



# CEIAG

## Strategic Action Plan

### Careers Education Information Advice Guidance

Approved by: Headteacher

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## Vision

**All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work.**

The intent of our Careers Curriculum at Walker Riverside Academy is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop 8 employability skills and enhance knowledge of labour market information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

Walker Riverside Academy has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks by 2020.

## Strategic Objectives

**Objective 1 - Promote and increase careers education in the curriculum across all year groups.**

**Benchmarks: 2, 3, 4, 7**

- Encourage all staff to work in their faculties to lead CEIAG initiatives in their subject areas.
- All faculties to incorporate careers and LMI into SOW/knowledge organisers by September 2019.

**Objective 2 - Increase student and parental involvement and confidence in career planning.**

**Benchmarks: 2, 3, 6**

- Post 16 and post 18 pathways through termly events and meetings e.g. information sessions via coffee mornings.
- Introduce online platform to allow students to build up a portfolio of achievements and successes to be used during and on leaving WRA.

**Objective 3 - 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.**

**Benchmarks: 3, 4, 5, 6**

- Develop an ALUMNI of support.
- Continue to develop links with organisations and build on existing relationships

## Current State

Staffing includes one full time member of staff who has overall responsibility as Careers Leader for the school, two NECOP (North East Collaborative Outreach Programme) Champions (KS4 & KS5 respectively) who work with local universities and colleges to support the students to think about how higher education can help them to reach their goals and one member of office staff can be called on for administrative support. SLT fully support the development of CEIAG at WRA which aims to raise the aspirations of ALL students.

SWOT analysis of Academy position see Appendix 1. WRA is working hard towards embedding Careers throughout the school. We are part of the North East HUB and have achieved three of the Gatsby Benchmarks in April 2019 and working towards achieving the full eight by 2020 as outlined in the Statutory Guidance (Appendices 2 & 3). Careers has been introduced into the curriculum in year 7 & 8 and extending to year 9 in September 2019 (Appendices 4 & 5). WRA are implementing the use of Knowledge Organisers (subject specific document incorporating key vocabulary, topics and links) from September 2019, each organiser has to include Careers which is a positive move forward. The hope is to enhance the new curriculum by introducing the Skills Builder, 8 essential skills within the next academic year.

### Destination Data

Destination	2015	2016	2017	2018
Education	87%	83%	75%	79%
Employment	9%	9%	12%	12%
NEET Available	1%	0.7%	3%	3%
NEET Not available	0%	0.7%	0%	0%
Training	3%	6%	10%	6%
Unknown	0%	0.6%	0%	0%

2018 - NEET figures rose due to UKCC taking on students and the closing. WRA only offered BTEC at level 3 from September 2018  
2016 - WRA stopped offering Level 2 courses to students which impacted on destinations

### Areas for development:

- Create an ALUMNI of support – to help support Benchmarks 3, 6 & 7.
- Create and publicise careers on a school Twitter feed – to help support parental engagement and LMI Benchmark 2
- Offer greater support for those applying for traineeships and apprenticeship focussing on the 'at risk' groups to avoid students becoming NEET (Benchmarks 3 & 8).

# Action Plan

<p align="center"><b>Strategic Objective 1</b>  <b>Promote and increase careers education in the curriculum across all year groups.</b>  <b>Benchmarks: 1, 2, 3, 4, 7</b></p>		
	Targets	Actions
<p><b>Year One</b></p> <p>2019 - 2020</p>	<p>Encourage all faculties to lead CEIAG initiatives within their subject areas.</p> <p>Skills Builder introduced to the whole school</p>	<p>Faculties to implement Knowledge organisers (KOs) for years 7-9 which reference careers and Labour Market Information (LMI).</p> <p>Planning to incorporate careers.</p> <p>Staff receive CPD on CEIAG and Skills Builder.</p>
<p><b>Year Two</b></p> <p>2020 - 2021</p>	<p>Faculties implementing CEIAG initiatives in their subject areas.</p> <p>Skills Builder implemented by the whole school</p>	<p>KOs widely used across the school.</p> <p>Staff are talking about careers in lessons.</p> <p>Skill Builder logos used to introduce topics and career related learning across all faculties.</p> <p>Appoint careers champions to lead on subject projects relevant and create links with businesses.</p>
<p><b>Year Three</b></p> <p>2021 - 2022</p>	<p>Faculties take ownership of and lead CEIAG initiatives in their subject areas.</p> <p>Skills Builder widely used in school</p>	<p>KOs reviewed, developed to incorporate LMI and Skills Builder skills.</p> <p>Staff are using Skill Builder logos in teaching.</p> <p>Project based learning used by all faculties.</p> <p>Links with business employers embedded and projects ongoing.</p>

## Strategic Objective 2

### Increase student and parental involvement and confidence in career planning.

Benchmarks: 2, 3, 6

	Targets	Actions
<b>Year One</b>  2019 - 2020	Introduce GlobalBridge to allow students to build a portfolio of achievements and successes  Careers lessons in KS3  Raise profile of Careers Education at WRA	Globalbridge introduced to all students and students produce a basic profile.  Staff CPD on globalbridge.  Year 8 Careers programme of lessons focus on progression routes and LMI.  Promote CEIAG in the newsletter.  Careers and LMI promoted at Parents Evenings.  Termly information sessions for parents.  School website to be updated with LMI
<b>Year Two</b>  2020 - 2021	Raise awareness of post 16 and post 18 pathways  Careers lessons in KS3  Increased number of parents attending info sessions	Students to take ownership of GlobalBridge profile  Year 9 Careers programme of lessons focussing on LMI and future planning.  Bespoke employability workshops for year 11 and post 16 students.  Parent & student safari (LMI) to be arranged
<b>Year Three</b>  2021 - 2022	Students confidence with Globalbridge increases  Increased awareness of pathways for all students  Engagement/attendance with 1:1 guidance meetings  Increased number of parents at options and parents evenings/events	Student confidence using Globalbridge  Faculties display and use LMI in classrooms.  Whole year group visit to University or FE College (Year 7)  Employer encounters to be incorporated into lessons through employer links.  Possible Celebration Evening for students to showcase talent and achievement  Review KS3 programmes

### Strategic Objective 3

**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.**

**Benchmarks: 3, 4, 5, 6**

	Targets	Actions
<p><b>Year One</b></p> <p>2019 - 2020</p>	<p>Develop links with organisations and build on existing relationships</p> <p>Increase variety of businesses / organisations we work with</p> <ul style="list-style-type: none"> <li>- Sector</li> <li>- Size</li> </ul> <p>Track careers interactions to ensure coverage across all students in all year groups as appropriate</p>	<p>Meet with targeted organisations and get service level agreements in place (see external engagement plan – appendix 7)</p> <p>Review tracking system, Identify and fill gaps.</p> <p>Highlight students that need specific or additional support and put this into practice</p>
<p><b>Year Two</b></p> <p>2020 - 2021</p>	<p>Develop an ALUMNI of support.</p> <p>Work more closely with Enterprise Adviser</p> <p>Continue to increase variety of businesses / organisations we work with</p> <p>Work more effectively across the MAT to share resources and contacts for the benefit of all pupils</p>	<p>Start collecting data from leavers to keep in touch with them</p> <p>Set up data capture process and system for storing information</p> <p>Set up social media account to attract/contact former students</p> <p>Maintain current external relationships</p>
<p><b>Year Three</b></p> <p>2021 - 2022</p>	<p>Increase employer and education links within curriculum areas (link to ob1)</p>	<p>Careers champions to work on implementing and embedding this</p> <p>Match up ALUMNI with facilities relating to experiences and interests.</p>

See Appendix 6 for Detailed Action Plan, Appendix 7 for External Engagement Plan and Appendix 8 for Roles and Responsibilities.

## Monitoring & Evaluation Plan

The careers programme at Walker Riverside Academy is delivered through a variety of activities including; timetabled lessons in Key Stage 3, as part of the tutorial programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by Walker Riverside Academy are:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole college careers tracking
- Work scrutiny
- Knowledge organisers

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Walker Riverside Academy are:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

See Appendix 9 for more detail.

## Appendix 1 - SWOT Analysis

Strengths	Weaknesses
<p>Careers Leader has achieved CDI Level 6 in Careers Leadership</p> <p>Enterprise Advisor is keen to get involved</p> <p>Being part of the North East LEP and being accepted as a HUB school</p> <p>Careers provision has been extended to cater for years 7-13</p> <p>Support from Sue Taylor at Heaton Manor School in the role of a mentor</p> <p>Trust membership means greater provision for students to enrol on vocational courses and academic courses</p> <p>SLT support</p> <p>Sixth Form work experience</p> <p>Links with employers</p> <p>Knowledge of the school; context, stakeholders</p> <p>Excellent relationships with stakeholders</p> <p>Raised awareness amongst staff</p> <p>Careers incorporated into Curriculum via Knowledge Organisers</p>	<p>Staff buy in – need to do some whole staff training.</p> <p>Careers Leader working in isolation</p> <p>Careers versus exams</p> <p>NEET students – students off role</p> <p>Time given to allow CL to provide the best possible CEIAG</p> <p>Benchmark 5 - Encounters with employers and employees. What is meaningful?</p> <p>Benchmark 6 – Experiences of workplaces in year 7-11.</p> <p>Benchmark 8 – Personal guidance. Students receive these on a need basis due to lack of funding. Funding does not allow for personal guidance for all!</p>

Opportunities	Threats
<p>Being a HUB school within the North East LEP</p> <p>Being able to work with other schools to share good practice</p> <p>Developing partnerships with ALL stakeholders</p> <p>Learning by doing and building on experience</p> <p>Working with local agencies to promote links</p> <p>More apprenticeship opportunities available to help support and reduce NEET figures</p> <p>More links to business and curriculum areas</p> <p>Teachers to celebrate CEIAG in their classrooms</p> <p>Achieve ALL benchmarks</p>	<p>Government changing the boundaries/focus on CEIAG</p> <p>2020 deadline</p> <p>Ofsted – how consistently are they grading CEIAG</p> <p>Changing mind sets of external stakeholders in an area of high deprivation</p>

## Appendix 2 - Current State (September 2019)

Benchmark	%	Areas to be addressed
1 A stable careers programme	100	Continue to update and review programme. Improve parental understanding Information published on website
2 Learning from career and labour market information	80	Encourage parents and carers to use careers path and LMI to help inform study/career decisions Attendance at Parents' Evening Parents to use and understand LMI on website Develop displays around school
3 Addressing the needs of each pupil	90	Introduce Global Bridge to encourage students to record their careers and enterprise experiences New wider curriculum September 2019, 3 year KS3.
4 Linking curriculum learning to careers	100	Introduce Skills Builder to Heads of Faculty and roll out to the whole school Knowledge organisers to be introduced in all faculty areas including Careers from September 2019 Staff CPD on routes, destination
5 Encounters with employers and employees	75	Increase meaningful encounters with employers from year 7-11. Working with NE1 Can and LNER to introduce year 9 to encounters
6 Experience of workplaces	87	No work experience in year 10. Alternatives to be explored. Extension of NE1 CAN visits?
7 Encounters with further and higher education	79	Introduce student to HE in year 8 via partnership with Durham University Introduce year 9 to apprenticeships and training providers. 2 Visits to universities to meet staff and students – NECOP students have this opportunity, extend to others.
8 Personal guidance	100	No traded interviews with Connexions from September 2019. Develop relationship with Tyne Met to continue to support. Possibility of LB trained to carryout Personal Guidance in the future.

## Appendix 3 - Gatsby Benchmark Progress

Benchmark	September 2019 WRA %	April 2019 WRA %	October 2018 WRA %	National %
1 A stable careers programme	100	100	94	4
2 Learning from career and labour market information	80	60	40	30
3 Addressing the needs of each pupil	90	90	90	9
4 Linking curriculum learning to careers	100	100	75	13
5 Encounters with employers and employees	75	50	75	37
6 Experience of workplaces	87	62	62	39
7 Encounters with further and higher education	79	62	50	8
8 Personal guidance	100	100	25	46

## Appendix 4 - Progression Framework

This table shows the careers theme/focus for each year, the content, the outcomes and how student their experiences will develop as they progress through school.

Year Group	Content	Objectives	Measurable Outcomes
7 I discover	Timetabled Lessons <ul style="list-style-type: none"> <li>All about me</li> <li>What is work?</li> <li>Skills vs qualities</li> <li>Understanding personal strengths &amp; weaknesses</li> <li>Stereotyping</li> <li>Working hours and job descriptions</li> </ul>	<ul style="list-style-type: none"> <li>To discover their own skills and qualities.</li> <li>To understand how skills and qualities can assist students when considering job choices</li> </ul>	<ul style="list-style-type: none"> <li>To identify qualities and skills</li> <li>To complete a basic personal statement</li> </ul>
8 I explore	Timetabled Lessons <ul style="list-style-type: none"> <li>What do I want from work?</li> <li>Local Market Information (LMI)</li> <li>Progression Routes available (education, training, apprenticeships)</li> <li>Is it for me? Entry requirements</li> <li>How do I make decisions?</li> <li>Research - validity &amp; bias</li> <li>Research job roles specific to you</li> </ul>	<ul style="list-style-type: none"> <li>To explore routes and pathways available</li> <li>To relate these pathways to their decision making</li> </ul>	<ul style="list-style-type: none"> <li>To identify different pathways, post 16 and post 18 – What will I study? What options do I have?</li> <li>To begin to research</li> <li>To understand that bias exists.</li> </ul>
9 I focus	Timetabled Lessons 2019-2020 same as Year 8.  Content TBC for teaching in September 2020) <ul style="list-style-type: none"> <li>Local Market Information (LMI)</li> <li>Developing skills</li> <li>Money matters;</li> </ul>	<ul style="list-style-type: none"> <li>To focus research and visits to meet individual needs</li> <li>To be aware of all routes available</li> <li>To be prepared to make appropriate option choices</li> </ul>	<ul style="list-style-type: none"> <li>To gain experience of all subject choice before making decisions.</li> <li>To understand the routes available.</li> <li>To know what their choices are.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Budgeting</li> <li>➤ Wages &amp; salaries</li> <li>➤ Payslips</li> <li>➤ Sources of finance</li> </ul>	<ul style="list-style-type: none"> <li>● To make informed option choices</li> </ul>	<ul style="list-style-type: none"> <li>● To select options relevant to their needs.</li> </ul>
10 I plan	<p>Building My Skills Programme</p> <ul style="list-style-type: none"> <li>● BMS 1 - My pathway</li> <li>● BMS 2 - Personal Finance</li> <li>● BMS 3 - Online appearance</li> <li>● BMS 4 - Job applications</li> <li>● BMS 5 - Preparing for interviews</li> </ul>	<ul style="list-style-type: none"> <li>● To plan their future by focussing their decisions.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete Building My Skills programme.</li> <li>● Prepare a CV.</li> </ul>
11 I decide	<p>Guidance</p> <ul style="list-style-type: none"> <li>● Personal guidance interviews</li> <li>● Research options</li> <li>● Make decisions</li> </ul>	<ul style="list-style-type: none"> <li>● To decide what they are going to do post 16 and apply for this.</li> </ul>	<ul style="list-style-type: none"> <li>● Connexions interviews.</li> <li>● Applications to education, apprenticeship or training course.</li> </ul>
12 I research	<p>Enrichment - Timetabled Lessons or 4 drop down days</p> <ul style="list-style-type: none"> <li>● Routes <ul style="list-style-type: none"> <li>➤ HE &amp; FE</li> <li>➤ Employment</li> <li>➤ Apprenticeships</li> </ul> </li> <li>● Skills &amp; Qualities</li> <li>● Research Skills</li> <li>● Finance</li> </ul>	<ul style="list-style-type: none"> <li>● To research post 18 options.</li> </ul>	<ul style="list-style-type: none"> <li>● To research routes available.</li> <li>● To find out about and develop independence skills.</li> </ul>
13 I prepare	<p>Enrichment - Timetabled Lessons or 4 drop down days</p> <ul style="list-style-type: none"> <li>● Applications <ul style="list-style-type: none"> <li>➤ UCAS</li> <li>➤ Employment</li> <li>➤ Apprenticeships</li> </ul> </li> <li>● Finance</li> <li>● Life Skills</li> </ul>	<ul style="list-style-type: none"> <li>● To prepare for their transition to education or employment.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete applications.</li> <li>● Make plans.</li> </ul>

**NB: Globalbridge to be introduced into all year groups on a rolling programme (TBC)**

## Appendix 5 - Careers Programme

### Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The Academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

### Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The Academy is committed to not just fulfilling its statutory requirements in this area but providing for student exceptional support and guidance throughout their time at Walker Riverside Academy.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment;
- Helping students to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering students to plan and manage their own futures;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance; and
- Actively promoting equality and challenging gender stereotypes.

### Methods

The methods by which the CEIAG team will accomplish these goals are:  
Providing a range of opportunities that enhance the curriculum;

- Promoting awareness of the world of work;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement;
- Promoting awareness and understanding of work, industry, the economy and community;
- Relating skills, attitudes and knowledge learned in the Academy to the wider world;
- Developing students' personal and social skills to relate to the world of work;
- Providing informed and impartial guidance;

- Enabling students' to make considered decisions in regard to future choices;
- Maintaining and developing effective links with key partners, including Connexions, Esh Group, JCP, NE1 Can, Business in the Community, ASK and work experience providers;
- To prepare students for transition to Further Education or employment with training.

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- The Academy websites;
- Careers lessons in years 7-9;
- SMSC & Connect lessons;
- Planned delivery of year group/transition specific activities (see Appendices 1 & 2);
- University Links;
- Industry specific talks and presentations;
- Face-to-face guidance with a qualified Level 6 Career Guidance practitioner;
- Assemblies and group activities for specific pathways (Apprenticeships); and
- Display boards including job vacancy boards for Year 11 & Post 16 and careers posters.

## Management

CEIAG is currently led and managed by the Careers Leader who is responsible for: The management and co-ordination of the various aspects of CEIAG;

- The activities at each Key Stage;
- Monitoring/evaluation;
- Liaison with SLT and Governing Body via Senior School Improvement Lead 14-19;
- Regular meeting with the School Enterprise Adviser and LEP Co-ordinator;
- Consulting with Heads of Faculty;
- Working with Careers Champions in each faculty;
- Sharing good practice at termly Careers Leaders meetings;
- Attendance at the Newcastle Career Guidance Network;
- Careers CPD.

Overview of careers calendar and main activities (subject to change).

	Ongoing	Term 1	Term 2	Term 3
<b>Year 7</b>	Timetabled lessons x2 per week on a 13 week carousel  Careers in the Curriculum		Univenture Day at Newcastle University (30)  National Careers Week Launch Assembly  NCW Activities in Registration	

<b>Year 8</b>	<p>Timetabled lessons x2 per week on a 13 week carousel</p> <p>Careers in the Curriculum</p> <p>Durham University (Introduction to Uni Life)</p>	<p>Robertson/NU Foundation Business Challenge (10 students)</p> <p>NHS Careers Competition</p> <p>Year 8 Health Careers Gibber performance</p> <p>Newcastle University Science Week – Apprenticeship Focus (12 students)</p>	<p>Robertson/NU Foundation Business Challenge (10 students)</p> <p>National Careers Week Launch Assembly</p> <p>NCW Activities in Registration</p>	
<b>Year 9</b>	<p>Timetabled lessons x2 per week on a 13 week carousel</p> <p>Careers in the Curriculum</p> <p>Tyne Met College as part of Vocational Courses</p>	<p>Introduction Assembly to FutureMe</p> <p>Bring it On Careers Event Sunderland (15 students)</p> <p>FutureMe Face to Face Mentoring (10 students)</p> <p>Investigate your Future Day Newcastle University (30 students)</p>	<p>National Careers Week Launch Assembly</p> <p>NCW Activities in Registration</p> <p>RICS Workshop(70 students)</p> <p>Get Real Ambassador Session</p> <p>Durham University Visit (12 students)</p>	<p>FutureMe Reward Day for Mentoring Students</p> <p>NE1 CAN visits (100 students)</p> <p>Speed Dating (BITC)</p> <p>Careers LAB (Aspire - BITC)</p>

Year 10	<p>Careers in the Curriculum</p> <p>Tyne Met College as part of Vocational Courses</p>	<p>Building My Skills Launch Assembly</p> <p>BMS Checkpoint 1 – My pathway</p> <p>BMS Checkpoint 2 – Personal Finance</p>	<p>BMS Checkpoint 3 – Online Appearance</p> <p>National Careers Week Launch Assembly</p> <p>NCW Activities in Registration</p> <p>RICS Workshop (70 students)</p> <p>BMS Checkpoint 4 - CVs</p> <p>ACE Day Newcastle University (30 students)</p>	<p>BMS Mock Interviews (30 students)</p> <p>Jesus College Cambridge Residential (4 students)</p> <p>Whole Year Group visit to Tyne Met (Taster Sessions)</p>
Year 11	<p>Careers in the Curriculum</p> <p>Connexions 1:1 interviews</p>	<p>Introduction Assembly to CEIAG &amp; FutureMe</p> <p>FutureMe Online Mentoring</p> <p>Ambassador Sessions Study Skills</p>	<p>Apprenticeship Assembly</p> <p>Apprenticeship Workshops (UXL &amp; ASK)</p> <p>National Careers Week Launch Assembly</p> <p>NCW Activities in Registration</p>	<p>Exam support</p> <p>Exam Results Support on results day</p> <p>Preparation for progression</p>

Year 12	<p>Timetabled enrichment lesson x1 per week</p> <p>Careers in the Curriculum</p> <p>Tyne Met College as part of Vocational Courses</p> <p>Job Centre Plus Support</p> <p>Work Experience</p>	<p>Register with START Software</p> <p>David Hodgson Study Skills</p> <p>Foundation Degree Talk</p> <p>University Visit – Newcastle</p>	<p>Apprenticeship Assembly</p> <p>University Visit – Sunderland</p> <p>Apprenticeship Workshops NCW Connexions 1:1 interviews</p> <p>UCAS Conference @ Arena</p>	<p>Exam Results Support on results day</p> <p>Preparation for progression</p>
Year 13	<p>Timetabled enrichment lesson x1 per week (Army, Virgin Money, Newcastle College, Home Group, SKINT, ASK)</p> <p>Careers in the Curriculum</p> <p>Tyne Met College as part of Vocational Courses</p> <p>Job Centre Plus Support</p> <p>Work Experience</p>	<p>Goal Setting – Positively Mad</p>	<p>Apprenticeship Workshops NCW</p> <p>Connexions 1:1 interviews</p>	<p>Exam Results Support on results day</p> <p>Preparation for progression</p>

## Appendix 6 - Detailed Action Plan Year 1

<p><b>Objective 1</b>  <b>Promote and increase careers education in the curriculum across all year groups.</b>  <b>Benchmarks: 1, 2, 3, 4, 7</b></p>
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Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
Knowledge organisers being used across College	Students have a greater understanding of careers within each faculty	Students can confidently talk about pathways and skills

Action	Milestone & Timescales	Responsible	Resources	Reporting
Knowledge organisers implemented	September 2019 Reviewed in November	SLT	CPD time for staff	SLT
Launch SkillsBuilder	September 2019	Careers Leader & SLT	CPD for staff Faculty meetings Support from SkillsBuilder	SkillsBuilder evidenced on KOs and in planning Posters/displays in faculties
Faculty to trial project based learning	Expressions of interest by end of October 2019	Careers Leader Head of Faculty	Meeting time with Tom Gallon CPD and planning Support from Tom Gallon and organisations	Careers Leader
Buy in Success at School	By September 2019	Careers Leader	Cost £300	Use within faculties

### Strategic Objective 2

Increase student and parental involvement and confidence in career planning.

Benchmarks: 2, 3, 6

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
Students & parents introduced to GlobalBridge	Students start to create Globalbridge profiles	Students taking ownership of their own GlobalBridge profile

Action	Milestone & Timescales	Responsible	Resources	Reporting
Introductory sessions for each year group.	By December 2019	Careers Leader	Computer access Support from GlobalBridge	Careers Leader to report to SLT
Introduction to GlobalBridge for staff	By December 2019	Careers Leader	CPD time Support from GlobalBridge	Careers Leader to monitor and review
Students aware of START profile/JED careers packages	Ongoing	Teachers of KS3 Careers	JED package £254 +VAT Computer access	Careers Leader
Information sessions for parents	TBA	Careers Leader	Refreshments Attendance of businesses e.g. ASK at Parents Evening	Feedback from parents
Publicity of Careers events	Ongoing	Marketing Manager Careers Leader Subject teachers	Articles	Published articles in newsletter, website and plasma screens in college

### Strategic Objective 3

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.

Benchmarks: 3, 4, 5, 6

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
New Enterprise Adviser to be established and working with Careers Leader	New contacts developed and new events in place to address gaps in provision	All students to have at least one meaningful encounter with an employer

Action	Milestone & Timescales	Responsible	Resources	Reporting
Enterprise Adviser appointed	July 2019	Careers Leader	Meeting with LEP & EA	Enterprise Adviser introduced to SLT
College Careers Tracker to be reviewed	September 2019	Careers Leader Office Admin	Time to meet with Office Admin to review	Careers Leader to prepare a report and present to SLT
College Tracker to be updated	Monthly	Office Admin	Time	Careers Leader to check updates
Gaps in Careers Programme to be identified	October 2019	Careers Leader	Time Meet with Enterprise Adviser	Action plan to be produced
Develop network of employers to cover all sectors	Ongoing	Careers Leader Enterprise Adviser	Meeting time	Update contacts list
Add to existing programme of events	Ongoing	Careers Leader Enterprise Adviser	Meeting & planning time	Update Careers Programme

## Appendix 7 - External Engagement Plan

Contact 1 - Higher Education - NECOP (Stevie Donely-Radbourne)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>Working with Years 9-13 to deliver:</p> <p>Assemblies</p> <p>Ambassador sessions</p> <p>Face to face mentoring:</p> <p>Online mentoring</p> <p>Visits</p> <p><b>Year 9</b></p> <p>Destination Success- 50 minute theatre production delivered to the whole of year 9.</p> <p><b>Year 10 &amp; Sixth Form</b></p> <p>David Hodgson study skills session to be delivered to the whole group.</p> <p><b>Year 11</b></p> <p>Study Skills Assembly to be delivered to the whole year group in support of exams</p> <p><b>Year 12</b></p> <p>Careers Carousel</p> <p>Research Skills</p> <p>Personal Statements</p> <p>The Big HE Quiz</p> <p>Student Life Hacks – Get in the Know</p> <p><b>Year 13</b></p> <p>Beyond Personal Statements</p> <p>Life Hacks – Secrets to Success</p> <p>Home orAway</p>	<p>Students have a full programme of events so they can decide whether HE is for them.</p> <p>Increase link between Walker and partner institutions' outreach activity</p>	<p>Need:</p> <p>To encourage students to raise their aspirations</p> <p>Interest:</p> <p>To engage and inform students of HE</p>	<p>Continue to develop the relationship.</p> <p>Develop the existing programme by adding additional sessions to the programme in years 9-11.</p> <p>For full programme: <a href="https://futureme.ac.uk/sites/default/files/attachments/HEA%20Booklet%20-%20WEB.pdf">https://futureme.ac.uk/sites/default/files/attachments/HEA%20Booklet%20-%20WEB.pdf</a></p> <p>Also include:</p> <ul style="list-style-type: none"> <li>● ACE Days</li> <li>● Univenture</li> <li>● MAD days</li> </ul> <p>These have not always been able to run due to staffing implications. Need to be written into the programme.</p>	<p>Careers Leader Lynn Butler &amp; NECOP Champions Leigh Wright – KS4 Laura Smith – KS5</p> <p>Ongoing</p>
Contact 2 - Business - Business in the Community BITC (John Riddell)				
Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>Purchased 2 packages of Employer Supported Careers Learning (ESCL) through the Careers Hub Virtual Wallet:</p> <p>Eachpackage, participating students get 4 hours each, which has to include encounters with at least 4</p>	<p>Package 1 is a success and this can continue the following year.</p> <p>Contacts can be developed and the employers can be used again.</p>	<p>Need:</p> <p>To develop further employer links</p> <p>To increase student encounters with employers</p>	<p>To run package 1 and further develop the link.</p>	<p>Lynn Butler Careers Leader</p> <p>30 September 2020</p>

<p>different Business Ambassadors (BAs);</p> <p>A legacy left at the school, so 3 of those hours to be a teacher-led Careers Lab module, with Business In The Community (BITC) providing the BAs to support One hour of BITC-led activity; Careers Speed Dating</p> <p>Target group is the current Y9 to trial the first package with a view to doing it will the year 9 the following year. This will be based on the Aspire Module.</p>	<p>Funding will be sources via the Careers HUB. This partnership was in place when BITC was a free service.</p> <p>Legacy Units to run in school. Careers Lab Modules</p> <p>1 – Inspire 2 – Aspire 3 – Explore 4 – Action</p> <p>Reintroduce Speed dating for years 7 and 11 but done with own contacts to save on costs.</p>	<p>Interest: Schools to buy in their service Leave a legacy to be continued in school Develop skills and experiences of students</p>		
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### Contact 3 - Apprenticeships - ASK (Miriam Jamieson)

Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
<p>ASK currently deliver: Assemblies Year 11, 12 &amp; 13 Follow up sessions; Creating an account How to find an apprenticeship? Application support Bespoke sessions as required e.g. Home Group delivered a session to routes into H&amp;SC</p>	<p>These sessions continue</p> <p>Additional sessions offered to year 8</p> <p>More support for year 11 and 13 in applying for the apprenticeships</p> <p>Sessions lead by visitors who have done an apprenticeship</p>	<p>Need: Introduce students to apprenticeships</p> <p>Support students applying for apprenticeships</p> <p>Interest: Greater awareness and understanding</p> <p>Students informed of suitable progression pathways</p> <p>Increase in student applications</p>	<p>Speak with Miriam and discuss the possibility of introducing: Additional sessions for years 11 &amp; 13</p> <p>Introducing apprenticeship sessions into the year 8 curriculum</p> <p>Ask for Miriam to source speakers who left school and went into apprenticeships.</p> <p>Use Alumni contacts to speak to students</p>	<p>Lynn Butler Careers Leader</p> <p>Ongoing</p>

Parental Engagement with these three partners could be via:

- Business breakfast(s) – where parents are invited in the school to hear about the work each of the partners are involved in
- Attendance at parents evening – all partners could be represented at parents evening where appropriate.
- Parent & student safaris – introducing parents to opportunities within the local area.

## Appendix 8 - Roles & Responsibilities

Job Title	Name	Responsibility
Governor responsible for Careers	Alison Maynard	Responsible for strategic support and challenge of careers strategy at governor level.
Head Teacher	Mike Collier	Responsible for strategic support and challenge of career leader decisions.
Senior School improvement lead 14-19	Kerry Brayson	Responsible for line management of Careers Leader in regards to careers provision at WRA.
Careers Leader	Lynn Butler	Responsible for planning and setting the strategic direction of careers provision at WRA. Responsible for community engagement.
NECOP Champion (KS4)	Leigh Wright	Responsible for planning and coordination of NECOP events for KS4.
NECOP Champion (KS5)	Laura Smith	Responsible for planning and coordination of NECOP events for KS5.
Enterprise Adviser	TBC	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Careers Adviser	Marie Maccaleese	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.
Office Admin	Lisa Kirkbride	Responsible for the administrative support of Career Leader role and data entry into tracking sheet. Responsible for general administrative assistance.

## Appendix 9 - Monitoring & Evaluation Plan

### Monitoring Strategy

Monitoring of the careers provision at Walker Riverside Academy is carried out by SLT to ensure the careers programme is being implemented and students are given the opportunity to access CEIAG. This is through learning walks, lesson observations, student voice and work scrutiny

The careers programme in Key Stage 3 is monitored through teaching and learning via lesson observations, learning walks, work scrutiny and student voice.

Whole college tracking is completed by the Careers Leader to ensure all students are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers. Students are targeted depending on their needs and aspirations. Some events are targeted in terms specific groupings such as disadvantaged, SEND, High Attainers, Pupil Premium etc.

All career related events led by external organisations are authorised and monitored by the Careers Leader. At all events there will be at least one member of staff employed by Walker Riverside Academy to comply with equality and safeguarding regulations.

### Monitoring Programme

Activity	Responsibility	Timing	Implementation
Careers Lessons	Careers Leader & Senior Leader with responsibility of CEIAG	Ongoing during each carousel of teaching	Lesson observations Learning walks Student voice Work scrutiny
Careers in the Curriculum	SLT Faculty link	During departmental reviews and during the College observation cycles	Lesson observations Learning walks Student voice Work scrutiny
Careers event/activity in College	Careers Leader SLT School staff supervision	During the event/activity	Staff presence at event/activity Student voice

			Feedback questionnaires
Careers event/activity outside of College	Careers Leader School staff attending event	During the event/activity	Staff presence at event/activity Student voice Feedback questionnaires

## Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at Walker Riverside Academy. Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our students.

Questionnaires and student voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events.

External organisations provide their own evaluation forms and we receive feedback from them where appropriate.

Feedback is provided for SLT and Governors on a termly basis by the Career Leader and information is shared with parents and carers through the College website and College newsletters.

## Evaluation Programme

Activity	Responsibility	Timing	Implementation
Careers Lessons	Careers Leader & Senior Leader with responsibility of CEIAG	At the end of each carouse of teaching (13 weeks)	Student voice Questionnaires
Careers in the Curriculum	SLT Faculty link & Heads of Faculty	During departmental reviews	Faculty Student Voice
Careers event/activity in College	Careers Leader	After the event/activity	Staff voice Student voice Feedback questionnaires
Careers event/activity outside of College	Careers Leader	After the event/activity	Staff voice Student voice Feedback questionnaires
Guidance interviews & Destination Data	Careers Leader Senior Leader with responsibility of CEIAG	Ongoing during the year & at end of year	Student voice Careers Adviser voice Destination Data

