

Careers At Shavington Academy



**The Shavington Academy Three Year Careers Strategy:
2021 – 2024
Next Review – Summer 2022**

Our Vision

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress, to succeed in life and work, and to become independent and active citizens.

We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the well-being of their families and communities, and to wider society, businesses and economy.

Our Values

Our key values at Shavington Academy for each and every pupil to achieve their potential.

The Academy's core values are known across the school through the acronyms **SPARK and GRIT**. Our core values are: **self-regulation, pride, ambition, respect, kindness, gratitude, resilience, integrity, and tolerance**.

Whilst all of us play a key role in helping to instil SPARK and GRIT in our pupils, these values also provide a framework for staff professionalism. Our professionalism is one of the ways that we can ensure that we create a workplace where all members of the school community feel valued and appreciated. The key values in terms of professionalism are RESPECT, INTEGRITY and TOLERANCE.

RESPECT

We should always be respectful in our interactions with pupils, colleagues, parents, and other stakeholders. With colleagues especially, being open-minded and assuming best intentions will go a long way to creating a harmonious working environment built on professional trust.

INTEGRITY

We are all role models for pupils and our (overheard) words and actions carry an extra weight because we are authority figures for the children in our care. Equally, each of us may find that we are role models for colleagues at various stages of their career or as line managers for people in various positions in the Academy. We should all be mindful to make use of line management structures if we have concerns or grievances that need to be addressed. Sometimes, you may feel that you need to 'offload' and 'get something off your chest'. The occasional moan behind closed doors to a trusted colleague happens in every workplace. However, complaining in more public arenas (on corridors or in the staff room, for example) will have a detrimental impact on the atmosphere in school, as well as on a more personal level, and should be avoided.

TOLERANCE

Tolerance, to put it simply, means adopting an open mind in your interactions with others who, because of our innate and acquired individual differences, are unlike you. It is always beneficial to treat others the way you would like to be treated yourself, despite potential differences in personal values, beliefs, and opinions. Adopting an attitude of inclusion and tolerance is a key fundamental principle in forging relationships built on acceptance and trust.

Entitlement

Learners in Y10 will have the opportunity for a mock interview with appropriate individuals, from local business, colleges, universities and advisors

Learners to be encouraged to make realistic, but inspirational, decisions based on ability, aims and career aspirations

Learners will have access to support in preparation for the transition to further education or training, including building on the softer skills which employer's value

Learners will have access to the 'START' programme to support careers decisions and applications

Where necessary, contact will be made between the advisors, CEIAG Co-ordinator and parents/carers to support applications and transition

External speakers will be invited in to support student learning and to support the thinking and decision-making process

The CEIAG lead maintains and oversees the tracking data of applications and destination data of leavers

A Future's Fair is organised yearly to provide access to local businesses, colleges, training providers, universities and the armed forces for all year groups, parents and the community

Planning and implementation of work experience for Year 10, with a view to promoting independent learning skills and aspirational placements

All information is given without bias and prejudice regardless of race, gender, religion, disability, background, financial implications or sexuality.

Aims and Objectives

The careers education, information and guidance programme is designed to meet the needs of each and every learner at Shavington Academy. It is differentiated to ensure progression through activities that are appropriate to our pupils' stages of career learning (START Programme Activity Framework by Year), planning and development.

The main development aims of the careers provision at Shavington Academy are:

- The CEIAG lead has access to staff to support and develop the in-school programme and to work together to organise activities
- The CEIAG lead will use Compass+ which is a supporting tool from The Careers & Enterprise Company which will help benchmark, manage, track and report on Shavington Academy's careers programme.
- A member of the governing body has been allocated the position of Careers Link
- Regular meetings will see the CEIAG lead supported in evaluating the programme and the activities in which learners are engaged to inform future developments
- The governing body will receive reports on the progress of CEIAG at regular intervals
- The Careers Lead is a member of ELT, line managed by a member of SLT and they meet weekly Develop and maintain a culture of high aspirations through a fully embedded career education, advice, information and guidance programme.
- To raise and track learners' engagement within the careers programme during their journey through The Link School and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

To achieve the objectives, we will:

Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure.

Identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Careers Co-ordinator, SENCO) and specialist careers staff.

Commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard

Set out clearly the contribution expected of all staff, including subject teachers and tutors for students' career learning and planning

Communicate the benefits of effective provision to our partners, including feeder schools, and engage them in coordinating provision

Actively involve learners themselves in the planning, delivery and evaluation of the careers programme

Actively seek to evaluate and reflect on practice, including evaluations from parents, learners and outside agencies

Legal framework

This Strategic Careers Plan has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that all registered learners are provided with independent careers guidance from Year 7 to Year 11
- Ensuring that arrangements are in place to allow a range of education and training providers to access all learners and inform them about approved technical education qualifications and apprenticeships. Ensuring the Baker Clause-2018 is adhered to.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Head Teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The Careers Leader is responsible for:

Leadership:

- Leading the team of teachers, administrators, external partners and others who deliver career guidance
- Advising the SLT Team on policy, strategy and resources for career guidance and how they meet Gatsby Benchmarks.
- Reporting to SLT and Link Governor.
- Reviewing and evaluating career guidance and providing information for school development planning, Ofsted.

- Preparing and implementing a career guidance development plan and ensuring details of careers detailed on the school's website.
- Understanding the local and national labour market information.
- Ensuring compliance with the legal requirements to provide independent career guidance in schools, give access to providers of technical education or apprenticeships, including publishing Baker Clause – 2018, policy statement and provider access policy on school website.

Management:

- Planning the programme of activity in career guidance
- Briefing and supporting teachers and tutors involved in career guidance
- Monitoring delivery of career guidance across the eight Gatsby benchmarks, using the Compass+ tool.
- Supporting tutors, providing information and advice.
- Managing the work of other colleagues who are part of the careers team.
- Ensuring that colleges and apprenticeship advisors have access to pupils to share information on opportunities – assemblies, webinar invitations etc.
- Managing the careers budget.
- Managing own CPD and supporting the ongoing CPD of colleagues in the careers team and whole school.

Co-ordination

- Managing the provision of careers and labour market information – START Programme activities.
- Managing the careers section of the school's website, ensuring information is accurate and up to date.
- Liaising with SPARK, SENCO and Curriculum Leaders to plan their career links / contribution in careers guidance.
- Liaising with SENCO/ LA/heads of year to identify pupils needs and guidance.
- Referring pupils to career advisor.
- Co-ordinating encounters with employers and work experience.
- Communicating with parents and pupils.

Networking

- Establishing and developing links with FE colleges, apprenticeship providers and universities.
- Establishing and developing links with employers.
- Negotiating a service level agreement with the local authority- 'Journey First' scheme for vulnerable pupils as appropriate.
- Commissioning career guidance services as required.
- Managing links with the Local Enterprise Partnership (LEP) and other external organisations.

Teaching and support staff are responsible for:

- Ensuring careers education is planned into their lessons and is shown in planning.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's ~~as~~ plan.
- Promoting careers guidance in the classroom.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

Addressing the needs of pupils

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

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

Targeted support

The school will work with the LA to identify learners who need targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these learners can be referred for support from LA – Youth support team and sign onto 'Journey First' scheme.

Pupils with SEND

The careers leader will work closely with the SENDCO and other staff to support learners with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of learners to help them understand what career options are available. Independent Careers Advisor and where applicable the Local Authority Youth Support Team will work with individual pupils to provide best career pathways to meet individual needs.

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

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

Careers at Shavington Academy

Shavington Academy is working to develop a CEIAG programme and work plan that follows both statutory guidance and Gatsby Benchmarks. Sir John Holman identified the following benchmarks of good CEIAG, following expensive research and the services of Price Waterhouse Cooper and DFE Guidance 'Careers guidance and access for education and training providers- July 2021:

- A stable career programme
- Learning from career and labour market information
- Addressing the needs of each learner
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

The Gatsby Benchmarks

An overview of the Gatsby Benchmarks

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

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

Careers at Shavington Academy

Our Strategic Objectives

Strategic Objective 1:

Covid-19 recovery - to re-introduce Careers activities via START Programme following a specific activity framework differentiated by Year Group and START activity.

Benchmarks 1, 2, 3 and 7

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2021-2022)	<ul style="list-style-type: none"> Shavington Academy Careers re-introduction of START package, providing a Career Framework of activities linked to GATSBY Benchmarks, to help develop pupils personal career pathway. CPD – re-introducing START package- Teaching staff, pupils and parents aware of how to use the package and are confident of using package to maximize career knowledge / skills. All pupils & staff issued with new START logon and password information to access the site. Form tutors to follow SOW / Framework of activities provided by Careers Leader. Pupils developing their career knowledge and skills by completing set activities. TEAMs – questionnaires to establish pupil feedback/voice and career knowledge retention. 	<ul style="list-style-type: none"> SLT authority to purchase package following presentation by Careers Leader. Letters of introduction and power point user guide sent to all parents/carers, teaching staff, SLT etc. Website updated with CPD materials to support all stakeholders. Pupils to be introduced to and informed of set activity by Form tutor. Pupils to complete own profile and activity in home setting supported by parents/carers. Careers Leader to review pupil activity via START reporting facility. Careers Leader to discuss results with Form Tutors Careers Leader to formulate questionnaires – FORMS to ascertain pupil voice feedback.
Year Two (2022-2023)	<ul style="list-style-type: none"> Development of START Activity Framework- following review and feedback from pupil voice questionnaire data. CPD- START Programme for NEW staff and new pupil intake. Pupils are able to discuss / provide feedback relating to completed careers activities with confidence – linking with GATSBY benchmarks. Pupils maintain a career focus and develop their knowledge and understanding of various job roles/industries both locally and nationally. Pupils building self-confidence in discussing their own career aspirations. 	<ul style="list-style-type: none"> Meaningful SOW & Framework of activities in place for pupils to continue to develop their career knowledge/skills. New Staff and new pupil / parents and carers informed and provided with CPD materials to be able to use programme with confidence. FORMS – Questionnaires & START Activity reports to check pupils' responses / knowledge to career based questions. Continue to review / differentiate START activities. Pupils taking ownership of career pathways next career steps post 16.
Year Three (2023-2024)	<ul style="list-style-type: none"> Pupils of each year group fully engaged, developing career knowledge, skills, personal skills, skills what employers are looking for. Pupils completing advanced / expert activities to support their career ambitions. Pupils taking ownership of career pathways. Pupils post 16 career pathways in place. Pupils have a clear understanding of FE, T-Level, apprenticeship criteria / opportunities available. 	<ul style="list-style-type: none"> Ensure careers focus in place for staff and parental support is maintained. Communication with parents is imperative to maintain focus and support. Pupils encouraged to challenge themselves on completing advanced/expert activities. Pupils provided with additional CPD materials on T-Levels, Apprenticeships, A levels, BTEC Tech' Awards etc.

Strategic Objective 2:

To provide Career CPD information / materials/ opportunities / for all stakeholders which will enhance career knowledge and skills and thus enable informed decision making regarding future career pathways.

Benchmarks 1, 2, 3,5,7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2021-2022)	<ul style="list-style-type: none"> • All pupils, staff and parents to receive CPD materials (Power Point / Intro Letter) for Careers START Programme. This will enable pupils, parents and staff to access Career activities following a differentiated activity framework. • To establish staff Career CPD requirements. • Careers Leader to develop own Career Knowledge / skill set. • To provide a CPD Careers Library using TEAMS Group- staff and pupils able to access and develop career knowledge. • To ensure Careers Access arrangements are in place / provided for FE, colleges and other training providers to provide CPD information on T Levels, Apprenticeships, A Levels etc. • Parents provided with CPD materials to develop their knowledge / skills. • To provide CPD Careers materials / information for all stakeholders 	<ul style="list-style-type: none"> • Careers Leader to provide START CPD information to all stakeholders via email, school comms & website. Careers Leader to review pupil activity and review data from START reporting facility. • Careers Leader to formulate a FORMS Questionnaire to establish staff Career CPD Requirements. • Careers Leader to undertake CEC/Derby University Certificate in Careers Leadership qualification. • Careers Leader to set up a Careers Info' Group on TEAMS which will provide CPD information relating to qualifications / training. • Virtual assemblies to be arranged for Years 8-11 to provide technical qualification information / courses e.g. T levels, Apprenticeships, BTECS etc. • Careers Leader to provide parents/carers via school comms with PowerPoint presentations from FE Colleges. • Update website with CPD materials.
Year Two (2022-2023)	<ul style="list-style-type: none"> • Compass+ - Curriculum subject representatives to monitor and update subject specific career events / opportunities for pupils / staff within their departments. • CPD- TEAMS Group Library to be updated and CPD materials added to for Staff – focus on careers maintained for new & existing staff. • Careers Leader to ensure Quality Standard in Careers recommendations / actions met. • START Programme- Framework activities updated & included in SPARK lesson SOW. • Speakers for Schools – assembly / webinar presentations to deliver career information specific to jobs/industries. • Website up to date with CPD materials for all stakeholders. Career events showcased as part of Careers Programme. • Careers Key Events Coordinators – Fully aware of roles and responsibilities in actioning key events as per annual schedule. 	<ul style="list-style-type: none"> • Staff training/CPD on Compass+. CEC website training video's & CPD material s to be used plus CPD from Careers Leader as required. • Careers Leader to upload CPD materials & CPD opportunities for staff. • Careers Leader to review and act upon recommendations from 3Year revalidation report & update Strategic plan / development plan. • Careers Leader to discuss / plan with SPARK CL Activity Framework prior to new academic year. • Careers Leader to liaise with Crewe & Nantwich Pledge / LEP & Speakers for Schools representative, FE Colleges & Enterprise advisor- map/schedule of events for academic year. • Careers Leader to monitor & update website. • Careers Leader to provided CPD training for existing/ new coordinators to ensure stakeholder feedback is acted upon. Quality assurance is in place.

Year Three (2023-2024)

- Careers CPD Library updated and staff informed of CPD opportunities / training updates.
- Careers Link Governor – completed careers training modules – CEC, up to speed with local & national career landscape / government policies related to careers. Regular meetings with Careers Leader to monitor/evaluate Careers Programme.
- All learners are updating their START careers profile on a termly basis and START data analysis shows activities completed as per START Activity Framework.
- Speakers for Schools – presentations / activities delivered as per schedule.
- Compass + - Subject representatives monitoring and updating their subject specific activities events for pupils. Subject representative confident in maintaining Compass+ platform for their specific areas.
- Careers Key Events Coordinators – Fully aware of roles and responsibilities in actioning key events as per annual schedule.
- Careers Leader to maintain and update library of careers materials.
- Termly meeting with link Governor – review Compass+ review of Careers Programme /Quality Assurance review.
- START activities completed in SPARK lessons as per schedule & at home.
- Speakers for Schools – schedule of presentations/events in place at start of new academic year.
- Careers Leader to update / review CPD information re Compass+ for subject representatives.
- Careers Leader to provided CPD training for existing/ new coordinators to ensure stakeholder feedback is acted upon. Quality assurance is in place.

Strategic Objective 3:

To continue to build upon and increase a group / network of career partners from various industries, education providers, training organisations and careers providers who will provide expert careers advice, training, opportunities for pupils to develop their career pathways. Partners will work and engage in Shavington Academy Careers Key Events, subject areas, transition to post 16 courses and technical qualifications.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2021-2022)	<ul style="list-style-type: none"> • Career Key Events to be re-introduced following Covid-19 restrictions. • FE Colleges & other partners to deliver virtual assemblies to Years 8-11 with focus on technical qualifications a post 16 training opportunities – T-Levels, Apprenticeships etc. • Curriculum Areas to complete Careers Audit – linking subjects with career activities/evets. • Industry specific virtual webinar presentations to be offered / provided to relevant year group cohorts. • START programme activities – pupils learning about local & national industries and jobs – LMI. • Learners in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. • Visit to FE College for Year 10 cohort. 	<ul style="list-style-type: none"> • All Year 10 learners to take part in Employer Interview Conference, Work Experience and Secondary College events. • Careers Leader to invite FE & partners to deliver virtual assemblies to Years 8-11 • CL's providing links with subject SOW and career links/events. • Careers Leader to forward webinar information to whole year group cohorts and parents via school comms to inform of webinar events. • Pupils following START activity framework of activities. • Work Experience Coordinator to organize and plan event for Year 10 cohort- meetings with Careers Leader to check progress. • Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer.
Year Two (2022-2023)	<ul style="list-style-type: none"> • Future Fair Key event- pupils developing career knowledge / skills and developing specific LMI. • Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners. • All students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. • All Year 10 & 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests. • All Year 10 & 11 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways. 	<ul style="list-style-type: none"> • Annual School Careers Fair where local business, training providers and further and higher education providers will engage with Year 7-11 pupils. The types of employers who attend will reflect LMI. • Compass+ subject coordinator update platform with planned events. • All Year 10 students to complete a week's work placement in summer term 2023 and to record this encounter using Compass+ / START Programme-meaningful encounters. • Careers Leader / AHT / Year 11 Pastoral Leader / Curriculum Leaders to work with a local university in order to plan opportunities for Year 10 learners to engage with a local university. • Visits and virtual events with further education, apprenticeship and training providers.
Year Three (2023-2024)	<ul style="list-style-type: none"> • Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. • Compass+ updated by subject coordinator on a regular basis to showcase pupil career activities measured against GATSBY Benchmarks. 	<ul style="list-style-type: none"> • Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time horder to engage with these businesses and to have time to plan collaborative links. • Survey each curriculum area in order to establish what links have been created already and how successful these links have been- Careers subject audits to be reviewed / evaluated by CL's and Careers Leader. • Careers Leader to monitor Compass+ platform / activity plan to ensure subject areas are providing career-based opportunities for pupils.

Careers at Shavington Academy

Current Position Summary – January 2021 Compass+ Review

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS + tool.

Areas of Strength

- In light of Covid -19 restrictions and Risk Assessment, the academy has performed well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS + tool. As Covid-19 restrictions begin to ease we anticipate a full Careers Programme to be implemented in the near future. Again, this would be subject to Covid-19 possible restrictions / Government guidelines.

Benchmark	% of the assessment areas in Benchmark achieved (January 2022)	% of the assessment areas in Benchmark achieved (October 2021)	% of schools nationally meeting this Benchmark (2020)
1: A stable careers programme	100%	70%	27%
2: Learning from career & labour market information	100%	100%	52%
3: Addressing the needs of each student	90%	90%	25%
4: Linking curriculum learning to careers	100%	100%	45%
5: Encounters with employers and employees	100%	100%	58%
6: Encounters of workplace	100%	100%	52%
7: Encounters with further & higher education	85%	70%	30%
8: Personal Guidance	100%	100%	61%

- Quality in Careers Standard with all Gatsby Benchmarks in May 2018. This is due to be revisited in May 2022.
- Careers Leader is working towards the CEC/ Derby University - Certificate in Careers Leadership qualification.
- The careers team consists of the Careers link Governor, AHT – Line Manager of Careers, Careers Leader who is also a member of the ELT and careers coordinators x2, Independent Careers Advisor from Change in Education Company.
- Each curriculum leader has completed a Subject Careers Audit – linking careers information with subject SOW / planned activities.
- Re-introduction of Careers START profile – Careers activity platform for ALL pupils at Shavington Academy. Activity framework schedule in place for each Year Group. Parents/carers informed and CPD materials provided to support parents/pupils.
- Shavington academy has maintained low NEET (Not in Education, Employment or Training).

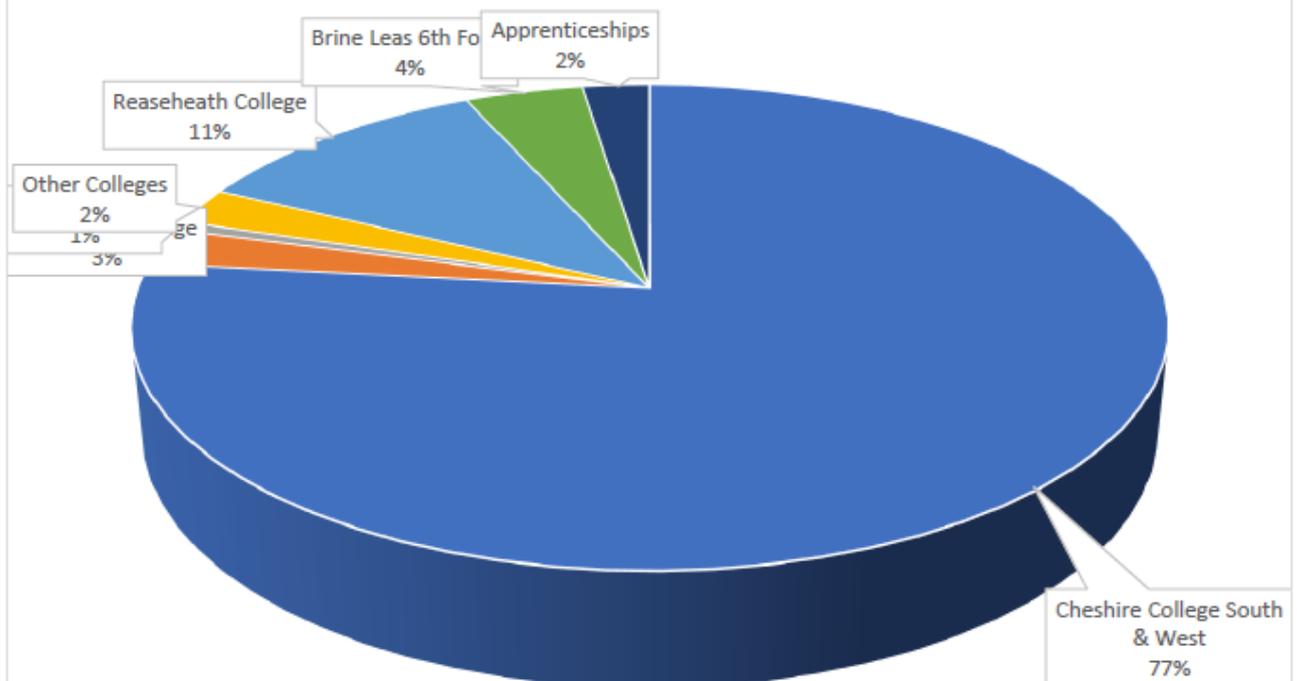
Destination Data

Destinations- Post Shavington Academy 2020-21

Cheshire College south & West	125	77%
Newcastle College	4	2%
Armed Forces	1	1%
Reaseheath College	18	11%
Brine Leas 6 th Form	7	4%
Apprenticeships	4	2%
Other Colleges	4	2%
NEET	1	1%

Destinations- post Shavington Academy 2020-21

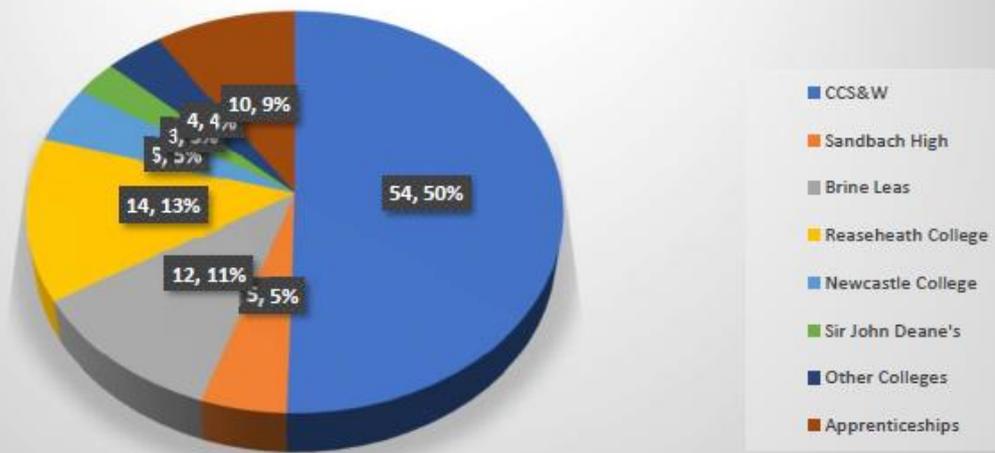
- Cheshire College South & West
- Newcastle College
- Armed Forces
- Other Colleges
- Reaseheath College
- Brine Leas 6th Form
- Apprenticeships
- NEET



Destination Data Post Shavington Academy 2019-20

CCS&W	54	50%
Sandbach High	5	5%
Brine Leas	12	11%
Reaseheath College	14	13%
Newcastle College	5	5%
Sir John Deane's	3	3%
Other Colleges	4	4%
Apprenticeships	10	9%
	107	100%

Destinations - post Shavington Academy 2019-2020



- Our destination data shows consistently low number of learners become NEET (Not in Employment, Education or Training).
- Working with LA to provide data as above and Youth Support Team to target those pupils we feel are most at risk of becoming NEET. The LA's Journey First Programme will help support our most vulnerable pupils and avoid the risk of becoming NEET.
- Please note further previous years Destination Data is available upon request.

Areas for Development (Shavington Academy Careers Improvement Plan 2021-22)

Objectives	Actions and Timescales	Success Criteria
<p>Further development of the Careers and Information guidance programme across KS3 and KS4.</p>	<p>To develop work-related learning providers within the local area, liaising with LEP / CEC advisor / Link Governor which will enable develop pupils' careers knowledge and skills.</p>	<p>A diverse range of local industry / business' and FE providers and trainers are identified and added to our current portfolio.</p>
	<p>To develop career CPD materials, training opportunities for both Staff and pupils to develop career -based knowledge and skills.</p>	<p>Following Staff / pupil / parent questionnaire feedback & analysing data received. All staff to receive up to date and appropriate careers advice and guidance in line with careers policy and Gatsby Benchmarks. CPD materials to be uploaded onto the Careers Info' TEAMS Group. Parents and carers also to be forwarded CPD materials relating to New T-Level qualifications, apprenticeships and other post 16 course information.</p>
	<p>To ensure curriculum SOW / topics link with careers. Focus of careers maintained within subject departments and whole school.</p>	<p>Curriculum subject careers audits to advise / show links with subjects and careers.</p>
	<p>Re-introduction of Careers START Profile tool. New activity framework to be introduced for each Year Group and differentiated appropriately.</p>	<p>START Programme re-introduced and package in place. Career activity framework in place. Parents/carers informed and CPD materials provided to support both Staff and parents.</p>
	<p>To ensure Career Key Events are planned, scheduled, are meaningful and support pupils career developments, aspirations and knowledge.</p>	<p>Career Key Event Coordinators in place, CPD provided to and meetings with Careers Leader to ensure events are actioned.</p>
	<p>Continue to raise aspirations of all learners with specific emphasis on enhancement, engagement and careers to ensure that all learners aim high and fulfil their potential</p>	<p>- All pupils receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Foundation Benchmarks. - Destination data analysis shows that the programme is effective- NEET figure for 2021 was 1% (1 x pupil).</p>
	<p>Level 6 Independent Careers Advisor and member of CDI, to be contracted from Change in Education Training provider. Schedule of day sessions to be booked (25 days), to meet on a 1-1 basis with pupils & provide independent and expert career advice.</p>	<p>- All year 11 pupils are well informed of career pathways and choices through partnerships with FE/HE institutions, local businesses and industry. - All pupils receive quality age-appropriate careers advice and guidance in line with careers policy and Gatsby Benchmarks.</p>
<p>To support the transition of Year 11 pupils into Post-16 pathways.</p>	<p>To ensure that all current Y11 have identified and applied for a Post -16 pathway.</p>	<p>- All Yr11 pupils have identified a Post 16 destination and secured a pre-exam result offer. Careers Leader to provide SLT & LA with all Y11 destination data/commentary. Careers Leader will meet / contact year 11 pupils & phone calls to parents / carers.</p>

Provider Access Policy

Aims

This policy statement aims to set out Shavington Academy's arrangements for managing the access of education and training providers to learners for the purpose of giving them information about their offer. This access policy is in line with 'The Baker Clause- 2018' – see academy website for further details.

It sets out:

- Procedures in relation to requests for access
- Details of premises or facilities to be provided to a person who is given access

Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in years 7 to 11 for the purposes of informing them about approved technical education, qualifications or apprenticeships- Baker Clause- 2018

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

Learner entitlement

All learners in years 8-11 at Shavington Academy are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses

Management of provider access requests procedure

A provider wishing to request access should contact

All Years	Mr John Clark	Careers Leader	01270 260717	jclark@shavington.academy
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Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers:



SHAVINGTON ACADEMY
 "Together we enjoy, aspire, create & achieve"



Shavington Academy Careers Provision 2021-22

<u>Year Group</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
7	Transition/Induction: Skills and development of adapting to life at Shavington Academy. SPARK Lessons- Living in the wider world. Introduction to START Programme.	Futures Fair - to be re-scheduled to October 2022 Start Programme Development- using the features of the START programme to enhance careers information	Careers assembly- Transferable skills. SPARK lessons- Living in the wider world START Programme Development.
8	Start Programme Development- using the features of the START programme to enhance careers information. SPARK lessons- Living in the wider world.	Futures Fair - to be re-scheduled to October 2022 SPARK Lessons- Living in the wider world. Start Programme Development- using the features of the START programme to enhance careers information. Careers Assembly- FE Colleges; T Levels, apprenticeships, technical qualifications - Baker Clause	SPARK Lessons- Living in the wider world Start Programme Development- using the features of the START programme to enhance careers information.
9	SPARK Lessons- Living in the wider world Start Programme Development- using the features of the START programme to enhance careers information.	Futures Fair - to be re-scheduled to October 2022 Option Evening SPARK Lessons- Living in the wider world Careers Assembly- FE Colleges; T Levels, apprenticeships, technical qualifications - Baker Clause	Start Programme Development- using the features of the START programme to enhance careers information.
10	Interview Conference Assembly External Assemblies - Destinations (FE/Apprenticeships/T levels/Training)	Futures Fair - to be re-scheduled to October 2022 Interview Conference Event Independent Careers Advisor Meetings	Work Experience Week. Secondary College- 2 Days
		Careers Assembly- FE Colleges; T Levels, apprenticeships, technical qualifications - Baker Clause SPARK lessons- Living in the wider world.	
11	External Assemblies - Destinations (FE/Apprenticeships/T levels/Further Training) Independent Careers Advisor Meetings SPARK Lessons- Living in the wider world	Futures Fair- to be re-scheduled to October 2022 Independent Careers Advisor Meetings SPARK Lessons- Living in the wider world FE Applications / Interviews	FE Applications / Interviews

CAREERS EVENTS ARE SUBJECT TO GOVERNMENT / PUBLIC HEALTH ENGLAND COVID-19 GUIDELINES. WE WILL ALSO ADEHERE TO SHAVINGTON ACADEMY'S RISK ASSESSMENT TO ENSURE THE HEALTH AND SAFETY OF ALL STAKEHOLDERS.



Futures Fair - October 2022

The futures fair is an event that we run in house here at Shavington Academy. It involves a large number of potential employers coming in to the Academy to set up a stall, and then we allow all students to access these employers face to face to ask questions, gather important information and find out about a range of career opportunities. This is a great opportunity for our students to get information and guidance from employers in The field they are interested in.

YEAR GROUP: ALL YEARS

DURATION: 1 DAY

STAFF: KAP/JOC



YEAR GROUP: YR 10

DURATION: 2 days

STAFF: KAP YR 10 TUTORS



Interview Conference- 30th March 2022

The interview conference is an event when **employers and professionals visit Shavington Academy** to meet face to face with our students. Students will be **interviewed** a number of times over the course of the day and gain valuable experience of interviews. Employers and Academy staff will be able to provide feedback to students so that they fully understand how to improve their techniques when meeting with potential employers. On this day students will be out of uniform as they are expected to dress professionally as if the interview was real.

YEAR GROUP: YR 10

DURATION: 1 DAY

STAFF: ANS/JOC/ YR 10 TUTORS

Safeguarding

Our safeguarding/child protection policy outlines the Shavington Academy's procedure for checking the identity and suitability of visitors. Please see our website for policy details. Education and training providers will be expected to adhere to this policy.

Date:	September 2021
Careers Three Year Strategy Written By:	Mr John Clark – Careers Leader
Careers Line Manager / AHT:	Mr Matt Nicolle
To be reviewed:	June 2022