

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE

CEIAG

At Guru Nanak Sikh Academy



KEY GUIDANCE AND INFORMATION FOR ALL STAFF



Schools Vision Statement:

To provide world class careers education for all our students which enables them to build the motivation, confidence and resilience to stand as first amongst equals and to achieve their potential, develop their talent and fulfil their ambition.

**GNSA Careers
Strategy 2020-
2023**



Careers at GNSA

Our Vision:

To provide world class careers education for all our students which enables them to build the motivation, confidence and resilience to stand as first amongst equals and to achieve their potential, develop their talent and fulfil their ambition.

Our Careers Strategy: Introduction

There has never been a time when careers guidance has been as important for young people as it is today. At GNSA, we have a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist.

With the greater choices of education, training and employment, our aim is to prepare students for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures.

Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (December 2017), our careers plan supports the achievement of the eight Gatsby benchmarks which we are on track to achieve by the end of 2021. Careers Education at GNSA is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum. Our aim is that students understand how what they are being taught will link to their future pathways.

The motto of GNSA is SHARE – Service to others, Humility, Achievement, Respect & Equality. Our Careers programme identifies with all of these words. We want our students to achieve, not only in school but in the future, and we want them to aspire to be the best that they can be. Above all, we want them to enjoy and have fun exploring their Career options.

CAREER GUIDANCE

MAPPED TO THE GATSBY BENCHMARKS



BENCHMARK

1

A STABLE CAREERS PROGRAMME:

- Implement a stable & structured careers programme
- Have a dedicated careers leader
- Evaluate the careers programme with feedback from all stakeholders

BENCHMARK

2

LEARNING FROM CAREER & LABOUR MARKET INFORMATION (LMI):

- Ensure that by the age of 14, students have accessed career and LMI to inform their options supported by the careers leader
- Encourage parents to access this information to support

BENCHMARK

3

ADDRESSING THE NEEDS FOR EACH PUPIL:

- Challenge stereotypes and seek to raise students aspirations
- Keep records of the advice given and provide students with access to this
- Collect destination data on students for 3 years after leaving school

BENCHMARK

4

LINKING CURRICULUM LEARNING TO CAREERS:

- Highlight how your curriculum links to careers
- Teach students the importance of STEM subjects
- Demonstrate how STEM subjects help people in the workplace

BENCHMARK

5

ENCOUNTERS WITH EMPLOYERS & EMPLOYEES:

- Give students at least one meaningful encounter with an employer, every year
- Develop links with local employers

BENCHMARK

6

EXPERIENCES OF WORKPLACES:

- By the age of 16, every student should have had at least one experience of a workplace
- This should help explore their career opportunities

BENCHMARK

7

ENCOUNTERS WITH FURTHER & HIGHER EDUCATION:

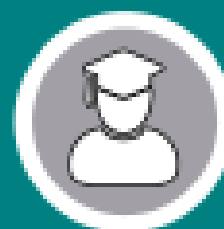
- By the age of 16, students should have encountered the full range of learning opportunities available to them, both academic & vocational

BENCHMARK

8

PERSONAL GUIDANCE:

- Every pupil should have opportunities for guidance interviews with a career adviser
- Tailored to meet the individual's needs



Schools Vision Statement:

To provide world class careers education for all our students which enables them to build the motivation, confidence and resilience to stand as first amongst equals and to achieve their potential, develop their talent and fulfil their ambition.

Vision for Careers Provision Ideas:

- to raise students' aspirations and to broaden their horizons
- to inspire and to empower students to make informed realistic decisions at key transition points in learning and work
- to provide good quality independent and impartial careers advice to students which inspires them and motivates them to fulfil their potential
- to provide advice and guidance which is in the best interests of the student
- to provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
- to develop enterprise and employability skills including skills for self-employment
- to support inclusion, challenge stereotyping and promote equality of opportunity

Vision for Careers Provision Statement:

GNSA is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career progression. GNSA has already established a range of effective careers guidance activities which we hope will guide and support our students to achieve positive destinations such as A-levels, Higher Education, Apprenticeships, Technical Routes or Employment.

This careers strategy sets out our key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our students. The aim is to ensure that students are fully prepared for, and informed effectively about, their next steps and can therefore aspire to achieve their full potential. We want to ensure that our students have both the aptitude and interpersonal skills to effectively communicate and add value within the workplace.

Compass - Current Compass Score:		Compass 2018-2019	Compass 2019-2020	Compass 2020-2021	
	Gatsby 1, A stable careers programme:	58%	88 %	100 %	
	Gatsby 2, Learning from careers-information:	50%	100 %	100 %	
	Gatsby 3, Addressing the needs of each pupil:	57%	90 %	100 %	
	Gatsby 4, Linking curriculum learning to careers:	25%	100 %	100 %	
	Gatsby 5, Encounters with employers and employees:	0%	100 %	100 %	
	Gatsby 6, Experiences of workplaces:	100%	100 %	100 %	
	Gatsby 7, Encounters with Further and Higher Education:	50%	75 %	91 %	
	Gatsby 8, Personal guidance:	100%	100 %	100 %	
Compass - Priority Benchmarks:	GB7, GB4 & GB5.				
Destination Data:	Destinations Destination data saved internally. Vast majority gaining their first or insurance offers for Universities and an increase year on year for students choosing the apprenticeship route. Website link: https://www.gurunanaksikhacademy.co.uk/page/?title=Destinations+of+Leavers&pid=217				
LMI - Local and Regional Context:	Working with LEAN and Hillingdon Careers Cluster for local and regional context resources and information.				
Vulnerable Cohorts/Gaps in outcomes	PP students identified as priorities for CEAIG. ASPIRE group selected in Year 10 as priority.				

Feedback from key stakeholders:

<p>SLT Comments:</p> <p>Highly comprehensive and developmental to support our students and staff with careers strategy moving forward. I will feedback and follow up on my line management of my departments to ensure the strategy is filtered down and implemented across our provision.</p>	<p>Link Governor Comments:</p> <p>Very impressive and thorough. GNSA have provided amazing support for their students and I look forward to working to enhance this support with more STEM events. – Link governor for CEAIG</p>	<p>Enterprise Adviser Comments:</p> <p>It looks great, you have spent a great deal of time on it, and a great job. – LEAN Advisor</p>	<p>Hillingdon Careers Cluster Comments:</p> <p>The priorities identified in the school's three-year Careers Strategy are realistic, yet ambitious. The audit of the CDI's 17 Areas of Learning by Key Stage shows that the school has a comprehensive understanding of Careers Employability & Enterprise Education. The school has already started working towards the Quality In Careers Standard, and looks set to meet in within 12-18 months. Well done. – Careers Consultant</p>
<p>Parent Voice Comments:</p> <p>Fantastic support and advice given to my child. Very well organised by the school - Parent</p>	<p>Student Voice Comments:</p> <p>I really like our guest speakers and learning from their experiences.</p>	<p>Staff Voice Comments:</p> <p>Great overview of our CEAIG provision.</p>	<p>Employer Comments:</p> <p>A very thorough and detailed document throughout. Clear evidence and break down of how GNSA are working on meeting their Gatsby Benchmark using their framework. – DHL</p>

Employer-Endorsement:

This three-year Careers Strategy has been endorsed by: Royal Navy, HM Naval Base Portsmouth, PO1 3LU

"The Royal Navy Recruitment & Attraction Teams have been working with GNSA for a number of years; more recently we have participated in several Careers focussed school assemblies and supported the subsequent virtual careers fair. I have read the GNSA 3 year Careers Strategy which is extremely thorough and accurately provides detailed evidence of how GNSA are working on meeting their Gatsby Benchmark using their framework. I am therefore content to endorse its contents."

- Officer in Charge GLSE Attract Team

Careers at GNSA

Our School's Careers Guidance Provision - Strengths, Weaknesses, Opportunities and Threats

This review was completed in December 2020 in order to see, at that time, what the strengths, weaknesses, opportunities and threats were to the Careers provision at GNSA. This document was then used to identify our Strategic Objectives and then the individual action points to achieve those objectives.

STRENGTHS

- Careers Leader in SLT.
- Member of LEAN and Enterprise Advisor is keen to get involved.
 - Being part of the Hillingdon Careers Cluster.
- Careers provision has been extended to cater for years 7-13.
 - VI Form work experience.
 - Links with employers.
 - Regular CPD for all staff.
- Benchmark 8 – Personal guidance

WEAKNESSES

- Benchmark 5 - Encounters with employers and employees. Making them meaningful.
- Careers fully incorporated into Curriculum rather than just PSHE.
- Benchmark 7 – Encounters with Further & Higher education. University visit for all of Year 12 organised by the school and increased engagement with further education providers.
 - Parental engagement.

OPPORTUNITIES

- Membership of LEAN & Hillingdon Careers Cluster.
- Being able to work with other schools to share good practice.
 - Gaining QICS award.
 - More apprenticeship opportunities available.
 - More links to business and curriculum areas.
- Teachers to celebrate CEIAG in their classrooms.
- Launch a "Careers Week" where each subject area planned and delivered a specific careers lesson based on the skills that they can develop in that particular curriculum area. This can be accompanied by presentations and assemblies.

THREATS

- External influence on correct career pathway for students.
- Finding outside agencies, businesses and services to engage with our provision. In previous careers activities, many businesses have dropped out at the last minute due to either time constraints or funding issues. We need to build up and strengthen our relationship with these businesses and services.
- Time - as with anything, more time would be a luxury to build on the careers programme. We just need to be careful and efficient with the time available for all colleagues involved in the careers programme.

Key priority/action areas from SWOT:

- Promote and increase careers education in the curriculum across all year groups.
- Increase student and parental involvement and confidence in career planning.
- Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Key Strategic Objectives

Promote and increase careers education in the curriculum across all year groups.

Benchmark 7 – 91% to be fully met by end of 2021-2022 academic year.

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Gain QICS award by end of academic year 2021-2022.

Audit of careers programme against CDI Framework.



Strategic Careers Plan - Academic Year: 2020-2021

Objectives <i>"What are the problems you are trying to solve?"</i>	Actions, including CPD <i>"What would solve the problem?"</i>	Responsible <i>"Who is responsible for each action?"</i>	Time <i>"When do you aim to have this completed by?"</i>	Outcomes <i>"What would success look like?"</i>	Progress
Work towards achieving and maintaining the QICS.	Gather and upload evidence to support QICS.	KIC.	Ongoing but achieved by July 2022	QICS achieved.	Registration in December '20.
Embedding careers into the curriculum	CPD for all staff - supporting staff to understand how linking careers to the curriculum makes the subject more relatable and relevant to every day and working life. Work collaboratively with T&L & Curriculum SLT links. Learning walks and subject audits to gauge how careers is being embedded. Student feedback to be correlated in KS3 & KS4.	KIC & JOP.	July 2021	Subject audit completed by all SL. Positive feedback from student voice and learning walks.	CPD planned in Jan/Feb '21.
CPD sessions for all staff to support them in their knowledge of QICS.	CPD for all staff - supporting staff to further understand the Gatsby Benchmarks and QICS award.	KIC	January/February 2021.	Staff aware of benchmarks and resources to aid GB within their subject area. Career champions to be assigned within each department.	CPD planned in Jan/Feb '21.

Every student has at least one meaningful encounter with an employer/further & higher education provider per year during which they learn about employability skills and pathways.	Baseline employability survey – identification of students understanding of employability skills. Develop links with various employers, further and higher education providers so students are enabled to make better informed decisions. Develop business links with local companies who can provide students with up to date LMI and employability skills. Targeted visits to colleges, universities and workplaces depending on individual interests and ability.	KIC & PL	Ongoing process.	Resources created to improve the meaningful aspect of encounters. Alumni contacts regularly used. Further links with companies such as DHL and GSK.	Ongoing.
Audit of careers programme against CDI framework.	Audit of Careers programme. Audit of PSHE and subject curriculum. Develop and source high quality resources for form tutors and Progress Leaders (PSHE sessions and assemblies).	KIC	July 2021.	Completed audit with evaluation leading to next steps.	Ongoing, SL's to look at curriculum areas outside of PSHE.



Strategic Careers Plan - Academic Year: 2021-2022

Objectives <i>"What are the problems you are trying to solve?"</i>	Actions, including CPD <i>"What would solve the problem?"</i>	Responsible <i>"Who is responsible for each action?"</i>	Time <i>"When do you aim to have this completed by?"</i>	Outcomes <i>"What would success look like?"</i>	Progress
Work towards achieving and maintaining the QICS.	Gather and upload evidence to support QICS. Acting on feedback from inspections.	KIC.	Ongoing but achieved by July 2022	QICS achieved.	Registration in December '20.
Evaluation of the Careers Education programme during PSHE.	Learning walks during form time. Student surveys at key transition points. Embedding Unifrog into PSHE programme.	KIC & DIK.	Ongoing during next academic year and finalised by July 2022.	Positive feedback from Learning Walks and student voice feedback.	Initial review of current PSHE programme to start in February '21.
Career pathways are referenced in SoL in each subject area. Careers Champions appointed in each subject area to update their colleagues on Labour Market Information. Each subject area to have a career "What can you do with...." display including the Gatsby Benchmarks. Each subject area to have a dedicated careers week relating to skills	CPD for all staff to build on previous curriculum target. Work collaboratively with SL's & Curriculum SLT link.	KIC, SL & JOP.	July 2022	Careers Champions already in place and reviewed in September 2021/22 (depending on staffing changes) - Schemes of Learning to be updated by September 2021. - Careers Display in place by March 2022. - LMI to be disseminated in departments by September 2022. - Careers weeks to be included in school	Career Champions to be identified in 2021. Resources and training being organised.

that can be learned in that subject.				calendar for 2021-2022 school year.	
Review the awareness of the information and support provided to parents on the website.	Career Strategy to be shared with all stakeholders. Letter to be sent home to parents via school comms in September 2021. School comms message to parents outlining CEIAG pages on website.	KIC	July 2022	Number of hits on the website has increased. Increase in number of parents completing the annual careers survey showing an increase in using the website.	Continuously updated.



Strategic Careers Plan - Academic Year: 2022-2023

Objectives	Actions, including CPD	Responsible	Time	Outcomes	Progress
<i>"What are the problems you are trying to solve?"</i>	<i>"What would solve the problem?"</i>	<i>"Who is responsible for each action?"</i>	<i>"When do you aim to have this completed by?"</i>	<i>"What would success look like?"</i>	
Priorities to be updated after QICS assessment visits for this academic year.					

Careers Programme: Learning Outcomes

Guru Nanak Sikh Academy



Careers, Employability and Enterprise Audit against the CDI Framework

KEY STAGE 3

Developing yourself through careers, employability and enterprise education				
Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Self-awareness (1)	Describe yourself, your strengths and preferences	3	<ul style="list-style-type: none"> Students participate in a Social and Emotional Aspects of learning (SEAL) programme to develop their self and social awareness, manage their feelings and become more effective learners. Students complete a range of self-assessment exercises and record the results in their careers booklet and personal development booklet. 	
Self-determination (2)	Be able to focus on the positive aspects of your wellbeing, progress and achievements	3	<ul style="list-style-type: none"> Students will analyse their life looking at all of the positive things they have done. They will then analyse and look at the ways in which they work best. It will look to set targets and build on their strengths. These activities will be completed with their form tutor. Personality and Interests quiz will be taken on Unifrog. 	
Self-improvement as a learner	Explain how you are benefitting as a learner from careers, employability	3	<ul style="list-style-type: none"> In their small group, students review their experience of being on visits, trips etc. to 	STEM & Enterprise

(3)	and enterprise activities and experiences		different companies or people visiting school. Students will then document their experience and what skills they have found valuable to take forward. Unifrog enables students to record interactions.	workshops organised for all of KS3.
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Learning about careers and the world of work

Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Exploring careers and career development (4)	Describe different explanations of what careers are and how they can be developed	2	<ul style="list-style-type: none"> Assemblies currently being run with people from different career backgrounds highlighting their career journey. Access to Unifrog and videos from employers and universities. DHL employer's video bank for form time. PSHE activities linked with researching career opportunities. 	Visits and visitors will help with this aspect by providing pupils with information about different careers and the paths they need to take. Biennial careers fair.
Investigating work and working life (5)	Give examples of different kinds of work and why people's satisfaction with their working lives can change	2	<ul style="list-style-type: none"> In PSHE, students research different career pathways. In PSHE students find out about the purpose of work clothes / uniforms ('business attire'), 	STEM workshops.

			<p>exploring advantages and disadvantages of wearing a uniform.</p> <ul style="list-style-type: none"> • Students read about work and working life (case studies). • Students use DHL/Unifrog video clips to support a teacher or employer led discussion. 	
Understanding business and industry (6)	Give examples of different business organisational structure	5	<ul style="list-style-type: none"> • Alumni video links used to detail their career journey but also important industry structure. 	Biennial careers fair.
Investigating jobs and labour market information (LMI) (7)	Be aware of what labour market information (LMI) is and how it can be useful to you	5	<ul style="list-style-type: none"> • Students in year 9 will be provided with presentation to discuss subject choices and options linked to the labour market. Every subject leader will present during assemblies. • Students in other key stages will be provided with up to date LMI during careers sessions in personal development time and in assemblies. • Students have access to LMI widget on school website and Unifrog. 	
Valuing equality, diversity and inclusion (8)	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	3	<ul style="list-style-type: none"> • Students gain advice on how to combat stereotyping and discrimination. Activities will be completed regarding this issue during careers sessions in personal development time, with teachers providing guidance and support. • Challenging stereotype assemblies with their progress leaders. 	Female in STEM trip to Brunel University for selected students.
Learning about safe working practices and environments (9)	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	4	<ul style="list-style-type: none"> • Students will complete a series of PSHE lessons that will focus on basic rights, discrimination issues, information sources, work experience, health and safety and bullying in the workplace. 	

Developing your career management and employability skills				
Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Making the most of careers information, advice and guidance (CEIAG) (10)	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	2	<ul style="list-style-type: none"> Students use their careers booklet and Personal development planner to list and research careers influences and supporters. Resources regularly posted on google classroom for CEIAG. 	Employers are invited to deliver career learning activities to get the most out of developing networking skills e.g. DHL Employability skills workshop. Careers advisor available at every Parents Evening.
Preparing for employability (11)	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4,5,6	<ul style="list-style-type: none"> In PSHE students will complete a range of activities that will look at understanding job advertisements and recognising the skills, qualities and qualifications needed for different jobs. Students will be introduced into what a CV is and begin to apply some of their own qualities and attributes to their own CV during form time. Students can use Unifrog to build their own CV and share with staff. 	DHL Employability skills workshop. STEM workshops.
Showing initiative and enterprise (12)	Recognise when you are using qualities and skills that entrepreneurs demonstrate	4,5,6	<ul style="list-style-type: none"> Students maintain a skills log recording their best demonstrations of the qualities and skills needed for employability. These are logged 	Students gain experience of enterprise &

			on unifrog under activities, competencies and interactions.	STEM projects during their workshops.
Developing personal financial capability (13)	Show that you can manage a personal budget and contribute to household and school budgets	3	<ul style="list-style-type: none"> PSHE curriculum – ‘Living in the wider world’ students learn about “making ethical financial decisions”, “Saving, Spending & Budgeting your Money”, “Risks and consequences making financial decisions” & “Evaluating value for money in services” throughout KS3. 	
Identifying choices and opportunities (14)	Know how to identify and systematically explore the options open to you at a decision point	2	<ul style="list-style-type: none"> All subject areas will deliver lessons for one week with a key focus on careers in their subject areas during NCW. Students provided with subject posters giving the facts about the qualifications, skills and jobs that can gain by studying particular subjects. Students in year 9 will be provided with presentation to discuss subject choices and options linked to the labour market. Every subject leader will present during assemblies. 	Unifrog assembly highlighting key research skills used for different pathways. ASK assembly for students in Year 9. Apprenticeship information regularly shared in google classroom.
Planning and deciding (15)	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	3	<ul style="list-style-type: none"> Students engage in target- setting and review activities with their form tutors and subject teachers. 	Groups form small company teams to solve a problem. They have to negotiate their roles in the team and the main features of the campaign

				(Enterprise & STEM projects).
Handling applications and interviews (16)	Know how to prepare and present yourself well when going through a selection process	3	<ul style="list-style-type: none"> Students apply for leadership roles in the school e.g. as School Council representatives, peer mentors, etc. Students will complete a range of activities involving self-promotion to their peers in the class. 	Students apply for trips, projects, challenges, etc.
Managing changes and transitions (17)	Show that you can be positive, flexible and well-prepared at transition points in your life	7	<ul style="list-style-type: none"> Students prepare for their options process in PSHE assemblies. 	Students prepare for their options process by attending the Year 9 options assemblies, options evening and careers councillor available at every Parents Evening.

KEY STAGE 4

Developing yourself through careers, employability and enterprise education				
Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Self-awareness (1)	Recognise how you are changing, what you have to offer and what's important to you	3	<ul style="list-style-type: none"> Students complete Unifrogs interests and personality task and discuss the results with their tutor/mentor. Students describe what they like about how they have changed since Year 7. This will be complete through a range of tasks carried out during PSHE lessons. 	
Self-determination (2)	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	3	<ul style="list-style-type: none"> In PSHE students will analyse their life looking at all of the positive things they have done. They will then analyse and look at the ways in which they work best. It will look to set targets and build on their strengths. These activities will be complete with their tutor. Students set personal and learning targets to build on their strengths in data review meetings with form tutors. 	Study skills session in Year 10 & 11 linked with career pathways.
Self-improvement as a learner (3)	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	3	<ul style="list-style-type: none"> In PSHE students who have been on work shadowing share their experience with their fellow peers. They are to discuss how they benefited from the experience. In PSHE under – 'Living in the Wider World' students will learn about skills for employment and career progression. 	Employability and Enterprise workshops organised in Year 10. STEM workshops.

Learning about careers and the world of work				
Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Exploring careers and career development (4)	Discuss the skills involved in managing your own career	2	<ul style="list-style-type: none"> In PSHE students weigh up the pros and cons of several types of careers, e.g. single-track careers, serial careers, portfolio careers and lifestyle careers. Students will be provided with careers talks through visits to workplaces and during assemblies with visitors to school. 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors. At least one impartial career guidance interview for every student in KS4 with our independent careers advisor.
Investigating work and working life (5)	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	2	<ul style="list-style-type: none"> Students talk to a range of people including: GNSA Alumni, guest speakers, business representatives, etc. about how their jobs are likely to change in the next 5-10 years. Assembly about future careers and information on Unifrog, GNSA website about LMI and about workforce growth and replacement in the next 10 years. In PSHE students analyse stories in the news about the factors that affect the mental health of workers. 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors. At least one impartial career guidance interview for every student in KS4 with our independent careers advisor.

Understanding business and industry (6)	Explain different types of business organisational structures, how they operate and how they measure success	5	<ul style="list-style-type: none"> Students look at the pros and cons of different kinds of business entities, e.g. sole trader, partnerships, company and franchise in the private sector. 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors. Q&A with Alumni guest speakers. Employability and Enterprise workshops organised in Year 10.
Investigating jobs and labour market information (LMI) (7)	Be able to find relevant labour market information (LMI) and know how to use it in your career planning	5	<ul style="list-style-type: none"> Students in year 10 will be provided with a presentation to discuss choices and options linked to the labour market. 	ASK workshop organised for Year 10. Work shadowing programme in Year 10.
Valuing equality, diversity and inclusion (8)	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issue	3	<ul style="list-style-type: none"> Students investigate progress in tackling 'the glass ceiling' in the leading professions, e.g. engineering, architecture, law, medicine, accountancy, etc. IN PSHE students will learn about tackling age and disability discrimination. 	STEM workshops organised promoting females in STEM careers.
Learning about safe working practices and environments (9)	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	4	<ul style="list-style-type: none"> In PSHE students will complete a series of lessons that will focus on the national minimum wage, full and part time workers' rights, discrimination and harassment, information sources, work experience, health 	

			and safety principles and procedures regarding bullying in the workplace.	
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Developing your career management and employability skills				
Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Making the most of careers information, advice and guidance (CEIAG) (10)	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	2	<ul style="list-style-type: none"> Students discuss their options with family, friends, school staff and career specialists and carefully weigh up the advice received. Students examine through case studies what impartiality means when it is applied to careers guidance practice. 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors. At least one impartial career guidance interview for every student in KS4 with our independent careers advisor.
Preparing for employability (11)	Show how you are developing the qualities and skills which will help you to improve your employability	4,5,6	<ul style="list-style-type: none"> In PSHE students will look at a 'good' CV and a 'bad CV, this will then help with the development of their own CV highlighting their key attributes. Students can share their CV with staff through Unifrog. Students in Year 11 will look to build on last year's work developing their CV and analysing the common mistakes made while creating a CV. 	DHL CV & interview workshop for Year 10 students. Employability and Enterprise workshops organised in Year 10.

Showing initiative and enterprise (12)	Show that you can be enterprising in the way you learn, work and manage your career	4,5,6	<ul style="list-style-type: none"> PSHE tasks on planning and carrying out an Enterprise project. 	
Developing personal financial capability (13)	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	3	<ul style="list-style-type: none"> In PSHE students calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed. Students complete modules explaining tax and national insurance matters. ASK assembly organised in KS4. 	Students attend careers fairs to research the implications of choosing one pathway over another.
Identifying choices and opportunities (14)	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal	2	<ul style="list-style-type: none"> All subject areas will deliver lessons for one week with a key focus on careers in their subject areas during NCW. Students are provided with a list of all exhibitors in advance of the careers fair and draw up a list of questions to ask stallholders that they want to meet at a forthcoming careers fair. 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors.
Planning and deciding (15)	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	3	<ul style="list-style-type: none"> Students learn how to weigh up different factors affecting their decisions. Students take part in role plays to practise using the three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive). 	At least one impartial career guidance interview for every student in KS4 with our independent careers advisor.
Handling applications and interviews (16)	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	3	<ul style="list-style-type: none"> Students in KS4 will be provided with help and guidance on their CVs with teachers helping them their SPAG (spelling, punctuation and grammar). 	DHL CV and Interview workshop.

				Employability and Enterprise workshops organised in Year 10.
Managing changes and transitions (17)	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	5,7	<ul style="list-style-type: none"> In PSHE students recall the range of experiences that they and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to their decisions at 16+. 	At least one impartial career guidance interview for every student in KS4 with our independent careers advisor. Careers advisor present during both Parents evenings and results day.

16-19

Developing yourself through careers, employability and enterprise education				
Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Self-awareness (1)	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work	3	<ul style="list-style-type: none"> Personal Statement workshop/assembly. Mental health and wellbeing assemblies delivered by outside agencies and Mr.Sidhu. 	Reflection sheets on past performance in exams, types of learner, time-keeping, mind-set etc. in study skills workshop.
Self-determination (2)	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement	3	<ul style="list-style-type: none"> UCAS research and applications during form time Assembly programme with Mr.Sidhu. 	Reflection sheets on past performance in exams, types of learner, time-keeping, mind-set etc. in study skills workshop. Visits to universities and university fairs. Biannual careers fair will also take place where pupils will be given guidance

				and advice from impartial visitors.
Self-improvement as a learner (3)	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences	3	<ul style="list-style-type: none"> EPQ Qualification 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors.

Learning about careers and the world of work

Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Exploring careers and career development (4)	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development	2	<ul style="list-style-type: none"> Invited professionals discuss opportunities and their experiences in the work place. Apprenticeship organisations invited to Open Evenings and assemblies. Regular discussions with tutors focused on careers and progression. 	Work experience organised for all Year 12's. Higher Education Evening – preparation for going to university including finance.
Investigating work and working life (5)	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction	2	<ul style="list-style-type: none"> Life/work balance activities. Q&A with invited professionals. 	

Understanding business and industry (6)	Explain the main reasons why business organisations change their structures	5		Work experience organised for all Year 12's.
Investigating jobs and labour market information (LMI) (7)	Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	5	<ul style="list-style-type: none"> • Students investigate HE admissions • Students have access to Unifrog and relevant LMI information for apprenticeship and university pathways. 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors. At least one impartial career guidance interview for every student in KS5 with our independent careers advisor. Careers advisor present during both Parents evenings and results day.
Valuing equality, diversity and inclusion (8)	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	3	<ul style="list-style-type: none"> • In form time and assembly programme Employers are invited in to discuss company policies, codes of conduct, bullying in workplace, etc. • Diversity in Society assembly delivered by guest speaker. 	

Learning about safe working practices and environments (9)	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices	4	<ul style="list-style-type: none"> Safeguarding/e-safety awareness assemblies. 	
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Developing your career management and employability skills

Outcome	Element of learning	Gatsby reference	Activities which meet outcomes through careers / PSHE time Tutor time activities which meet the outcomes	Enrichment days which meet the outcomes
Making the most of careers information, advice and guidance (CEIAG) (10)	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services	2	<ul style="list-style-type: none"> Personal Development activities organised throughout KS5. 	At least one impartial career guidance interview for every student in KS5 with our independent careers advisor. Careers advisor present during both Parents evenings and results day. UCAS Preparation / Applications / Visits / Follow up.

Preparing for employability (11)	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	4,5,6	<ul style="list-style-type: none"> Students to research activities related to workplace skills through google classroom links and form time. 	Work experience organised for all Year 12's.
Showing initiative and enterprise (12)	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4,5,6	<ul style="list-style-type: none"> Students volunteer for key school events such as Prime minister and student council etc. Students complete time-keeping/ organisation Activities. Local lectures and events advertised to students via google classroom. 	
Developing personal financial capability (13)	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work	3	<ul style="list-style-type: none"> In PSHE students complete activities relating to managing money/budgets. 	Higher Education Evening – preparation for going to university including finance.
Identifying choices and opportunities (14)	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, 3employment and volunteering options o3pen to you	2	<ul style="list-style-type: none"> Students research professions, university courses and entry requirements. Access to Unifrog Platform - our School's customised careers platform which provides the building blocks for our students to develop their employability skills. 	Biannual careers fair will also take place where pupils will be given guidance and advice from impartial visitors.
Planning and deciding (15)	Know how to make career enhancing plans and decisions including developing the resilience required to sustain them	3	<ul style="list-style-type: none"> A study skills session in how to identify best courses reliably find out entry requirements. 	At least one impartial career guidance interview for every student in KS5 with our

				independent careers advisor. Careers advisor present during both Parents evenings and results day. UCAS Preparation / Applications / Visits / Follow up.
Handling applications and interviews (16)	Know how to prepare for, perform well and learn from participating in selection processes	3	<ul style="list-style-type: none"> PSHE and assembly programme to prepare students for interviews regarding potential work place jobs and/ or university places. 	Year 12 Interview day with the police.
Managing changes and transitions (17)	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	7	<ul style="list-style-type: none"> Personal Development time activities dedicated to research future plans and ensuring back-up plans are in place. 	At least one impartial career guidance interview for every student in KS5 with our independent careers advisor. Careers advisor present during both Parents evenings and results day. UCAS Preparation / Applications / Visits / Follow up.



Careers at GNSA



Compass Results Summary – October 2020

Using the Career and Enterprise Company's COMPASS tool, we are able to see how well our school is working towards achieving the Gatsby Benchmarks and compare our school to other schools nationally. This summary below shows how well we have achieved on each Benchmark, what our current provision and achievements are and our current areas of development. The COMPASS review will be completed again in June 2021 to see any changes since October 2020.

Gatsby Benchmark	Current Provision & Achievements	Areas for Development
1. A stable Careers programme 100%	<ul style="list-style-type: none"> All students in Years 7 to 10 have regular Careers lesson during PSHE time. All resources are mapped to the CDI framework. Students in all Key Stages have access to regular information giving presentations from both internal and external speakers. All Year 11 and Year 13 have at least one 1:1 Careers Guidance interview with a Level 6 Careers Guidance Advisor during the academic year. Year 12 and 13 have regular careers sessions delivered by tutors and external speakers. The whole-school careers programme is written down, approved by board of governors and is published on the school website. The whole-school careers strategy will be evaluated after 3 years, although monitoring and revisions take place every year. There is a comprehensive careers section on the school website which has information for parents, students and employers. 	<ul style="list-style-type: none"> Evaluations of the careers programme by parents and students needs to be developed further exploring other ways of gaining feedback and ensuring that a wide range of parental views are taken into consideration. Involve the link governor more with developing the careers programme.
2. Learning from careers & labour market information 100%	<ul style="list-style-type: none"> Students in Years 7 to 10 have termly sessions in PSHE lessons related to LMI. All students have access to Unifrog our online destinations platform with up to date LMI. LMI careerometer on the school website. LMI updates are shared with students on google classroom and to parents via school communications. Access to Careers Advisor for further information at every Parents' Evening. LMI is displayed in the Careers office and regularly updated. Staff CPD sessions led by Unifrog and Careers Lead. LMI section of school website is updated weekly with latest London LMI bulletins. 	<ul style="list-style-type: none"> Years 12 and 13 students need to have more regular access to LMI. This is currently not used as much in their Careers programme. Involve Alumni more in the careers programme, particularly for KS3.

<p>3. Addressing the needs of each pupil</p> <p>100%</p>	<ul style="list-style-type: none"> Recent staff survey agreed that we are raising the aspirations of all students. Destinations data is analysed each year in order to further develop the Careers Programme. EDT are carrying out at least one 1:1 impartial Careers Guidance interviews for all KS4 & KS5 students. At least three 1:1 impartial Careers Guidance interviews for SEN students by the end of KS4. Career action plans are produced for all students. We are using Compass+ to record key careers interactions throughout the year for all students, including careers events and 1:1 guidance interviews (leading to intended destinations). 	<ul style="list-style-type: none"> Launch Compass+ with all staff in school to enable further tracking of careers education interactions. Share destinations data with staff.
<p>4. Linking curriculum learning to careers</p> <p>100%</p>	<ul style="list-style-type: none"> Careers Week in each subject area across the year. All subject areas will deliver lessons for one week with a key focus on careers in their subject areas during NCW. "What can you do with....?" display for each subject area showing 6 key skills in that subject area and possible career pathways – also showing links to other subjects. All colleagues regularly involved in CPD to highlight the importance of Careers throughout the curriculum. Careers & Aspirations is part of the whole MAT Curriculum Intent and is clearly part of individual subject area intents and schemes of work. Research MOOC's through Unifrog used as a transition from KS4 to KS5. STEM workshops for every Year group in KS3. 	<ul style="list-style-type: none"> Careers Champions have been identified in each subject area. Names are displayed on school website. Curriculum Areas to support with Workplace visits. All subject areas to be linked to a local business and to develop projects into next year.
<p>5. Encounters with employers and employees</p> <p>100%</p>	<ul style="list-style-type: none"> Very successful Careers Fair held on 14th March 2019 where students in Years 8, 9, 10, 11 and Sixth Form were able to speak to employers and employees. Virtual careers fair to be held on the 04th March 2021. Year 10 are completing a work shadowing in July. Visits to employers are starting to be integrated in the curriculum. Involved in the Speakers4Schools programme – recent visits by Lord Michael Grade & Jasmine Dotiwala. Assembly programme featuring employers and employees from a variety of career backgrounds. Newly appointed Enterprise Advisor (LEAN) 	<ul style="list-style-type: none"> Enterprise Advisor to support with contacting businesses, particularly for subject areas.
<p>6. Experiences of workplaces</p> <p>100%</p>	<ul style="list-style-type: none"> All Year 10 students took part in our 'World of Work' programme with Enterprise and Employability workshops and work shadowing. All KS5 students took part in a workplace experience by the end of the year. 	<ul style="list-style-type: none"> All year 12 students to have organised and had a work placement by July 2021 (Majority Virtual). Record additional work experience students are involved in. Curriculum areas to regularly offer workplace visits. Further develop the Alumni association. Record Year 12 and 13 part-time jobs.

<p>7. Encounters with Further & Higher Education</p> <p>91%</p>	<ul style="list-style-type: none"> • All Year 12/13 students have opportunity to visit universities. • Major local universities were present at the Careers Fair in March 2019 and over 50 Universities will be accessible for the virtual Careers Fair in March 2021. • Further Education & Higher Education providers attend Open Evenings and Sixth Form parents' evenings. • Identified students selected for University of Cambridge and University of Oxford trips. • Targeted information for Year 11 on progressing into GNSA Sixth Form and Apprenticeships. • ASK assemblies with KS4. Apprenticeship information regularly shared on google classroom and National Apprenticeship Week to have guest speakers and resources available for all Key Stages. • Introduction to Higher Education is part of the KS3 Personal Development programme, with further exploration in KS4. • All students have access to Unifrog our online destinations platform with up to date Subject and Careers library. 	<ul style="list-style-type: none"> • 100% of Year 12 students to have a meaningful encounter trip to a university organized by the school each year. • Ensure that all Year 12 and Year 13 encounters with higher education are recorded systematically.
<p>8. Personal Guidance</p> <p>100%</p>	<ul style="list-style-type: none"> • EDT Level 6 trained Careers Advisor employed by the school. Additional days purchased so that our Careers Advisor is on site for 2 days each week in the first term and one day for the remaining two terms. • Careers advisor present at every Parents' Evening and Options Evening. • All Year 11 students have at least one 1:1 Careers Guidance interview by end of the year. • Year 13 students have at least one 1:1 Careers Guidance interview by end of the year. • Individual Careers Action plan is created and shared with the student and with form tutors. 	<ul style="list-style-type: none"> • Parents to be informed about when students have an interview, to encourage discussion at home. • Investigate use of group interviews in order to increase volume of Careers Guidance interviews to KS3 students • Offer regular drop-in sessions for students in other year groups, and informing parents of how this system works.



Careers at GNSA

Career Progression Framework

This document details the individual careers education objectives for each year group that are built into our careers programme along with how these objectives will be measured by the end of the academic year.

Year group	Objectives	Measureable Outcomes
7	<ul style="list-style-type: none">• By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.• Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.• Students are introduced to careers resources and informed how to use them.• Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.• Students have optional access to independent and impartial advisers via a referral system.• Students are introduced to LMI.	<ul style="list-style-type: none">• Students can explain what personal qualities and skills they have already and how they can use these skills in their future pathways.• Students can explain what 3 personal qualities and skills they need to develop further for their future pathways.• Students are able to explain how to access information about different career pathways and different jobs. They can explain at least one job and what that job involves.• Students understand how to avoid any stereotypical connotations with different types of jobs.• Students can explain what the top job sector is in the Country and the top sector where there will be demand for employment when they leave school.
8	<ul style="list-style-type: none">• Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.• Students are introduced to the world of work and how it is constantly changing.• Students are introduced to careers software and websites.• Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers.• Students are encouraged to think about what they might like to achieve after school.• Students have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers.• Students begin to think about GCSE options in terms of career pathways and plan their future. Students link curriculum areas to careers to help prepare them for choosing their GCSE options.• Students begin to consider how they can use LMI.	<ul style="list-style-type: none">• Students are able to explain what careers or jobs are available for each subject that they study, and have a particular understanding of Maths, English and STEM careers.• Students are able to explain what the different pathways are at post-14, post-16 and post-18 and use this information to inform their option choices.• Students can explain what the careers options are in their local area and explain how this has changed over recent years with possible forecast into the future in terms of demand of jobs when they enter the world of work.

9	<ul style="list-style-type: none"> • Students are encouraged to reassess personal strengths with a focus on transferable skills. • Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness. • Students are encouraged to challenge stereotypes within the world of work and traditional job roles. • Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students are encouraged to access LMI independently. 	<ul style="list-style-type: none"> • Students understand the personal skills that they need in order to manage independently in the future and make a successful transition from KS3 to KS4, including changing lifestyles, budgeting and economic awareness, staying safe online. • Students are able to name other subjects that are available to them in the future, including post-16 and post-18, which they are not necessarily studying now. • Students are able to identify typical stereotypes in the world of work, including gender and age. • Students are able to clearly explain the different pathways at post-16 and post-18, and understand the difference between apprenticeship and vocational courses.
10	<ul style="list-style-type: none"> • Students explore post 16 pathways. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students complete their Unifrog profile and PSHE programme; learning about career pathways, online appearance, workplace behaviour / expectations, preparing a CV, preparing for interview. • Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals. • Students begin CV and cover letter writing (as part of the PSHE programme). • Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students complete work shadowing. • Students complete employability and enterprise workshops. • Students are encouraged to access LMI independently. 	<ul style="list-style-type: none"> • Students can explain the positive and negative aspects of work shadowing and how they can use the knowledge gained during work shadowing to reflect on their future pathways. • Students understand the personal behaviour skills that are needed in the workplace and to identify what skills they need to improve for when they join the world of work. • Students are aware of the different career pathways and where they can access information about different providers. They know details about at least one business, one further education provider, one higher education provider and one training provider. • Students have a good understanding of the LMI for the local area, so that they know which sectors are the most important in this area, but also how this is changing and therefore what will be the most important sectors in the future.
11	<ul style="list-style-type: none"> • Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships. • Students are encouraged to consider how LMI is relevant to their post 16 options. 	<ul style="list-style-type: none"> • All students have a 1:1 Careers Guidance with a Careers Advisor which leads to an individual Action Plan which is then shared with students and form tutors. • No students are at risk of being NEET into the next academic year. • 100% of students continue into education or work. • At least 50% of students continue into our own Sixth Form.

	<ul style="list-style-type: none"> • All students have at least one 1:1 Careers Guidance with a Careers Advisor which leads to an individual Action Plan which is then shared with form tutors and the student. • No students are at risk of being NEET into the next academic year. • 100% of students continue into education or work. • At least 50% of students continue into our own Sixth Form. • Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development. • Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students are encouraged to think about the kind of behaviour potential employers look for. • Students are encouraged to attend careers talks, fairs, college open days and taster days with employers. • Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter • Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events. 	<ul style="list-style-type: none"> • All students have their own CV which they can use to apply for employment, even if they are not at a stage to apply for employment. • 100% of Year 11 students attend the annual Careers Fair and they all have meaningful conversations with prospective education/training providers or employers.
12 & 13	<ul style="list-style-type: none"> • Students are supported with post 18 choices and encouraged to consider all their options including further study and apprenticeships. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • All students have a one to one guidance interview with a Careers Guidance Advisor (L6 qualified). • Students are encouraged to consider how LMI is relevant to their post 18 options. • Students are encouraged to attend careers talks, fairs, university open days and taster days with employers. • Students are kept up to date with post 18 deadlines, open evenings and appropriate internal and external careers events. • Students complete work experience. • Students are able to learn about important life skills that they will need to develop in order to live independently at university or when moving away from home. 	<ul style="list-style-type: none"> • 100% of Year 12 and 13 students will visit the biannual Careers Fair. • 100% of all Year 12 and 13 students will have completed a 1:1 Personal Guidance interview with the Careers Advisor before the end of Year 13, with an individual action plan created and shared with form tutors and students. • 100% of students will visit a university to attend an Open Day.



Careers at GNSA



Career Activity Overview by year group

Students have access to a number of age-specific activities during the course of the year as part of the careers programme. Each activity listed has been referenced to the Gatsby Benchmarks.

<u>Activity</u>	<u>Benchmarks</u>	<u>CDI</u>	<u>Y7</u>	<u>Y8</u>	<u>Y9</u>	<u>Y10</u>	<u>Y11</u>	<u>Y12</u>	<u>Y13</u>
• Access to independent and impartial careers advice and guidance.	• 8	• 4, 5, 10, 15	✓	✓	✓	✓	✓	✓	✓
• Careers talks, including guest speakers from local businesses, training providers, apprenticeships, FE, HE and charities.	• 2, 5	• 4, 5, 6, 7, 10, 14, 15	✓	✓	✓	✓	✓	✓	✓
• Careers Education programme embedded into the PSHE programme.	• 1, 2, 3	• 1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15, 17	✓	✓	✓	✓	✓	✓	✓
• Life skills programme.	• 1	• 1, 2, 3, 9, 11, 13				✓	✓	✓	
• Careers assemblies, including LMI and visits from outside speakers/employers/providers.	• 1, 2, 5	• 4, 5, 6, 7, 8, 14, 15	✓	✓	✓	✓	✓	✓	✓
• Visits to local universities.	• 7	• 14, 15						✓	✓
• Careers in the Curriculum – Careers Weeks in each subject area and all subjects link careers to lesson plans.	• 4	• 7, 10, 15	✓	✓	✓	✓	✓	✓	✓
• Careers Guidance support available at parents' evenings	• 3, 8	• 10, 14	✓	✓	✓	✓	✓	✓	✓
• Biannual Careers Fair before GCSE Option Choices, post-16 and post-18 decision making.	• 1, 2, 3, 4, 7	• 4, 7, 10, 14, 15		✓			✓	✓	
• STEM careers presentation from local university.	• 4	• 10				✓	✓		
• STEM workshops.	• 4	• 1, 2, 3, 4, 10, 14, 17	✓	✓	✓				
• Work Discovery Week – range of activities, including careers fair, workplace visits, guest speakers.	• 2, 3, 5	• 4, 5, 6, 7, 9, 11, 14, 15	✓	✓	✓	✓	✓	✓	✓

• Work Experience programme – students take part in work shadowing (Y10) and work experience (Y12).	• 6	• 4, 5, 6, 7, 8, 9, 10, 11, 12, 14				✓		✓	
• 1:1 Careers Guidance interviews with level 6 trained Trust Careers Advisor	• 8	• 4, 5, 10, 15				✓	✓	✓	✓
• Opportunity to attend Sixth Form Open Evening to explore future pathways.	• 3, 7	• 4, 10, 14, 17					✓		
• Attending university open days.	• 7	• 4, 10, 14, 17						✓	✓
• Introduction to the UCAS application process presentation for parents and students.	• 3, 7	• 2, 14						✓	✓
• Apprenticeship workshop for students and support with apprenticeship applications.	• 2, 3, 7	• 4, 6, 7, 10, 14, 17					✓	✓	✓
• CV writing skills	• 1, 3	• 1, 2, 3, 11				✓	✓	✓	
• Mock interviews	• 1, 2, 3, 5	• 1, 2, 3, 11						✓	



Internal Stakeholder Role and Responsibilities Summary



Careers and employability at GNSA is a collective responsibility.

Students, staff, parents/carers, governors, employers, alumni, the local authority, partner organisations/individuals and the local community have a collective responsibility to promote effective careers and work-related education.

Job Title:	Responsibilities:
SLT – Future Pathways	Responsible for planning and setting the strategic direction of careers provision across GNSA. Responsible for the strategic overview of PSHE across Years 7 to 11. Responsible for liaising with NECOP to organise activities and events linked to raising aspirations. Responsible for sixth form related careers activities, including university visits.
Careers Adviser across the Trust	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
SLT – VI Form	Responsible for liaising with Careers Leader to ensure that all elements of sixth form careers are successfully covered.
Enterprise Adviser	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
SLT - STEM	Responsible for promoting STEM career pathways in the academy.
Governor Link	Responsible for direct line management of Careers Leader and strategic promotion of careers strategy at Headship level. Responsible for strategic and operational support and challenge of career leader decisions.
Subject Leaders	Responsible for oversight of Careers Champions and curriculum audit.
Careers Champions – English, Maths, ICT, Geography, History, MFL, Science, Creative Technology, Business, Drama & PE.	Responsible for career displays within subject areas, advocate for curriculum related volunteers to be involved in classroom activities and advocate for schemes of learning to be modified to include career-related activities.
Form Tutors	Responsible for the delivery of the careers programme during form time. Year 11 tutors to monitor 1:1 Careers Guidance Action Plans.
Progress Leaders	Responsible for the monitoring of the delivering of the careers programme during assembly time. Identifying students at risk of NEET and giving information to Careers Advisor.
Students	Responsible for engaging with and participating in the careers programme.
Parents/carers	Responsible for engaging with and participating in the careers programme where appropriate. Responsible for actively encouraging their children to engage with and participate in the careers programme.
SENCO	Responsible for liaising with Careers Leader to ensure students with special education needs and disabilities are able to access the careers programme and all careers and employability information, advice and guidance.



Careers at GNSA



Monitoring and Evaluation Process

Most of the activities implemented within the school are delivered through the PSHE curriculum and both one-off and ongoing events / activities designed in collaboration with external agencies, organisations and employers.

With such a structured programme, monitoring and evaluation as a process becomes straightforward and our focus is therefore on ensuring the quality of provision and using evaluative and summative comments to inform future planning and activities.

To evaluate our careers programme we need to set out what we want our end results to be, what we want our students to achieve by the end of their full-time education.

The aims of our programme are simple:

- 1) For our students to know what opportunities are available in the local area
- 2) For our students to aim for the highest level in all employment, apprenticeships and higher education
- 3) For students to know the different career pathways / routes they could follow
- 4) For our students to know what they need to do to follow their chosen career route

Monitoring strategy

To monitor whether the students have been able to access up-to-date, relevant CEIAG material we intend to continue monitoring the quality of delivery through the personal development system. Learning walks, observations and student voice are the main routes by which monitoring this aspect of the programme will be carried out. This allows us to help students track their thoughts, participation and planning about their future. Monitoring of external agencies and their role in providing effective CEIAG is carried out by the Careers Leader and by the staff who accompany such visits and events. Monitoring of Careers Guidance interviews will be conducted both internally and externally and electronic copies of these action plans are provided for students and parents / carers, so they can build on them in the future. This makes them easily accessible and gives a clear structure to base plans on. As a team we select the external agencies and organisations we feel fit with our aims most appropriately. Activities from these providers are encouraged and our external provider agreement is published on our website. To monitor the content of this provision and to ensure we meet our safeguarding responsibilities discussions between all parties involved take place prior to any booking regardless of cost or staffing. As a staff we operate in collaboration with each other to monitor all agencies whilst they are ongoing; external agency staff are accompanied by Academy staff and this allows us to effectively monitor the quality of provision and delivery.

Activity to be monitored	Responsibility for monitoring	Timing	Implementation
Careers Education as part of the PSHE curriculum.	SLT Subject Leader of PSHE. Progress Leaders.	Weekly Once per half term as part of the Learning Walk cycle.	Learning walks. Formal lesson observations. Student voice
Provision of careers activities within the school day (external agencies).	SLT – Future Pathways.	Ongoing throughout the time the external agency is working with the school.	Staff presence with student Groups. Questionnaire by staff and Students.
Participation in careers related activities external to the school.	SLT – Future Pathways.	Ongoing throughout the event.	Staff presence with student Groups. Student voice questionnaires.
Quality of Careers Guidance interviews delivered by EDT.	SLT – Future Pathways.	Every half term - sample of interviews.	Observation of interviews and feedback. Student voice questionnaires.

Evaluation strategy

The most important and valuable approach to evaluation is listening to the views of participants in activities organised both internally and externally to the Academy. As a school, staff invest a great deal of time planning, resourcing and delivering activities to allow students the opportunity to learn from visitors and their planned experiences, and therefore finding out their views on both the quality of content and the organisation of the activity is essential in future planning and moving forward and ensuring the quality of careers provision across the Academy. We use a variety of methods including online google surveys and paper-based feedback questionnaires. Questions include those about the careers content and quality of CEIAG and the suitability and accessibility of the activities for all. The questions also give the opportunity to see whether the content has had an impact on students' future pathway decisions. The evaluations we provide for our students are designed to be as simple as possible to complete, using multiple choice responses where possible to reduce the time taken to complete them. Where an open-ended question is provided, students are required to be honest about their experience and clear about how they think the activity could be improved and whether they would recommend the activity for a future year group or specific student cohort. Asking students to explain their views is essential, particularly because students of different ages have specific needs related to careers and ways of expressing their views that we need to respond to ensure high-quality CEIAG – employer and further / higher education engagement and experiences of the world of work. Most of the organisations we work with provide their own evaluation process whether online or in paper format and we receive feedback from them as appropriate as part of their own monitoring and evaluation processes. This evaluation informs our own plans and decisions regarding future participation.

Activity to be evaluated	Responsibility for evaluation	Timing	Implementation
Careers education as part of the PSHE curriculum.	SLT Subject Leader of PSHE. Progress Leaders.	At the end of each half term (alternating student and staff).	Staff and student voice and questionnaires.
Provision of careers activities within the school day (external agencies).	SLT – Future Pathways. Students who participated. Members of staff who supervised activity.	After the event (normally within the same day) – data collated into summary report.	Student participation and evaluation of the event. Evaluation form. Data / summary report used to inform future planning.
Participation in careers related activities external to the school.	SLT – Future Pathways. Students who participated. Members of staff who supervised activity.	After the activity (normally within the same day) – data collated into summary report.	Student and staff evaluation. Online evaluations – provided by external agency. Data collated into summary report for future planning.
Quality of work experience placements.	SLT – Future Pathways. SLT – VI Form. Students involved.	At the end of work placement period.	Student evaluation with data collated into summary report for future planning.

Once per term during the academic year, after evaluations have been completed, responses analysed, the results will be put into a written update and shared with our Link Governor. Feedback from parents and students will also be analysed. This encourages all stakeholders to contribute their ideas and suggestions for future activities and planning. It also provides the opportunity for all to comment on any aspects of an activity that did not meet our expectations nor meet the needs of the students involved.

The link governor for careers will receive a report each year to update them on the activities we have been involved with and the success of our participation. Through their involvement it is hoped that we will broaden our outlook on local employment, training and apprenticeship opportunities and help communicate our commitment to raising aspiration and achievement across the Academy to the wider community.

Maintaining a cycle of planning, activity, monitoring and evaluation throughout the year is an essential part of the quality of careers provision across the Academy. Embedding the activities and building on the partnerships already established is central to our programme and working with other interested parties will allow us to develop improved links and provide an enriched and enhanced CEIAG timetable to all students from Year 7 to 13.