



Careers and Employability Strategy 2017-18

Careers information, advice and guidance at Sybil Andrews Academy will be:

- 1) Integrated and coherent.
- 2) Personalised and bespoke to meet the needs of all students.
- 3) Inspiring and aspirational.
- 4) Based on best practice nationally.

It will be delivered by:

- one to one and small group interview and IAG sessions with experts.
- PSHE learning
- Assemblies
- Visits
- Guest speakers
- Mentoring
- Work experience placements
- Work and learning leading to high profile school award

Statutory Duty

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13 (Year11).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Reference material:

DFE- Evaluation of the Work Experience Placement Trials Research report October 2013
Careers guidance and inspiration in schools

DFE- Statutory guidance for governing bodies, school leaders and school staff
March 2015

Careers Mark website- self assessment pack applied for.

Gatsby reports



Guidance

- 1) Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. High quality mentoring can be an important part of delivering against the duty as it develops the character and confidence needed to build a successful career.
- 2) Build strong links with employers who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality.
- 3) Offer high quality work experience that properly reflects individuals' studies and strengths, and supports the academic curriculum.
- 4) Widen access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route. This should also include giving other post16 providers opportunities to engage with pupils on school premises.
- 5) Provide face-to-face advice and guidance to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.
- 6) Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- 7) Provide information to students about the financial support that may be available to help them stay in education post-16.
- 8) Work with Jobcentre Plus to develop a smoother pathway between education and work.
- 9) Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Reference material:

DFE- Evaluation of the Work Experience Placement Trials Research report October 2013
Careers guidance and inspiration in schools

DFE- Statutory guidance for governing bodies, school leaders and school staff
March 2015

Careers Mark website- self assessment pack applied for.

Gatsby reports

Careers IAG overview

Employability Pillar (Evidence of Employability skills) - evidence gathered into coaching group held folder. All students complete one Careers module in PSHE each year. Identified students to receive industry mentoring.		7	8	9	10	11
	Aut1	Dragons Den 1	PSHE unit The real game	PSHE unit Careers assembly- all routes Careers small group session on routes to employment.	Small group careers session. Pre Work experience Assign industry mentors.	CV writing 2 NEET interviews-securing next steps.
	Aut2	PSHE unit -Why Work	Meet subject ambassadors Complete options booklet	Dragons Den 2	Motivational speaker 2 (Paul Rainer/ Gov contact) Work Experience	PSHE unit
	Spr1		One to one careers interview 1 Options process	Guest speaker	Work Experience	
Spr2	One to one careers interview 1 Motivational speaker 1 (Ian Miller football)	Industry visit STEM focus	Apprentice activity	PSHE unit Work Experience		

Reference material:

DFE- Evaluation of the Work Experience Placement Trials Research report October 2013
Careers guidance and inspiration in schools

DFE- Statutory guidance for governing bodies, school leaders and school staff
March 2015

Careers Mark website- self assessment pack applied for.

Gatsby reports



	Sum 1	University visits	University visit	Careers Fayre Mock Interviews	Mock Interviews Work experience	
	Sum 2	Girls in STEM industry visit	Evidence QA	CV writing Industry Visit Creative		Completed Employability Pillar-graduation
					Work Experience- spread over the 3 years based on need and aspiration. Up to 10 school days. 1) Not limited to a single 2 week block. 2) Planned to meet the needs and career aspirations of individuals wherever possible.	

Strategic Actions

Action	By Whom	When
Bev Baker (TGS Careers advisor of the year) in for 1 morning per week.	SDo	Done
Assign Governor for support and scrutiny.	Apr/ PR	Next Gov body meeting March 2017
Creation of Careers hub in school- information point in library and on sharepoint	SDo/ KCa/ BBa	Half term Feb 2017
Appoint a careers advisor (part time?)	SDo/APr	TBA

Reference material:

DFE- Evaluation of the Work Experience Placement Trials Research report October 2013
 Careers guidance and inspiration in schools

DFE- Statutory guidance for governing bodies, school leaders and school staff
 March 2015

Careers Mark website- self assessment pack applied for.

Gatsby reports



Contact Gatsby / National Careers Service/ contractor to secure independent careers advice from outside the trust.	SDo	Easter 2017
Create student aspirations and careers IAG database	BBa/SDo	13 March 2017
All Y8 students interviewed for Careers need inc all groups with need ie vulnerable.	BBa+ Careers advisor	13 March 2017
All students in the school to have Careers interview and needs assessed.	BBa + Careers advisor	12 June 2017
Plan Dragons Den and Apprentice experiences		
Build work experience links, risk assess and recruit industry mentors for Y9-10	Careers advisor	Pending appointment
Evaluation of IAG- student and parent perception end of summer term Start Careers Mark accreditation.	SDo/Apr/JMa SDo+BBa	End of summer term

Student Level Impact Plan

Action	By Whom	When
Create Y8 options IAG booklet	SDo	Done
Y8 to complete ahead of options process	Students and LC	By w/c 13 March
All Y8 students interviewed and needs assessed	BBa+ Careers advisor	13 March
Establish coherent careers module in PSHE for each year group following SOW review.	SDo and DPa	Easter (could be much sooner)
Careers assembly to introduce BBa and IAG path	SDo and BBa	Tues 7 th March

Reference material:

DFE- Evaluation of the Work Experience Placement Trials Research report October 2013
Careers guidance and inspiration in schools

DFE- Statutory guidance for governing bodies, school leaders and school staff
March 2015

Careers Mark website- self assessment pack applied for.

Gatsby reports



Create materials for gathering careers evidence	SDo/BBa/DPa/Careers advisor	Summer 2017
Book Ian Miller for motivational assembly 1	SDo	
Curriculum careers link	SDo	Summer 2017

Final notes-

Y8 and 9 to use 'catch up' on full experience over time.

Plotr- online free website resource

Icanbea- for less able

Shall we buy into connect? This could avoid the need for level 3 risk assessment training?

Bev Baker- level 6 careers qualified and member of CDI (career development institute)

Reference material:

DFE- Evaluation of the Work Experience Placement Trials Research report October 2013
Careers guidance and inspiration in schools

DFE- Statutory guidance for governing bodies, school leaders and school staff
March 2015

Careers Mark website- self assessment pack applied for.

Gatsby reports