

City of Peterborough Academy

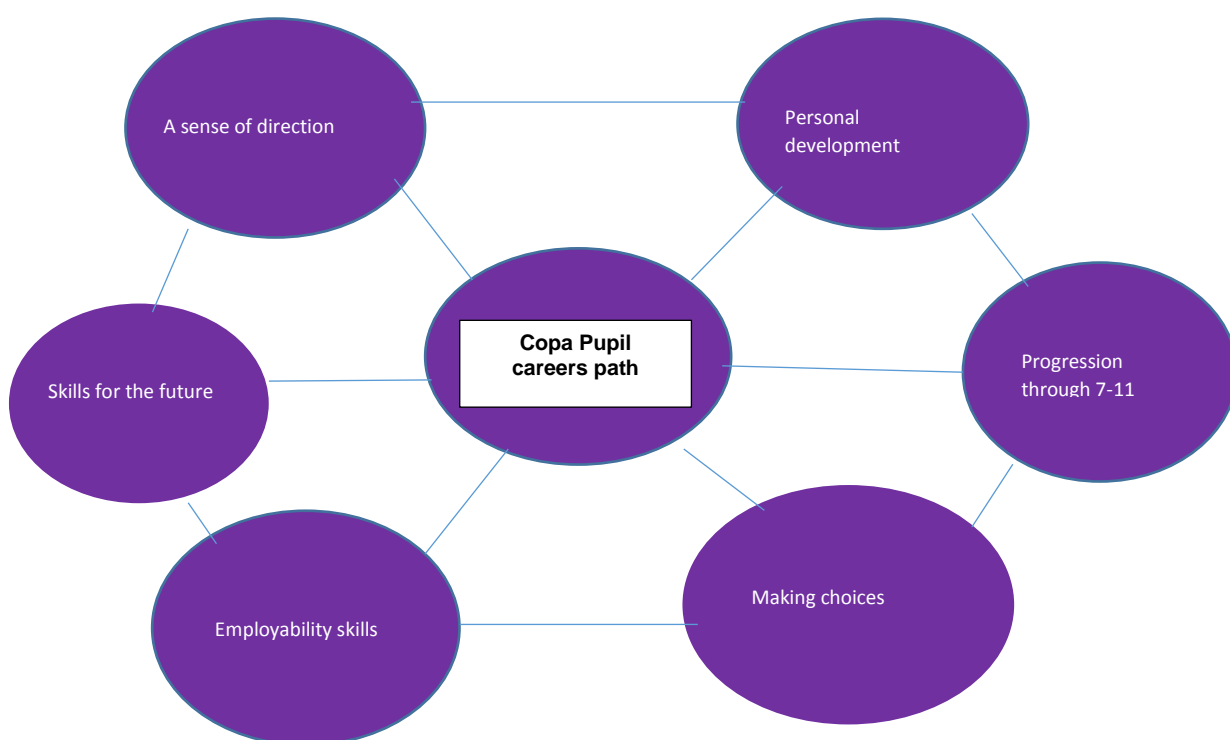
Careers and Employability Strategy 2017-2022

Vision

The City of Peterborough Academy has a clear vision for its Careers and Employability strategy – it is to provide all pupils in the Academy with a strong and stable programme to inspire and develop employability skills a one team one goal attitude. This vision is to include embed and develop pupils resilience, responsibility, integrity, curiosity, confidence and eloquence, to show how these lifeskills and habits can be used in real life study and work situations, we have all had those moments when a pupil says “what’s the point?” – well our vision is to make them believe and see the point.

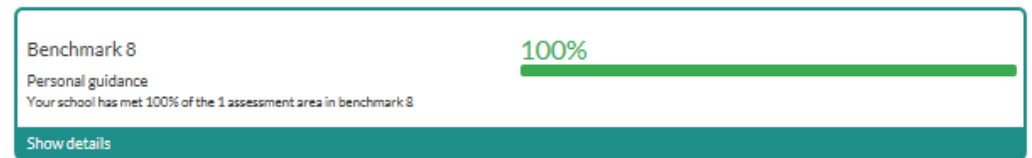
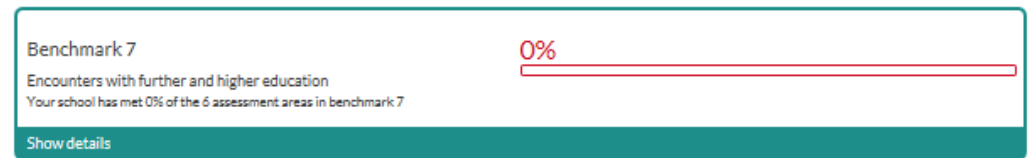
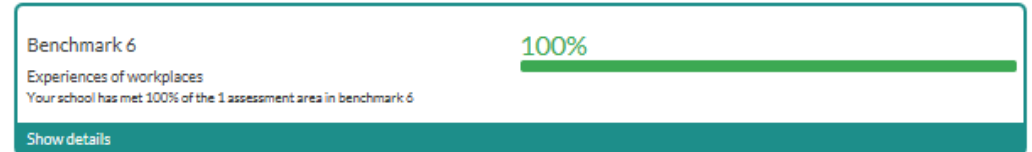
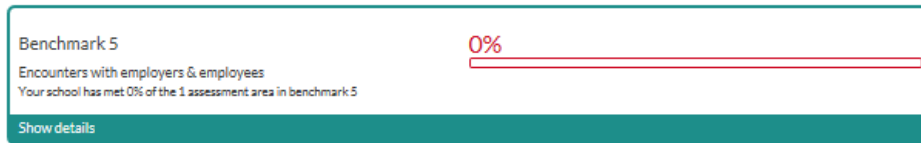
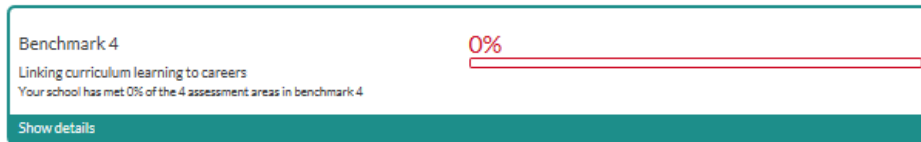
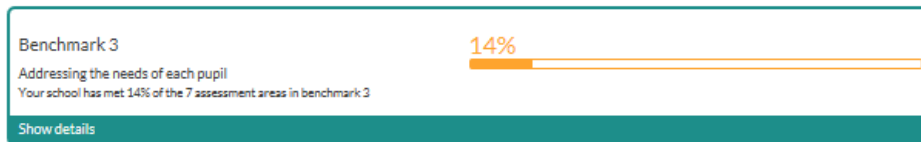
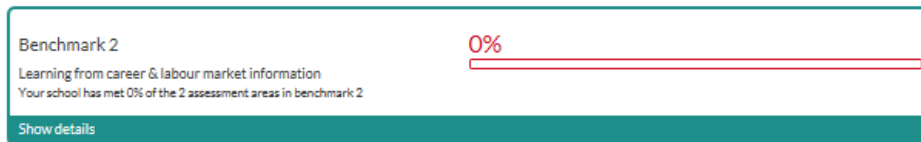
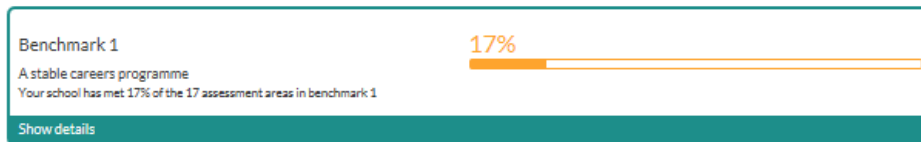
All pupils will have structured activities and interventions to enable them to make progress through their academic life from Year 7 to 11. By using the Gatsby Benchmark for good careers guidance all stakeholders will invest time into the programme to ensure successful outcomes for all.

Each pupil will receive one to one guidance from Year 7 through a structured programme leading up to taking GCSE options through the Work Experience selection and then the final preparation for their GCSE’s, this will ensure that they are fully informed of what pathway they can take based on their aspirations and taking into consideration what level of post 16 course they are able access.



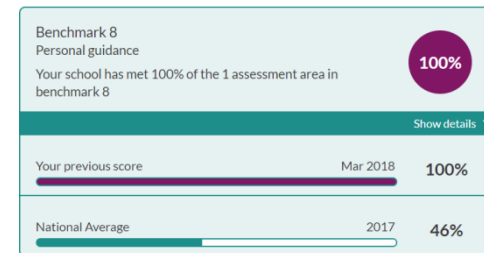
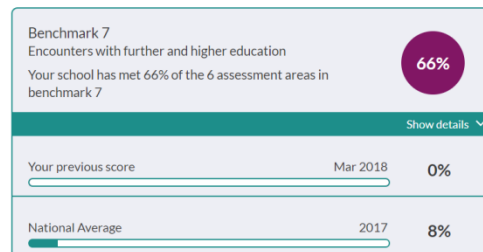
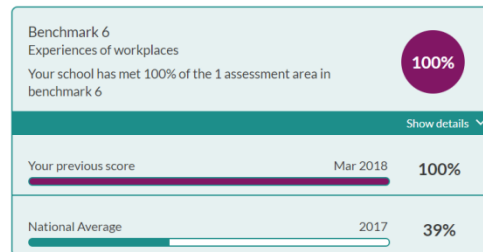
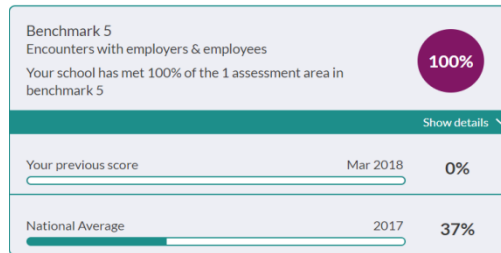
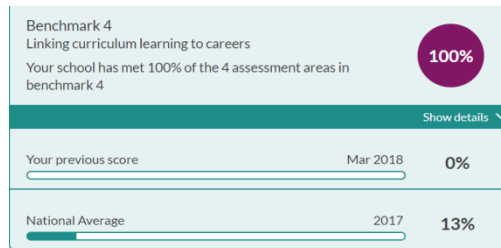
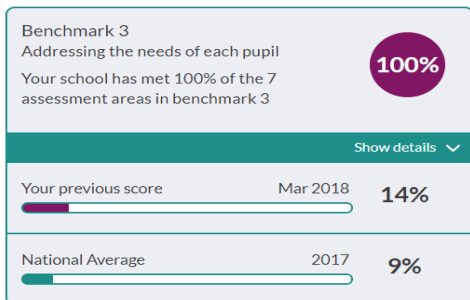
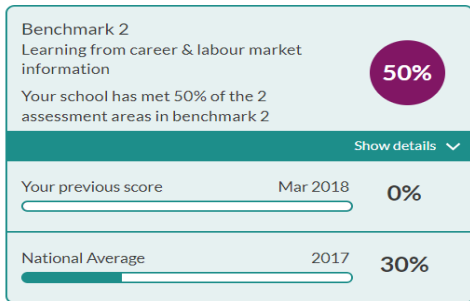
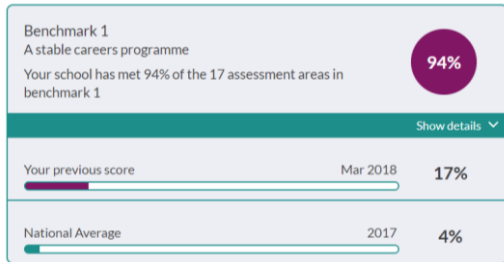
Current State of Careers and Employability Provision

The following analysis of our current provision was carried out in June 2017, and has been used to guide and inform our strategy. This strategy will get us from the current state outlined below, to the vision set out above. This analysis will be reviewed and updated on an annual basis by the Career Leader



Compass result 2

Following a years input from where we started in June 2017 our Compass result 2 shows some incredible improvements but we strive to achieve 100% in every Benchmark.



Strategic Objectives

How we are providing good career guidance		Priorities 1-2 years	Goals 3-5 years
Benchmark			
A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<ul style="list-style-type: none"> - Publish careers programme/entitlement on website - Signposting page for useful careers resources for parents - Contact with Careers and Enterprise Company to recruit enterprise adviser - Include Careers comms in CoPA chat - AAC – contact Barclays - All support staff to have careers target in PDR - Jo Smith named Careers lead, supported by Sophia Convertino as careers, aspiration and resilience lead 	<ul style="list-style-type: none"> - Careers specific bulletin/newspaper for parents, pupils, staff, employers - Academy advisory council has professional, SME and vocational representation - All staff to have a PDR target linked to careers and employability
Learning from career and labour market information	Every pupil, 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.	<ul style="list-style-type: none"> - Install LMI for all widget on website - Initiate contact with GCGP LEP (Stella Cockerill) to maximise opportunities for working together - LMI noticeboard in school - Establish a database of local employers 	-
Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> - Develop a one to one mentoring programme for every student in years 7 -11 - Identify key groups of students including EAL, SEN, disadvantaged and risk of PX and link to key senior member of staff - Organise for all pupils to have a one to one interview with tutor or mentor by October half 	<ul style="list-style-type: none"> - Analyse key issues and indicators for differing levels of pupil need and adapt programme accordingly - Careers and progression is incorporated into pupil needs meetings, readmission meetings, behaviour meetings and becomes normal language for staff and

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		<p>term</p> <ul style="list-style-type: none"> - Establish gold, silver and bronze groups depending on level of need - All pupils to have a careers passport showing progression, recording changes in career aspirations and opportunities accessed in school 	pupils
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	<ul style="list-style-type: none"> - Every child to have a WoW 'World of Work' moment each day - Every teacher to incorporate one World of Work moment per week 	<ul style="list-style-type: none"> - Each department to secure external speakers (1 per year) for assemblies - Literacy scheme of work to include careers language - Each GCSE option subject to include the offer of a visit to a relevant workplace as part of the programme of study - Learning in the classroom is related to the visit and wider world of work
Encounters with employers and employees	Every pupil 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.	<ul style="list-style-type: none"> - Continue with Ducks challenge in Year 7 supported by Barclays - Continue with Crops challenge in Year 8 - Introduce Year 9 STEAM drop down day inviting STEM ambassadors - Year 10 – attend Grow Peterborough careers fair - Year 11 – Organise mock interview day supported by employers – involve staff in this process by using their networks - Continue to offer the DHL Look into Logistics Programme for year 10 and 11 students - Establish contact and build relationships with Sainsbury's, Perkins and Van Hague 	<ul style="list-style-type: none"> - Every year 10 student to attend Grow Peterborough - Encounters with employers and employees to be embedded into schools culture – lessons, assemblies, workplace visits
Experiences of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> - All year 10 students to be supported to complete a work experience placement in the summer term - Extend this offer to year 11 students on a targeted basis i.e. 'gold' students may be offered a regular work experience placement 	<ul style="list-style-type: none"> - Introduce world of work projects at Key Stage 3 - Work with vulnerable students in each year group (gateway students) to work towards a personal development, work related learning programme (Similar to

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		as part of a personalised timetable	Ransom Road Talentino pilot)
Encounters with further and higher education	All pupils 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.	<ul style="list-style-type: none"> - Continue relationship with Cambridge University - Establish links with more local universities – Peterborough, Northampton to take advantage of their outreach programmes - Maintain college relationships and continue to promote courses and opportunities - Work with NCOP team (Eva Rybicki) to identify opportunities for promoting further and higher education to pupils in year 9 and above - Organise apprenticeship information and support sessions through the ASK service 	<ul style="list-style-type: none"> - Aim for destinations of pupils post-16 to include more progression to local apprenticeship opportunities - Develop and alumni programme where previous pupils are invited back to school to inspire younger students
Personal guidance		<ul style="list-style-type: none"> - External careers adviser Liz Duckworth to continue to meet with every year 11 student for an advice and guidance careers interview - 3 people from the support staff team to be trained to a Level 3 in Career Coaching 	<ul style="list-style-type: none"> - One person within CoPA to be trained to a Level 6 in Careers Guidance and Development

Action Plan

<p>September</p>	<p>October</p> <ul style="list-style-type: none"> - Year 11 mock interviews. 	<p>November</p> <ul style="list-style-type: none"> - Year 9; 2 university sessions from Cambridge University outreach. - Assembly on career aspiration; veterinary medicine. - Work experience launch at year 10 parents evening. 	<p>December</p> <ul style="list-style-type: none"> - Off timetable day for careers, including STEM, run by Barhale, and supplemented by sessions from Peterborough Skills Service on apprenticeships. - Students pick their work experience choices. - Year 10 career interviews begin.
<p>January</p> <ul style="list-style-type: none"> - Year 10 interviews continue. - Year 8 options interviews begin. - Year 10 trip to Loughborough University. - Year 8 options assemblies. 	<p>February</p> <ul style="list-style-type: none"> - Year 8's make options choices. - 3 week year 8 tutorial programme on careers, mostly definitions and clarifications, including looking at differences between skills and qualifications and applying these to jobs. - Year 8 options evening. - Inspirational speaker for all years (former youth MP). 	<p>March</p> <ul style="list-style-type: none"> - Second round of year 8 interviews, in order to pick up those who were absent in the first. - Year 9 students will complete 3 weeks of tutorial programmes on employability and what employers look for. - National careers week assemblies. 	<p>April</p> <ul style="list-style-type: none"> - Pre-work experience assembly, including a local employer in order to go through expectations. -
<p>May</p> <ul style="list-style-type: none"> - 12th-22nd Year 10 work experience. Visits to employers take place, with help of tutors. - Post-work experience exercises are done in tutor time. - CV writing workshop. 	<p>June</p> <ul style="list-style-type: none"> - Exams and end of year testing. 	<p>July</p> <ul style="list-style-type: none"> - Year 10 trip to Peterborough 'Mission impossible' Careers fair. 	<p>August</p> <ul style="list-style-type: none"> - GCSE results day.

Stakeholder Engagement

List of stakeholders, year groups they work with

External

Peterborough Skills service

Cambridge University

Barhale

Barclays Bank

Van Hague

Sainsburys

Industry Champion Stephen Brown

Futures advisor Liz Duckworth- individual careers interviews for students.

Internal

- Mrs Alex Emmerson Principal
- Mrs Jo Smith SAFE Lead
- Miss Sofia Convertino (Tic Aspiration)
- Teaching staff including a Careers champion in each Department
- Head Of Years Mrs A Brown Mr R Paul Mr F Vaughan Mr J Ferrara Miss E Beal
- SENCO Miss Aly Roxburgh
- Tutors Year 7-11
- Academy Council Mr Davy Flemming

See attached organisation chart for more detail of the careers mentoring programme.

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Mrs Alex Emmerson Principal	Gifted and Talented students with University ambition
Mrs Jo Smith (Careers Lead)	Student who are at risk of NEET
Mr Ben Pearce	Targeted Year 11s through RAB
Mr Dean Baines	Pupils at risk of Permanent exclusion
Mr Henry Saunston	Key stage 4 hard to reach pupils
Mrs Rachel Spencer	Disadvantage pupils
Mrs Madeline Budner	Pupils with a particular interest in STEM
Mrs Sophie Ellwood-Jeal	Key stage 3 hard to reach pupils
Miss Sophia Convertino	Co-ordinate external provider Liz Duckworth
<u>Miss Aly Roxburgh SENCO</u>	Students with additional needs and EHCP's
<u>Head of Departments</u>	Pupils who show a particular keen interest in that HOD's subject
Teaching staff	Promotion of soft skills for employability as part of world of work moments in lessons.
Head of Years	Pupils with behaviour issues
Deputy Head of Years	Pupils with safeguarding concerns
Learning Mentor/Learning Assistants	All students on a K code
Finance/Catering/Site staff	Targeted pupils who wish to learn more about these three integral parts of an Academy

Annual calendar at City of Peterborough Academy

- Ongoing guidance interviews as per referral system and self-referral
- Liz Duckworth (independent careers advisor) in weekly on Mondays
- External speakers throughout the year, including veterinary medicine, the armed forces, fashion, engineering, construction etc.
- Peterborough Skills Service will be in to complete the 'Ducks' entrepreneurial activity with year 7.
Peterborough Skills service Careers fair for whole year 10 cohort.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Inspirational talks	x	x	x	x		N/A	N/A
Subject-specific support eg. STEM			x	x			
CV workshops			x	x			
Mock interviews				x	x		
Mentoring	x	x	x	x	x		
Careers education lessons (Tutorial)	x	x	x	x			
Employability workshops			x	x			
Enterprise activities	x			x			
Careers fairs				x			
Workplace visits				x			
Work experience				x			
Work shadowing				x			
Other, please specify							

Monitoring and Evaluation

Whilst we have clear vision of our IAG offer and its delivery we are now developing the monitoring and evaluation of the programme's success. Currently we ask for feedback from all external providers/stakeholders and get verbal feedback from students who participate, however the need now to evaluate and see which parts of the offer are more successful so as to develop further is required. All Work experience places are evaluated in particular this is to secure those placements where students experience has been outstanding to "sell" those experiences again to the next cohort. Equally those less successful placements are scrutinised to see where the overall enjoyment could be improved upon. Parent feedback currently is not something that is requested but for April 2019 this has been calculated into the feedback process for future placements.

To ensure the quality and quantity of the Careers guidance delivery meets the need of CoPA's pupils a structured evaluation with smart targets to show success has been implemented, this includes each pupil having a 1:1 mentor who guides them through each process and measure their understanding of their future aspirations along with how successful each experience is. To enable the Academy to measure the quality of the provision and the outcomes it is vital that all stakeholders evaluate each stage of the plan. This includes pupil, parent and staff voice along with guidance providers to ensure any improvements can be made and short falls highlighted, this will enable strategic planning to secure a best fit for all across the cohorts. It is vitally important that the feedback takes into account the local area and community and the challenges this poses for us to enhance the life long chances of pupils whose aspirations can be low.

We will continue to develop and utilise the information we obtain about LMI. The Careers lead will research regularly for changes which will impact on those career opportunities for our pupils. The tools currently used and to be developed are Nomis, The skills service and Welcome Peterborough. We will challenge this through our strategy by producing data on a half termly basis which will be showcased to all students in the Careers Library.

Thorough monitoring will take place through half termly meetings with Heads of Department to ensure that world of work moments are a regular occurrence through the whole curriculum and all teachers make reference to work related skills in lessons on a weekly basis, each department will nominate a careers champion whose responsibility will be to ensure delivery world of work moments but also to look for opportunities to further the message on notice boards and through extra curriculum activities. The literacy co-ordinator will look to embed work related literacy skills as a priority for pupils to understand that this skill particularly in the job seeking market carries great importance. A whole new pastoral programme is being written and this has a weekly careers spot from Year 7-11. This will include looking at skills for the future such as teamwork, resilience, communication skills and planning. Monitoring will be again done through student and parent voice along with the pastoral team meetings. The time allocation for the careers information will be 1 hour a week in tutorial plus drop down days and educational visits like the Peterborough Careers fair.

Equality, Diversity and Inclusion

City of Peterborough Academy is committed to promoting a positive and diverse culture in which all young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation, this is none so prevalent to that of careers guidance where it is the Academies responsibility to ensure that all pupils understand that whatever their background they all have the same opportunities.

All EDI legislations that City of Peterborough follow:

priorities for school based on its context are highlighted in green

Disability Discrimination Act 1995: Protects the rights of all those with disabilities. It also places a duty on schools (and other organisations) to eliminate barriers to ensure that individuals can gain equal access to services.

Disability Discrimination Act 2005: Places a duty for schools to produce a Disability Equality Scheme (DES) and an Access Plan. Schools must encourage participation in all aspects of school life and eliminate harassment and unlawful discrimination

Special Educational Needs and Disability Act 2001: Makes it unlawful for educational providers to discriminate against pupils with a special educational need or a disability

Race Relations (Amendment) Act 2000: Outlines the duty of organisations to promote good relationships between people from different races.

Human Rights Act 1998: Sets out rights of all individuals and allows them to take action against authorities when their rights have been affected

Children Act 1989: Sets out the duty of local authorities (including schools) to provide services according to the needs of children and to ensure their safety and welfare

Children Act 2004: Sets out the duty to provide effective and accessible services for all children and underpins the five Every Child Matters outcomes

Education Act 1996: Sets out the school's responsibilities towards children with special educational needs. The Act also requires schools to provide additional resources, equipment and / or additional support to meet their needs

Equality Act 2010: Sets out the legal responsibilities of public bodies, including schools, to provide equality of opportunity for all citizens. This brings together nine equality laws

We recognise our obligations under all Acts and are committed to promoting the equality and diversity of all those we educate throughout the yearly careers programme, during this we will celebrate diversity and challenge stereotyping to ensure pupils understand that their futures are not stunted by historical practices. As an Academy who recently was awarded the inclusion mark we take pride in being fully inclusive in particular those students with SEN provision whose careers input will put their additional needs as a priority when guiding them towards their future aspirations. Likewise those students who are disadvantaged will be given additional support through time and funding in which to explore career paths. During Year 9 a full investigation into those students at risk of NEET will receive additional coaching for the remainder of KS4 to ensure they avoid the NEET statistic and can flourish into post 16 without restraint. Pupils where English is a second language will have targeted lessons with our EAL specialist. For those students who show a particular gift or talent in any area will be given the opportunity to explore specific career paths by introducing external stakeholders to mentor those who show strengths in certain industries.

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Sustainability:

We need to heighten our awareness of changes in each business sector and ensure we keep students updated with possible changes, to sustain the Careers development it is vital that our learners are kept informed of the changes in all market places.

Careers websites for use on website or as tutorial activities

seful careers websites

<http://careersegg.com/#0>

<http://icould.com/>

<http://www.cegnet.co.uk/>

<https://www.barclayslifeskills.com/>

Careers in science, technology, engineering and mathematics

<http://www.stemteameast.org.uk/>

Resources for careers library:

<http://www.prospectseducationresources.co.uk/#>

<https://nationalcareersservice.direct.gov.uk/advice/planning/jobfamily/Pages/default.aspx>

Whole-School Approach

The City of Peterborough Careers lead along with the SLT have a whole school approach and initiative on why Careers is vital for all learners. A one team one goal attitude is to ensure that in everyday lessons throughout the week pupils get exposed to how their learning links to their future. By having a focus on cross curricular links to everyday working life and an emphasis on the importance and relevance to exposing pupils to the “real world” we believe our pupils will increase their chances of long term success. We have all heard a pupil say “what’s the point” well it is our drive to make all lessons link so there is every point.

Teachers will be directed to use world of work language in the delivery of their lessons along with examples of where skills learnt would be used in employment, Tutors will deliver a Work related learning programme in tutorial which will encourage entrepreneurship, teamwork and communication and mentor their pupils throughout the Childs whole school career ensuring continuity. The Academies leadership will mentor those more hard to reach pupils to give the pupil a real sense of worth along with support in delivering assemblies, SLT will also ensure their a no budgetary constraints to leave pupils missing out on opportunities.

COPA – Staff ethos:

Students research a range of occupations, and learn how to use action planning, they also have the opportunity to explore post-16 options. SLT, Teachers and support are an important source of social capital and to achieve the vision it is important that they are engaged, supporting and champion the careers strategy and mentality at City of Peterborough Academy.

At the Academy we ensure that all staff members understand the taxonomy of their roles and that not only are they there to teach, manage or support but also be a ‘career informant’.

The taxonomy of staff roles:

Subject teaching: Ensuring lesson objectives are communicated to students in a way that they understand how it will support them in deciding their post progressions routes, starting courses of working in day to day life.

Pastoral: Ensuring that teachers utilise the pastoral aspect of the role as they build relationships with the students on a day to day basis.

Mentoring:

There is a strong feeling amongst SLT and staff at Copa that we all share a joint responsibility for the Careers guidance and support offered to every pupil. So much so that we have all committed additional time to mentor students fro year 7-11. The majority of the mentoring will be delivered through the PHSE tutorial programme but all staff will give independent support to students who fall into different categories from behaviour to vulnerable to gifted. (See chart outlining plan)

COPA Guidance Meeting

Student name: **Student X**

Form: 9SCU

Date and time of appointment: **11:25, 8/2/17**

I am meeting with all Year 9 students to help you make decisions about your options Post-16, post 18 and any potential career choice.

- | | | |
|---|-----|----|
| 1. Have you given thought to your future career? | Yes | No |
| 2. Do you have any specific jobs in mind? | Yes | No |
| 3. If 'yes' please give details: Nurse
In the future I would like to work as a: | | |
| 4. Please list the reasons why you want to do this/these jobs: Enjoys looking after people and it'd be fun. | | |
| 5. Explain what routes or pathways you would like to take in order to get into these jobs: Sixth form and university. Then medical school. | | |
| 6. Do you want to go to university? | Yes | No |
| 7. Did either of your Parents / carers go to university? | Yes | No |
| 8. I have spoken to my Parents / carers about my future | Yes | No |
| 9. I have discussed my Post-16 options with my Parents / carers | Yes | No |

10. What GCSEs / BTECs are you planning to study:
Triple science, PE, Health and social



11. What do you plan to do at the end of Year 11 (please give details of all you intend to apply to):
- 6th Form. Subjects:
 - Further Education College: Name of College
Course and level:
 - Apprenticeship: Where? What type of job?
 - Job with training:

Head teacher
signature,
governance, &
review date

Appendices