



Careers Strategy – Mossbourne Community Academy



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Acronyms

CEIAG = Careers Education, Information, Advice and Guidance

CL = Careers Lead

HECM = Higher Education and Careers Manager

LEA = Local Enterprise Advisor

LMI = Labour Market Information

SEND – Special Educational Needs and Disabilities

STEAM = Science, Technology, Engineering, Arts and Maths



Careers Strategy

Purpose and Aims

CEIAG (Careers Education, Information, Advice and Guidance) plays a crucial role in our school, and even more so now, because of the current economic climate and challenges facing our pupils. It makes an important contribution to the education of all students enabling them to make an effective transition from school to adulthood and employment. Mossbourne Community Academy recognises the importance that CEIAG plays in an individual's education and will therefore provide a range of opportunities for students to learn about the world of work, career pathways, and develop their employability skills. As an Academy we strive to ensure that the decisions our pupils make about their futures are well thought through and informed by CEIAG and, therefore, can increase participation in learning and, in turn, raise attainment and support further progression.

Qualifications such as GCSE and A level are changing, opportunities in higher education now extend beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions; they need good quality careers education, information, advice and guidance.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent and impartial information, advice and guidance regarding all options both within the school and after leaving the school, to best highlight all career pathways available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them for life after school whichever path they choose. Staff within the academy understand the importance of CEIAG and we are committed to ensuring that learning within the classroom links to the world of work and that all staff are equipped with the tools needed to help inform students about their futures.

This strategy, is underpinned by the 2018 Statutory Guidance "Careers guidance and access for education and training providers" and eight Gatsby Benchmarks on good career guidance. It has been compiled with support from Teach First and sets out our vision for enhancing the current careers guidance activities and participation opportunities already available to our students.

Mossbourne Community Academy 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 strategy sets out our whole school approach to delivering careers guidance to every student in year 7 through to year 13.

We are proud of the existing links that we hold with employers both on a local and national level. Due to the position of our Academies, we have fantastic links with organisations such as Morgan Stanley, Schrodgers, Norton Rose Fulbright and Roger, Stirk + Harbours. We do however recognise the importance of showcasing a wide variety of careers and this strategy highlights our areas for development to ensure that every learner's needs are catered for.

R. Warner

Principal

Mossbourne Community Academy





This strategy has four main sections:

- 1) Vision
- 2) Current State of Provision
- 3) Programme and Action Planning
- 4) Monitoring and Evaluation

Vision for Mossbourne Federation

Every young person at Mossbourne can effectively manage their own career journeys to respond to an ever-changing job market, they are ambitious, driven individuals who are well prepared and excited to pursue pathways that are suited to their talents, interests and motivations.

Strategic Objectives

- 1) Ensure every pupil can record, track and manage their own career journey to make informed choices about their future
- 2) Enhance the range of external employers who engage with Mossbourne Community Academy's careers programme to ensure every student has a meaningful encounter with an employer each year and understand the up to date LMI in a variety of roles.
- 3) Link subjects to the world of work so students understand the value of their studies and know how it will help them in their future careers

What are the Gatsby Benchmarks?

They are a framework of eight guidelines that define the best careers provision in schools and colleges. Our Careers Strategy is being built around them and we will continue to look to them as we evaluate, develop and improve our careers provision in a bid to meet each of them fully and score 100% against each one.



Current State of Provision

This strategy has been developed as a result of undertaking an analysis of the academy’s current provision using the Careers and Enterprise Company’s online Compass Tool; the results of which can be found in Appendix1.

Areas of strength

The school has the backing of the Senior Leadership Team, who recognise the importance CEIAG plays in a student’s life. As a result, we have a dedicated team consisting of a Higher Education and Careers Manager who oversees the strategic development of the careers programme and is responsible for monitoring and evaluating the effectiveness of the provision. Mossbourne Community Academy also has a full-time Careers Advisor who delivers the strategic elements of the careers programme and offers 1-2-1 guidance. We also buy in additional support from Prospects who ensures that students have access to independent and impartial advice and guidance. They also support with the collation of our destinations data.

As evidenced in the COMPASS analysis, every pupil from Year 7 – Year 13 has an encounter with an employer totalling in a minimum of 7 employer encounters.

Typically, the Academy has maintained low NEET figures and the table below shows the destinations for the academic year 2018.

Destination	2018%
Continued in Education	96.5
Entered Employment/Apprenticeship	<5
Entered Training (non-employed status)	0.5
Entered voluntary/part time activities	0
Total of students meeting the RPA	99.2
NEET – Available for work	0.8
NEET – Not available for work	0
Unknowns	0

Areas for Development

- Addressing the needs of each pupil
We have identified that there needs to be a whole school tracking system which helps to record all of the personal development and careers education activities a student takes part in. This will then help inform which students are offered targeted activities and will allow students to reflect on their personal development over time.
- Linking curriculum to careers
References to career routes and progression pathways are made in a few subjects but the provision is not consistent across the school. This has been prioritised as a strategic objective for the development of careers provision.



- In addition, as many of our students come from Mossbourne Parkside Academy, we also recognise the need to ensure that careers education starts in the Primary phase and will be developing a plan to address this need.

The table below outlines how we are currently meeting the Gatsby Benchmarks, with our current Compass report result shown as a percentage. These helped identify the key areas for development and strategic objectives for the strategy.

Gatsby Benchmark	Current Provision	Areas for Development
1. A stable careers programme 82%	<ul style="list-style-type: none"> Careers Programme is published on our website Parents are sent a yearly letter informing them of the careers provision Pupil/ teacher and employer feedback is gathered after each event and used to improve the provision Parent feedback gathered at Parents Evenings 	<ul style="list-style-type: none"> Source a careers link governor Improve information available on school's website Ensure all staff are trained and understand the school's career programme
2. Learning from careers & labour market information 40%	<ul style="list-style-type: none"> Assemblies on LMI Career of the Week with up to date LMI Careers week session for Year 9 on how to use and access LMI with follow up tasks issued Careers noticeboard with up to date LMI available 	<ul style="list-style-type: none"> Ensure events and parents' evenings explain and promote the full range of opportunities in an impartial way, including emerging Technical Levels.
3. Addressing the needs of each pupil 63%	<ul style="list-style-type: none"> GROFAR - helps identify pupils that need additional support Women in STEAM events and Women in Finance workshops Literature on LGBTQ+ Careers available in the careers library Advice from CEIAG interviews is written up and sorted centrally with action plans issued to students Additional support for SEND students via CareersClub sessions Bespoke support offered by governors available to students needing additional guidance Destination information used to inform careers events 	<ul style="list-style-type: none"> Work with the school to embed equality and diversity into your programme of support through use of positive role models and other approaches. Whole school tracking system to help personalise the guidance, trips and events <p style="text-align: center;">STRATEGIC OBJECTIVE 1</p>
4. Linking curriculum learning to careers 50%	<ul style="list-style-type: none"> STEAM panel for Year 8 Subject posters within every learning area Product Design – visiting alumni to share experience of world of work Business and Economics – industry talk from The Bank of England 	<ul style="list-style-type: none"> Key area for development as one of the objectives in this strategy. <p style="text-align: center;">STRATEGIC OBJECTIVE 3</p>
5. Encounters with employers and employees 100%	<ul style="list-style-type: none"> Y7 – Employer personal development workshop Y8 – STEAM panel Y9 – Visiting speaker Y10 – Employer Carousel Y12 – Weekly speaker 	<ul style="list-style-type: none"> Maintain relationships with employers and build on their current levels of engagement Introduce Year 11 Speaker Slot <p style="text-align: center;">STRATEGIC OBJECTIVE 2</p>
6. Experiences of workplaces 100%	<ul style="list-style-type: none"> Y9 – all students undertake a workplace visit Y12 – 2 weeks of work experience 	<ul style="list-style-type: none"> Improved communication with employers as part of the Alumni & Supporters network.
7. Encounters with Further & Higher Education 91%	<ul style="list-style-type: none"> HE presentations to whole cohort in Y9 & Y11. Targeted programmes with INTO University Including visits to campus, workshops run in school, residential visits and projects. FE presentations and progression fair in Y10 Post 16 Options Fair in Y11 Y11 experience of sixth form afternoon Year 11 – 'meet a sixth form student' lunch 	<ul style="list-style-type: none"> Improvements to the tracking process will ensure that students are matched to the most suitable activities and that opportunities are spread as widely as possible across the students. <p style="text-align: center;">STRATEGIC OBJECTIVE 1</p>
8. Personal Guidance	<ul style="list-style-type: none"> Prospects deliver impartial 1-1 careers interview and small group works which ensure all students have at least 2 	<ul style="list-style-type: none"> Parents to be informed about when students have an interview or group



100%	encounters with a careers adviser, at least one of which will be an individual interview. <ul style="list-style-type: none">• In school Level 4 Careers Advisor as additional layer of support• Drop in careers advice clinics offered to all students	session, to encourage discussion at home.
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Action Planning

Long-Term Strategic Objective One:

Ensure every pupil can record, manage and track their own career journey to help them make informed decisions about their future.

Why our school believes this objective is important:

It is important that students reflect on their personal experiences, trips and events to help develop their own careers management skills. With an ever-changing careers' landscape, students having the opportunity to reflect on their strengths, weaknesses, likes and dislikes will help to them to make informed decisions about their future at key transition points. A rigorous system of monitoring our careers programme will in turn help us address the needs of each pupils and help evaluate the effectiveness of our provision.

Link to Benchmarks: 1, 2 and 8

What will success look like (Targets)? What do we need to achieve?		What actions we will take as a school to achieve these targets?
Year One 2019-2020	<ul style="list-style-type: none"> Purchase of GROFAR software approved by SLT All staff know the importance of students developing career management skills and can help advise students about their futures Students in Year 10, Year 7 and Year 8 will be enrolled onto the system 	<ul style="list-style-type: none"> HE and Careers manager to research different tracking tools Selected software purchased - GROFAR Training to Careers Team (CL and HECM) and Head of Lower School (TA), Pastoral Lead (KD) and VP for Curriculum (JCS). Meeting to establish implementation plan (HECM + JCS + KD) Training embedded on PHSCE day Exams lead to build in time for Year 7 and Year 8 to sign up to GROFAR by end of academic year Year 10 PHSCE day to have time built in to allow students to sign up and start using GROFAR
Year Two 2020-2021	<ul style="list-style-type: none"> GROFAR importance embedded within trips training Curriculum time allocated to updating GROFAR profiles Careers lead to target trips and events to particular students 	<ul style="list-style-type: none"> Year 7 Induction - HECM to liaise with HOY 7 to build GROFAR time into induction programme Trips training – to include GROFAR tracking and monitoring information – what teachers need to do Careers Champions – termly meeting with CL to ensure that accurate records are kept of activities within departments Every year group to be given 1 Prep period per term to update GROFAR profiles Year 10s enrolled on to GROFAR during PHSCE day
Year Three 2021-2022	<ul style="list-style-type: none"> All students are independently accessing and updating their student profiles 	<ul style="list-style-type: none"> Students are enrolled onto GROFAR as part of an embedded careers programme



	<ul style="list-style-type: none">• GROFAR is embedded within the school's curriculum• Data used from GROFAR helps to inform all careers activities and interventions	<ul style="list-style-type: none">• Refresher information delivered in tutor time and assemblies• All staff receive training on GROFAR and this is embedded within the school's training calendar• Data from GROFAR is being used by the Careers Lead to inform all activities
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Long-Term Strategic Objective Two:

Enhance the range of external employers who engage with Mossbourne’s careers programme to ensure every student has a meaningful encounter with an employer each year and understand the up to date LMI in a variety of roles.

Why our school believes this objective is important:

Research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.

Structuring employer encounters within the school curriculum also strengthens aspirations and attainment; it supports students to take action to achieve their full potential.

Link to Benchmarks: 1, 5 and 8

What will success look like (Targets)? What do we need to achieve?	What actions we will take as a school to achieve these targets?
<p>Year One 2019-2020</p> <p>School to provide an additional meaningful encounter for every student in Year 9 and Year 11 (Years 7, 8,10, 12 and 13 already receive this)</p>	<ul style="list-style-type: none"> • HE and Careers Manager to submit proposal for whole year group workplace visit • Careers Lead to secure workplace visits with a range of employers • Logistics to be arranged in collaboration with HOY9 and SENCO • Evaluation of trips by Careers Lead/ Employers and HE and Careers Manager • Provide opportunities for Year 11s to access speakers on a regular basis • For encounters already embedded as part of the careers programme, offer employers explicit guidance around sharing LMI with students
<p>Year Two 2020-2021</p> <p>Local Enterprise Advisor working in collaboration with CL to make new links with local businesses</p>	<ul style="list-style-type: none"> • Secure Local Enterprise Advisor through Careers and Enterprise Company • Map the provision of employer engagements across the academy • Analysis of current employer engagements • Secure 1-2 new local businesses to work with • Arrange for targeted trips/meetings with local employees
<p>Year Three 2021-2024</p> <p>A broad range of employers supporting the school’s career programme in a number of ways (talks/ careers fairs/ workplace visits)</p>	<ul style="list-style-type: none"> • Regular evaluation of careers programme to identify areas for employer engagement • Maintain relationships with new and existing employer contacts

Long-Term Strategic Objective Three:

Link subjects to the world of work so students understand the value of their studies and know how it will help them in their future careers

Why our school believes this objective is important:

Subject teachers are highly influential; students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams. Students will feel more engaged in their learning when they perceive the relevance of what they are studying to their own and other people’s lives. In turn, students will become more aspirational, understanding that perceived barriers can be overcome and that there are numerous pathways to success.

Link to Benchmarks: 1, 4 and 8

What will success look like (Targets)? What do we need to achieve?		What actions we will take as a school to achieve these targets?
Year One 2019-2020	Careers Champions identified for each Learning Area	<ul style="list-style-type: none"> • Staff training on careers delivered in AM briefing slot and in ELT meeting • Profile of careers champions raised by principal and HOLAs to identify Careers Champions • CL to meet with each Careers Champion by end of academic year and establish action plans for next academic year
Year Two 2020-2021	Careers Champions delivering 3 careers related ‘interventions’ per year in Year 7, 8 and 9 with 75% of pupils demonstrating knowledge of different routes and careers available through different subjects. These will be shared with Learning Areas.	<ul style="list-style-type: none"> • Careers Champions share action plans with HOLAs and Learning Areas • Careers lead and HE Manager to monitor and evaluate effectiveness of these interventions • Careers and LMI information available at all parents’ events. • Whole school careers training to share successes of departmental link and up to date information on careers guidance



Year Three 2021-2022

Careers links to curriculum are embedded within schemes of learning and 100% of pupils understand the importance of their subjects and how they relate to the world of work

- Each departmental Careers Champion to be responsible for updated displays and screens within their faculty area.
- Careers Champions to feedback at regular department meetings and to meet as a separate entity to share good practice.
- CL to regularly share this good practice through training and bulletins sent to Careers Champions 'job of the week' etc.



Monitoring and Evaluation

The Academy believes that it is important that robust measurement, monitoring and review procedures are in place to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve. Throughout the year, a number of meetings will take place to ensure the effectiveness of the service. Meetings will be arranged with school leaders and staff members to establish school expectations and evaluate the careers strategy.

Monitoring Strategy

To monitor whether the students have been able to access up-to-date, relevant CEIAG material we intend to continue using the pastoral system (Pastoral Lead, Heads of Year, Form Tutors). Learning walks 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 Team who can discuss with the Prospects Team the career action plans produced for individual students and the processes that are on our regular programme on a weekly basis. 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.

Evaluation Strategy

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 ensuring the quality of careers provision across the Academy. Evaluation forms are often the main method used to collate feedback from students but the Careers Team also work in collaboration with the School Council to evaluate the careers activities and provision.

In line with our strategic objective around tracking and monitoring, we will be revising our trips training so that trip leaders build in time to allow students to evaluate the trips and activities that they have been involved in. This feedback will then help evaluate the quality of the provision across the academy.

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.

The table below outlines the monitoring and evaluation activities that will take place.

Gatsby Benchmark	Monitoring Activity	Responsibility	Evaluation Activity	Responsibility
A stable Careers Programme	<ul style="list-style-type: none"> Reviewing the careers programme to determine timing of activities Checking web metrics to see how many times policy has been downloaded Monitoring careers CPD activities which staff undertake 	Careers Lead SLT with responsibility for careers	<ul style="list-style-type: none"> Feedback sheets after events Analysis of progression data to see if there are any changes in progression routes Reviewing progression data against careers strategy 	Careers Lead HE and Careers Manager SLT with responsibility for careers
Learning from Career and Labour Market Information	<ul style="list-style-type: none"> Meeting with Careers Champions to see how LMI is being incorporated in learning areas Using GROFAR to monitor number of students accessing LMI on the system 	Careers Lead HE and Careers Manager SLT with responsibility for careers	<ul style="list-style-type: none"> Survey to determine the way students use information from careers events to explore their decision making – to take place after Careers Week 	Careers Lead HE and Careers Manager
Addressing the needs of each pupils	<ul style="list-style-type: none"> Using GROFAR to identify students for particular trips, visits and interventions 	Careers Lead HOYs HOLAs	<ul style="list-style-type: none"> Student focus group to determine how targeted support has impacted on careers decisions Reviewing Pupil Premium activities to determine the extent to which number to FE and HE have increased Analyse progression data to see impact of STEM career initiatives 	HE and Careers Manager
Linking Curriculum to Careers	<ul style="list-style-type: none"> Survey students to see how careers information is disseminated to students 	Careers Lead Careers Champions	<ul style="list-style-type: none"> Test students knowledge of the type of careers specific subjects could lead to Analyse GCSE subject choice data to find trend in uptake of 	Careers Lead

			particular subjects	
Encounters with employers and employees	<ul style="list-style-type: none"> Use GROFAR to track the number of encounters a students has 	Careers Lead	<ul style="list-style-type: none"> Assess employability skills of learners who have attended employer events via student questionnaires Evaluate positive effects of work-related activities on employers and students 	Careers Lead HE and Careers Manager
Experiences of workplaces	<ul style="list-style-type: none"> Use GROFAR to track the number of workplaces a student visits 	Careers Lead Staff member responsible for trip/visit	<ul style="list-style-type: none"> Review the organisations network of employers to identify any gaps in provision Analyse the data from questionnaires after experiences of workplaces 	Careers Lead HE and Careers Manager
Encounters with FE and HE education	<ul style="list-style-type: none"> Use GROFAR to track the number of encounters with FE and HE providers 	Careers lead	<ul style="list-style-type: none"> Collate feedback from visits Compare the destinations of learners with the visits to FE and HE providers 	Careers Lead
Personal Guidance	<ul style="list-style-type: none"> USE GROFAR to keep up to date and accurate records of careers interviews 	Careers lead	<ul style="list-style-type: none"> Student focus group to determine how they rate the careers interviews Survey all school staff to determine their career guidance needs 	HE and Careers Manager



Appendix 1: COMPASS Report

6 February 2019

Mossbourne Community Academy

Your results show how your answers compare to the 8 Gatsby Benchmarks. They can help you to identify strengths and areas for improvement.

Benchmark 1
A stable careers programme

Your school has met 82% of the 17 assessment areas in benchmark 1

82%

[Show details](#) ▾

Your previous score	Jun 2018	23%
Percentage of schools nationally meeting this benchmark	2017	4%

Benchmark 2
Learning from career & labour market information

Your school has met 40% of the 2 assessment areas in benchmark 2

40%

[Show details](#) ▾

Your previous score	Jun 2018	50%
Percentage of schools nationally meeting this benchmark	2017	30%

Benchmark 3
Addressing the needs of each pupil

Your school has met 63% of the 7 assessment areas in benchmark 3

63%

[Show details](#) ▾

Your previous score	Jun 2018	14%
Percentage of schools nationally meeting this benchmark	2017	9%

Benchmark 4
Linking curriculum learning to careers

Your school has met 50% of the 4 assessment areas in benchmark 4

50%

[Show details](#) ▾

Your previous score	Jun 2018	25%
Percentage of schools nationally meeting this benchmark	2017	13%

Benchmark 5
Encounters with employers & employees

Your school has met 100% of the single assessment area in benchmark 5

100%

[Show details](#) ▾

Your previous score	Jun 2018	0%
Percentage of schools nationally meeting this benchmark	2017	37%

Benchmark 6
Experiences of workplaces

Your school has met 100% of the 2 assessment areas in benchmark 6

100%

[Show details](#) ▾

Your previous score	Jun 2018	0%
Percentage of schools nationally meeting this benchmark	2017	39%

Benchmark 7
Encounters with further and higher education

Your school has met 91% of the 6 assessment areas in benchmark 7

91%

[Show details](#) ▾

Your previous score	Jun 2018	16%
Percentage of schools nationally meeting this benchmark	2017	8%

Benchmark 8
Personal guidance

Your school has met 100% of the 2 assessment areas in benchmark 8

100%

[Show details](#)

Your previous score	Jun 2018	0%
Percentage of schools nationally meeting this benchmark	2017	46%

Previous score should be 100% - the academy has had provision for personal guidance since 2013

Appendix 2:

Careers Programme

Students at Mossbourne Community Academy are engaged in a programme of Careers Education, Information, Advice, and Guidance (CEIAG) from Year 7 right up to Year 13. They have access to a range of resources and opportunities, and dedicated staff are available to support them. The table below outlines the careers activities and who they are offered to. This provision forms part of our stable careers programme. In addition to this, all students in Years 8-13 have the opportunity to receive independent and impartial careers guidance from our Careers Advisors Mr Edwards and Ms Grey – Prospects. There are also additional trips, visits and events that are organised by learning areas each academic year.

	Autumn Term	Spring Term	Summer Term
Year 7 Core	Signed onto GROFAR to access Career Passport Careers Assembly	Money Management – PSHCE Day National Careers Week - Personal Development Workshop – Identifying Career Goals	
Year 7 Additional	Into University workshops – 30 students, 2 per year		
Year 8 Core	Careers Assembly	National Careers Week - STEAM Employer Panel Options Evening	Signed onto GROFAR to access Career Passport
Year 8 Additional	Into University workshops – 30 students, 2 per year		
Year 9 Core	Careers Assembly	National Careers Week - Information on post-16 and post-18 pathways Year 9 Workplace Visits	Signed onto GROFAR to access Career Passport
Year 9 Additional	Into University workshops – 30 students, 2 per year Business in Focus Day – 30 students London Careers Festival – 15 students Trip to Hardman Engineers – 15 Students		
Year 10 Core	Careers Assembly	National Careers Week - Employer Carousel	PSHCE Day ‘Money Management’ and ‘Thinking about careers’ Signed onto GROFAR to access Career passport Post-16 Information Evening and provider fair
Year 10 Additional	Into University workshops – 30 students, 2 per year Morgan Stanley Mentoring – 4 students Schroders Mentoring – 25 students Apprenticeship Fair – 15 students UBS Inspiring Women Event – 30 students		
Year 11 Core	Careers Assembly	One to one careers interview/application support	One to one careers interview/application support Weekly Speaker



	PSHCE Day - Employability and Careers One to one careers interview/application support Weekly speaker Sixth Form Experience Afternoon	Weekly Speaker	
Year 11 Additional	Into University workshops – 30 students, 2 per year Apprenticeship Fair – 15 students Careers Talk from The bank of England – All Y11 students studying Economics Morgan Stanley mentoring – 2 students		

CORE = offered to every student

ADDITIONAL = offered to targeted groups of students



Appendix 3 External Stakeholder Engagement Plan

External Stakeholder Management

Date of last update: 07/05/2019

Aims: What does the school aim to achieve through increasing and improving external stakeholder relationships?

- Increase range of external employers who engage with Mossbourne’s careers programme to ensure every student has a meaningful encounter with an employer each year
- Improve student awareness of career pathways, job opportunities and up to date LMI
- Develop student’s understanding of how learning in the classroom links to the world of work

Increasing the network: What steps will the school take to grow its network?

Improving stakeholder relationships: What steps do we need to take to improve the quality of our partnerships?

Action	Status	Responsible	Deadline
Join enterprise network and establish links with LEA to find local contacts to support the school	In Progress	CL/HECM	July 2019
Careers leader to attend local business network meetings to create local links for the school	In Progress	HECM	Summer 2019
Run a coffee morning for local businesses	Not Started	CL/HECM	Summer 2020
Continue using Inspiring the Future, ASK and Speakers 4 Schools to source high quality employer volunteers	In Progress	CL/HECM	Summer 2020
Make direct contact with FE and HE providers to speak to students in KS3, 4 and KS5	In Progress	CL/HECM	Summer 2019
Create alumni database internally and allocate a member of staff with responsibility for managing alumni network effectively	In Progress	Partnerships Manager/HECM	Summer 2019

Improving stakeholder relationships: What steps do we need to take to improve the quality of our partnerships?

Contact/Partner	Current State <i>How have they contributed to the school? Engagement level?</i>	Desired State	Needs and Interests <i>Why do you need to increase or improve their support? What is the benefit to the business?</i>	Next steps to develop relationship	Named contact Deadline
University of Leicester	School Partnership Agreement created. Offer visits to Y12 students, scholarships for students who attend UoLeicester. Also support with Y12 Lecture Days, post-18 information evening and Y9 Pathways assembly in NCW.		Our need: Develop student knowledge Higher Education Their interest: HIGH	Continue attending partnership meetings Create a yearly plan of activities	HE Manager Summer 2020
Norton Rose Fulbright	Currently offer a Y12 Summer Work Experience Programme	Additional attendance at careers events to promote careers in law	Our need: Our students often have aspirations to become lawyers but aren't fully aware of the various routes and pathways to enter the profession Their interest; Some. Diversity and Inclusion manager is very supportive of the school's partnership and may be interested in developing LINKS EARLIER	HGA to liaise with D&I manager to set up attendance at Careers Fair	Careers Leader April 2019
Foster and Partners	Attended Y12 Speaker Slot as part of National Careers Week Offered 2 work experience positions	Drawing workshops for younger years	Promote Architecture as pathway for state school students Their interest: Wanting to diversify their intake/ promote range of careers available at F&P	HGA to liaise with Caitlin Grieves to organise Drawing Workshop	Summer 2020

Morgan Stanley	Run Y10 – Y13 Employability Programme Promote Careers in Finance to Y12 as part of speaker slot Run a Women in Finance event for Y10 students	Run a Women in Finance event for Y10 students	Our need: more females studying STEM subjects Their interest: recruit females into banking		
Balfour Beatty	Attend a Y8 Employer Panel	Run a Women in Engineering Event for lower school pupils Attend physics lessons to show how learning links to world of work	Our need: more females studying STEM subjects Their interest: recruit females into construction and engineering	SE to work with Balfour Beatty and lead careers teacher in sciences to arrange a talk/lesson	Summer 2019
ASK	Deliver an apprenticeship talk to students in careers week	To source apprentices to come and deliver targeted workshops Deliver parent workshops	Our need: to ensure students understand variety of pathways available to them Their interests; Government targets to recruit apprentices	SE/HGA to work with ASK to devise an engagement plan	Summer 2020
SPACE Studios	Attended the STEAM panel	Host workshops/visits Source artists to come and deliver workshops to lower school students	Our need: link curriculum to careers and engage students in creative industries. Engage local businesses Their interests: Creative industries are one of the fastest growing industries in the UK – need to recruit students to these professions		



New Local Businesses (TBC with LEA)					
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Appendix 4:

Internal Stakeholder Role and Responsibilities

Careers and employability at Mossbourne Community Academy 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:
Careers Leader	Responsible for planning and setting the strategic direction of careers provision at MCA
Careers Advisor	Responsible for delivering the strategy and IAG at MCA
Enterprise Adviser	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Enterprise Coordinator	Responsible for sharing local and national developments in careers provision and careers strategy.
Head Teacher	Responsible for strategic support and challenge of career leader decisions. Responsible for directing to/supporting in funding/grant applications. Responsible for line management of Careers Leader in regards to community engagement role.

Vice principal – Curriculum	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.
Link Governor	Responsible for strategic support and challenge of careers strategy at governor level. Responsible for actively promoting the careers strategy and programme with governors and wider stakeholders.
Curriculum Leaders	Responsible for oversight of Career Champion role.
Careers Champions	Responsible for career displays within subject areas, promotion of GROFAR Profile within subject areas, advocate for curriculum related volunteers to be involved in classroom activities and advocate for schemes of work to be modified to include career-related activities.

Head of Year	Responsible for student selection for bespoke careers programmes and enrichment activities.
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.
SEND Staff	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.



EAL Coordinator	Responsible for liaising with Careers Leader to ensure students with English as an Additional Language (EAL) needs are able to access the careers programme and all careers and employability information, advice and guidance.
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Appendix 5

Action Plan 2019 -2020

Strategic Objective One:

Ensure every pupil can record, manage and track their own career journey to help them make informed decisions about their future

Links to Gatsby benchmarks 1,2 and 8

End of Year Targets

- All year groups have signed into GROFAR and are accessing their passports
- Careers staff and teachers are using GROFAR to help select students for trips and events
- Curriculum time allocated to updating GROFAR passports

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
<ul style="list-style-type: none"> • Year 7 have registered and signed into their GROFAR profile • 50% of Year 8,9 and 11 students are independently accessing their GROFAR passports • Trips training includes importance of updating GROFAR 	<ul style="list-style-type: none"> • 5 trips to have used the information on GROFAR to inform planning and student selection • Careers Week activities personalised using information on GROFAR 	<ul style="list-style-type: none"> • All year groups registered on GROFAR • 75% of registered students are accessing their GROFAR profiles independently • GROFAR information being used to prioritise students for careers interviews and interventions • 50% of Year 9 workplace visits to be informed by GROFAR information

Actions required to achieve 19-20 targets	Responsibility	Reporting
Time allocated in Year 7 induction programme for GROFAR registration	HE and Careers Manager/ Careers Lead/Trips Lead	n/a
Trips lead to include information on GROFAR in start of year trips training	HE and Careers Manager/ Careers Lead/Trips Lead	All staff attended training
Monitoring of use of GROFAR on a fortnightly basis	Careers Lead	Careers lead to feedback to HE and Careers Manager about use of GROFAR by students and staff. Issues identified on fortnightly basis and followed p as soon as possible
Form time resources created to help facilitate use of GROFAR for students	Careers Lead	
Careers week carousel informed by interests of students	Careers Lead/HE and Careers Manager	Student survey after carousel to demonstrate impact/meaningful encounter

GROFAR reports to inform 50% of the selection of employers to visit for Year 9 employer visits	Careers Lead	Student survey after workplace visit to demonstrate impact/meaningful encounter
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Strategic Objective Two:

Enhance the range of external employers who engage with Mossbourne’s careers programme to ensure every student has a meaningful encounter with an employer each year and understand the up to date LMI in a variety of roles.

Links to Gatsby benchmarks 1,5 and 8

End of Year Targets

- Establish employer priorities with LEA
- Secure additional encounters for Year 7 and Year 8 with local employers
- Year 11 have access to a range of speakers who share up to date LMI

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
<ul style="list-style-type: none"> • LEA link established and employer engagement audit complete • Year 11 speaker programme to commence and 100% of Year 11s have had a meaningful encounter with an employer 	<ul style="list-style-type: none"> • 2 new local employers links have been established and offered experiences for students (via LEA) • 100% of Year 7 and Year 8 have a meaningful employer encounter 	<ul style="list-style-type: none"> • Increased awareness of different careers • 100% of students continue to have meaningful encounters with employers

Actions required to achieve 19-20 targets	Responsibility	Reporting
LEA link established	HE and Careers Manager	n/a
Source speakers for speaker programme	HE and Careers Manager/ Careers Lead/	
Build in time for feedback from students via GROFAR	Careers Lead	Careers lead to feedback to HE and Careers Manager about use of GROFAR by students and staff. Issues identified on fortnightly basis and followed up as soon as possible
Employer audit to identify gaps in current engagement	HE and Careers Manager	Report to LEA
Contact 10 local businesses to establish new local links with employers	Careers Lead	Update HECM on progress

Organise meaningful encounters with new employer links	Careers Lead	
Student survey to establish what students have learned from CEIAG in the academic year	Careers Lead	HECM – what have students learnt?

Strategic Objective Three:

Link subjects to the world of work so students understand the value of their studies and know how it will help them in their future careers

Links to Gatsby benchmarks 1,4 and 8

End of Year Targets

- Careers Champions in all learning areas
- Every career champion delivering 2-3 career activities per academic year
- 50% of students in Year 8 and Year 9 understand how their subjects link to the world of work

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
<ul style="list-style-type: none"> • Identify Careers Champions in every learning area • Careers Lead to determine the ‘must do’ list of activities per term for each career champion 	<ul style="list-style-type: none"> • 50% of learning areas delivered 2 careers-related activities • Staff have an increased understanding of how they can support students to learn about the world of work 	<ul style="list-style-type: none"> • 100% of learning areas delivered 2 careers-related activities • 50% of students understand how their learning relates to future careers

Actions required to achieve 19-20 targets	Responsibility	Reporting
Source Careers Champions in every learning area	HE and Careers Manager	VP
Map out academic year and careers activities for every learning area	HE and Careers Manager/ Careers Lead/ Careers Champions	HECM
Deliver staff training on careers	HECM	
Survey sample of students at end of year to evaluate interventions	Careers Lead	Report to HECM



Appendix 6 Policy Statement on Provider Access

The Mossbourne Federation Policy Statement on Provider Access

Mossbourne Community Academy, Mossbourne Victoria Park and Mossbourne Sixth Form

Introduction

This policy statement sets out the Mossbourne Federation's arrangements for managing the access of providers to pupils at each school, for the purpose of giving them information about the provider's education or training offer. This complies with each school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact one of the relevant contacts below

Mossbourne Community Academy: *Solomon Edwards*, Careers Officer Email: sedwards@mca.mossbourne.org

Mossbourne Victoria Park Academy: *Marion Smith* msmith@mvpa.mossbourne.org

Mossbourne Sixth Form/ Federation *Harkirat Gata-Aura*: hgataaura@mca.mossbourne.org

Opportunities for access

A number of events, integrated into the schools' Careers Programmes, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Please speak to the relevant Careers Leader to identify the most suitable opportunity for you. The Federation's policy on Safeguarding and procedure for visiting speakers can be found here <http://www.mca.mossbourne.org/wp-content/uploads/sites/3/2015/08/Safeguarding-Policy.pdf>

Premises and facilities

The schools will make the auditorium, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The schools will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed, in advance of the visit, with the Careers Leader or a member of their team.



Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian and Careers Leader. The Library is available to all students at lunch and break times.