &amp; KS4 careers programme in the P7 co-curriculum using the Unifrog blended learning plans</li> <li>2. Recruit a group of student AAA Career Ambassadors across KS3-KS5</li> <li>3. Invite local Careers Leader from network to visit school to consult on library resources</li> <li>4. Launch a staff training survey conducted of needs beginning and end of school year</li> <li>5. Connexions Careers Advisors Interviews-feedback to student and parents Via Unifrog and the parent newsletter</li> <li>6. Launch careers page as part of the half termly parent newsletter-</li> </ol>	<ol style="list-style-type: none"> <li>1.Engage 10 AAA Careers Ambassadors</li> <li>2.Staff Training survey conducted of needs beginning and end of school year</li> <li>3.Careers Advisors Interviews-feedback to student and parents -through Unifrog</li> <li>4.Engaging parents in careers meetings and reviews Unifrog roll out to all year groups</li> <li>5.Create Directory-Alumni-Where are they now?</li> <li>6.Update and review- School website</li> <li>7.Engaging parents in careers meetings and reviews</li> <li>8.Support teachers in unifrog training for students development</li> </ol>	<ol style="list-style-type: none"> <li>1. Engage a AAA Careers Ambassadors for each subject area</li> <li>2. Staff Training survey conducted of needs beginning and end of school year</li> <li>3. Parents in 75% of SEND Careers interviews</li> <li>4. Unifrog being used by 6<sup>th</sup> for UCAS applications</li> </ol>

		<p>advising parents of careers meetings and reviews</p> <p>7. Launch Unifrog roll out to all key stages</p> <p>8. Presentation to SLT/Governors</p>	<p>9. Commence Quality in career standard application</p>	
<p><b>2. Learning from career and labour market information</b></p> <p><b>S.O.1</b></p> <p><b>S.O.3</b></p>	<p>Students and their parents will have access to good quality information about future study options and labour market opportunities. They will be supported by an informed adviser to make best use of available information.</p>	<p>1. Update Website and school screens/noticeboards</p> <p>3. Termly updates of career labour market information via school website, newsletter, display boards and a well-resourced library for students</p> <p>4. Include a ‘careers’ assembly once a half term to update all year groups on careers and LMI</p>	<p>1.Create AAA Directory- Alumni- Where are they now?</p> <p>2.Update and review- School website</p> <p>3. Employer delivers half term assembly for each year group – arranged by Connexions</p>	<p>1.Review AAA Alumni directory</p> <p>2.Review school website</p> <p>3. Invite employers in and arrange visits for students based on the most up to date LMI</p> <p>4.CPD session on LMI for all staff by local expert, to support them to bring into their subject teaching and be more confident to have informal careers conversations with students</p> <p>5.Each department Careers Champion is responsible for ensuring subject displays area is up to date and providing relevant updates in department planning meetings</p>

				6. Review practice with another school to identify next steps
<b>3. Addressing the needs of each student</b> <b>S.O.2</b> <b>S.O.3</b>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>1. Year 9, 10, 11, 12 and 13 students are interviewed by Connexions 121 careers advisor or a L6 Qualified careers advisor</p> <p>2. Unifrog is launched and embedded with students in Y7-Y13 so that careers interactions are tracked and bespoke to the needs of pupils</p> <p>3. SEND students are prioritised for 121 interviews with careers advisors and at least 25% parent engagement</p> <p>I. 100% of KS4 and KS5 Black Caribbean boys have 121 careers guidance with Connexions advisor each year from Y9 with action plan logged on Unifrog</p> <p>II. Launch AAA Careers Ambassadors in the 6<sup>th</sup> form- 1 per subject</p>	<p>1.AAA Careers Ambassadors- 50% of departments have a careers ambassador</p> <p>2.SEND focused 121 interviews- 50% parent engagement</p> <p>3. Termly Liaison with Ealing council and SENCO re SEND Pupils and ensuring their post 16 is appropriate</p> <p>4.Tutors use Unifrog to tag students in careers relevant to their interests</p> <p>5. Survey monkey is distributed to KS3,KS4 and KS5 students to evaluate careers provision and to find out personal career interests</p>	<p>1.AAA Careers Ambassadors- 100% representation in each department</p> <p>2.SEND focused 121 interviews- 75% of parental engagement in appointments</p> <p>3. Monthly Liaison with Ealing council and SENCO re SEND students and monitoring of appropriate post 16 placement</p>

		6. Liaison with Ealing council and SENCO re SEND student destinations and evaluate suitability		
<b>4. Linking curriculum learning to careers</b> <b>S.O.1</b> <b>S.O.3</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ol style="list-style-type: none"> <li>1. HODs carry out a ‘careers in the curriculum’ audit</li> <li>2. AAA KS5 Careers Ambassadors are present at options evening for Y9 and Y11 to present career links with each curriculum area</li> <li>3. Curriculum maps make explicit links to careers available in the subject</li> <li>4. For careers week, staff make explicit links to careers within lessons.</li> <li>5. P7 Co-curriculum sessions make explicit links to the transferable skills used being needed in careers</li> </ol>	<ol style="list-style-type: none"> <li>1. Each department Careers Champion responsible for ensuring subject display area up to date and providing relevant updates in department planning meetings</li> <li>2. Each department has a designated ‘Careers Champion’</li> <li>3. All KS5 students sign up to be a careers ambassador for each department</li> <li>4. Each department has a careers display in class or in department area</li> <li>5. Y9 and Y11 Options evening has explicit references to careers at each subject stall</li> </ol>	<ol style="list-style-type: none"> <li>1. HOD includes reference to careers in subject ‘what you will see in _____ department doc</li> <li>2. AAA Career/skills builder logos are designed to signpost career related learning in lessons</li> <li>3. Careers education is embedded within P7 at key stages for each Key Stage</li> <li>4. Tutor time session once a week in KS5 is dedicated to ‘career conversations’ with form tutor</li> </ol>
<b>5. Encounters with employers</b>	Every student should have multiple opportunities to	1. Visits to or from employers for KS4 & 5 students take place each term	<ol style="list-style-type: none"> <li>1. Visits to employers KS 3,4,&amp; 5</li> <li>2. Careers Week</li> </ol>	<ol style="list-style-type: none"> <li>1. Visits to employers termly</li> <li>2. Careers Week</li> </ol>

<p><b>and employees S.O.1</b></p>	<p>learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>	<p>2. Each term at least 1 speaker/employer/employee come to speak to KS3, KS4 and KS5</p> <p>3. Connexions employers engagement careers Day takes place for Y9 and Y12/Y13 students in March/April</p> <p>4. Careers leader uses insights from Unifrog to tag students in events linked to career preferences</p>	<p>Guest speakers/employers/employees</p> <p>3. Careers Insight Days arranged by careers leader and Connexions team</p> <p>4. Careers leader arranges for employers to visit KS5 students during National Apprenticeship Week</p>	<p>Guest speakers/employers/employees</p> <p>3. Careers Insight Days and external visits arranged by careers leader for students in KS4 and KS5</p>
<p><b>6. Experiences of workplaces S.O.1</b></p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.</p>	<p>1. Y12 students use Unifrog to secure work placements in the summer term in a career they intend to go into</p> <p>2. Y10 explore virtual Work Experience and sign up to internal work experience within different departments in school</p>	<p>1. Y10 visits to workplaces take place in the summer term via the use of Unifrog</p> <p>2. Y12 Student visits to workplaces in summer term</p> <p>3. S Y12 students arrange voluntary work and mentor students in the lower school</p>	<p>1. Y10 visits to workplaces take place in the summer term via the use of Unifrog for scheduling</p> <p>2. Y12 Student visits to workplaces in summer term in career of preference</p>



				3.S Y12 students arrange voluntary work and mentor students in the lower school
<b>7. Encounters with further and higher education</b> <b>S.O.2</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ol style="list-style-type: none"> <li>1.FE &amp; HE School assemblies take place for KS4</li> <li>2.Focused meetings with SEND and Ark Careers network</li> <li>3.Atleast 1 university visit for all KS4 students</li> </ol>	<ol style="list-style-type: none"> <li>1.FE &amp; HE School assemblies</li> <li>2.Focused meetings with SEND and Ark Experience</li> <li>3.Visit to Universities x 3 KS5 + 1 KS4</li> </ol>	<ol style="list-style-type: none"> <li>1.FE &amp; HE School assemblies</li> <li>2.Focused meetings with SEND and Ark Experience</li> <li>3.Visit to Universities KS5 &amp; KS4</li> </ol>
<b>8. Personal guidance</b> <b>S.O.1</b> <b>S.O.3</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever	<ol style="list-style-type: none"> <li>1. All KS4 &amp; KS5 students receive a 1-to-1 meeting with a connexions careers advisor who is independent and impartial</li> <li>2.Careers interviews with level 6 advisors take place for ALL y9 students ahead of Y9 GCSE Options</li> <li>3.Targeted meetings with SENCO/SEND department to ensure SEND pupils are</li> </ol>	<ol style="list-style-type: none"> <li>1. All KS4 &amp; KS5 students receive a 1-to-1 meeting with a connexions careers advisor who is independent and impartial with action plans logged to Unifrog</li> <li>2.Careers interviews with level 6 advisors take place for ALL y9 students ahead of Y9 GCSE Options</li> <li>3.Targeted meetings with SENCO/SEND department to</li> </ol>	<ol style="list-style-type: none"> <li>1.All students receive atleast two 1-to-1 meeting with a connexions careers advisor who is independent and impartial before KS5</li> <li>2.Careers interviews with advisors and mock interviews with Y11, Y12 and Y13</li> <li>3.Engaging parents in careers meetings and reviews</li> </ol>

	significant study or career choices are being made.	prioritised for 1-2-1 appointments	ensure SEND pupils are prioritised for 1-2-1 appointments – 50% parent engagement  4.Engaging parents in careers meetings and reviews	
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