

TEACHING & LEARNING JOURNAL - EDITION 44

A Careers Strategy

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The purpose of this study was to take an in depth look at the current Careers provision we have in place at Westbourne, compare this against the National Guidance Benchmarks (Gatsby) and then develop a 3 year programme which ensures success in all criteria.

Current Provision

1: A Stable Careers Programme

- Mission statement and policies written
-
- Calendared activities / opportunities published on website
-
- Programme embedded into Academy development plan
-
- STEM 'Family Challenge'
-
- Parent invites to Success Fair, Progression Interviews, Pathways Evening and Careers Fair

CAREERS

During their time with Westbourne Academy, students will take part in a number of careers and work related learning activities. In Key Stage 3, students are encouraged to explore different careers and occupations using a variety of methods including attending site visits and using an online programs designed to give impartial careers guidance and information. In Key Stage 4, students will be expected to demonstrate efficient and practical career planning skills along with an associated understanding of post 16 options that are available to them locally and nationwide. They will take part in progression interviews, workshops and external events which are designed to assist with raising aspirations and managing expectations.

2: Learning From Career and Labour Market Information

- Suffolk Skills Show (Yrs 7&8)
- Links on school website
- Pathways Evening (Yr 9)
- Taster Days (Yr 10)
- Careers Fair (Yrs 9&10)
- Advice also available from Careers Advisor / NEACO (Yrs 10&11)



3: Addressing the Needs of Each Pupil

- Specific opportunities targeted at different year groups / bespoke groups
- CEC catalogue targets NEET's & SEND students
- NEACO funding aids disadvantaged
- Bespoke workshops from related industries (Business & Enterprise / Banking / STEM / Multimedia / Construction / Animal care / Mechanics)



4: Linking Curriculum Learning to Careers

- Careers / Curriculum audit to inform future developments and opportunities
- PE - Fitness Masterclass
- Food tech – Food and Farming day
- Business Studies – Enterprise Incubator
- Design Tech – East Anglian roofing
- Media / Computing – BT
- Display of careers linked to subjects



5: Encounters With Employers

- Bank of England presentation – Finance groups
- Enterprise incubator – Yr 10 Business Studies
- Mock Interview Project (Sainsbury's) – SEND students
- Enterprise council – Yr 9 students
- NHS Careers presentation – Yr 9 Students
- Post 16 Assemblies – Yr 10
- STEM activities – all year groups (inc. parents)
- Careers Fair – Yrs 9&10



- Suffolk Skills Show – Yrs 7&8

6: Experiences of Workplaces

- She can be' – Zurich (Yr 10 girls)
- Vodafone (Yr 9)
- Ipswich Building Society (Yr 10)
- East Anglian Roofing (Yr 9)
- Construction / Mechanics @ SNC (Yr 10)



7: Encounters with Further / Higher Education

- Success Fair – Yr 11
- Careers Fair – Yrs 9&10
- Suffolk Skills Show – Yrs 7&8



- Pathways Evening – Yr 9
- Taster Days – Yr 10
- University Summer School – Yr 10
- NCS – Yr 11



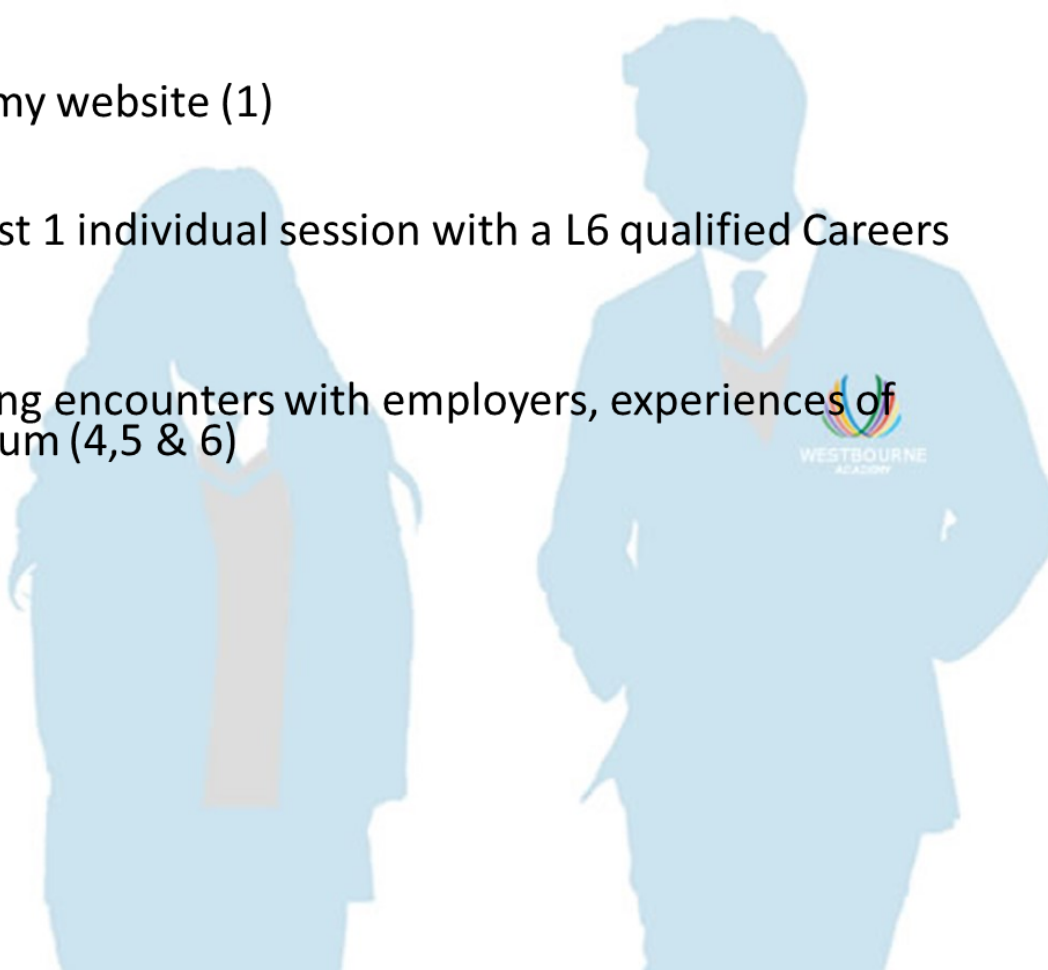
8: Personal Guidance

- 1-2-1 session with Careers Advisor (Yr 11)
- Progression Interviews (Yr 11)
- Early Help Team (Yr 11)
- Kudos (Yr 9 ER)



Areas For Improvement 2020 onwards

- A 'careers champion' in each curriculum area responsible for promoting the various careers linked to that course of study and to help deliver relevant workshops and visits. (4)
- To embed at least 1 day in a workplace environment for each student in either Yr 9 or Yr 10 (6)
- To re-develop the Careers page on the Academy website (1)
- To ensure that every student in KS4 has at least 1 individual session with a L6 qualified Careers Advisor (8)
- To further develop our 'Alumni' links in assisting encounters with employers, experiences of workplaces and linking careers to the curriculum (4,5 & 6)



Vision Statement & Strategic Objectives

Vision Statement:

'A Westbourne student is enthusiastic and ambitious about the world of work. They will be confident, assertive and skilled in their approach and understand the link between education and future success.'

Strategic Objectives:

Objective	Description	Gatsby Benchmark
Instil ambition into students regarding the World of Work	Develop and expand opportunities for students to have experience of further education and career opportunities and understand the skills required for success	1,3,5,6,7
Ensure students are confident, assertive and skilled	Create opportunities so students can understand, access and use information about local and national jobs to help plan their educational pathways and careers	2,3,8
Link education to future success	Embed careers education across the curriculum with all subjects being aware of their role and taking an active	1,2,3,4

Roles And Responsibilities

Responsibilities of Staff – Careers Leadership Team:

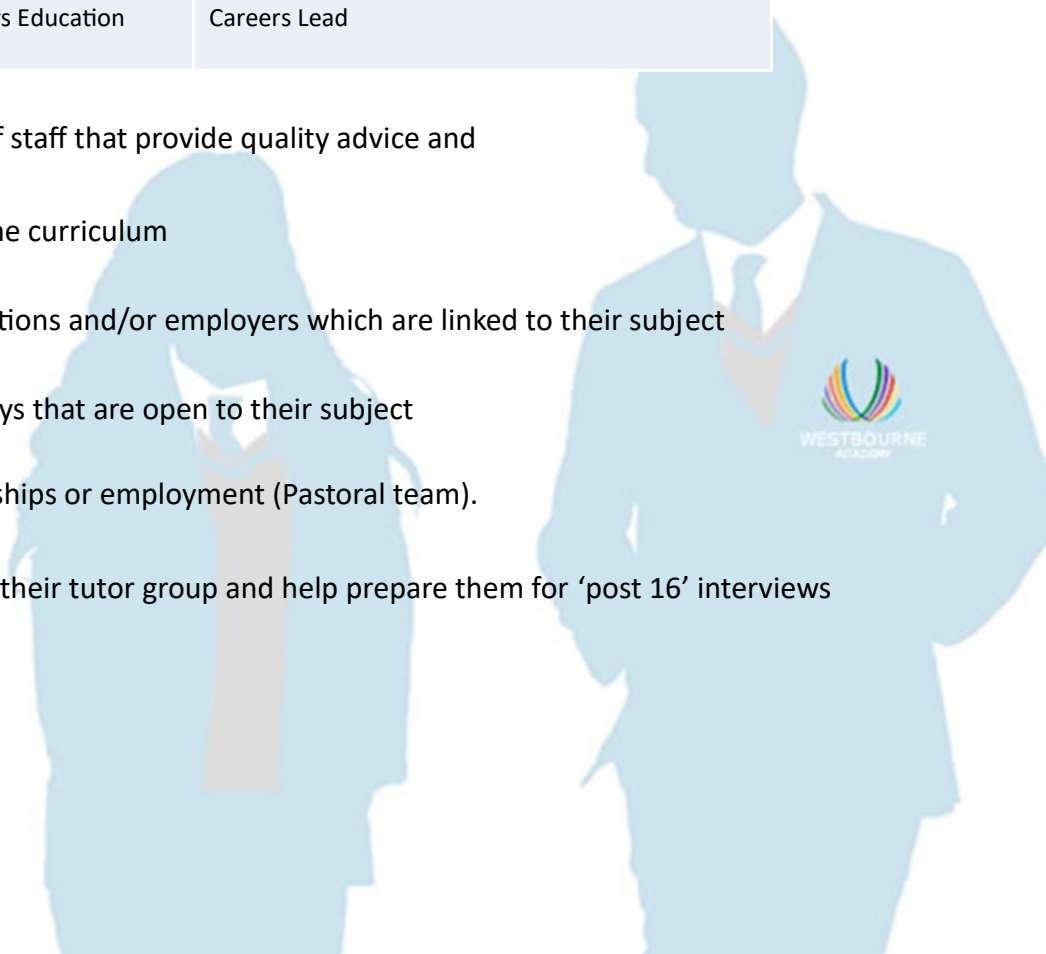
Whilst we realise that careers advice is the responsibility of all relevant staff at Westbourne Academy, we also have a designated Careers Leadership Team who are responsible for delivering our careers programme and meeting all eight Gatsby Benchmarks.

The team comprises of the following staff:

Job Title	Role / Responsibility	Reports To
Careers Lead :	Line Manager and Careers Co-ordinator / Development of Careers Strategy and Programme	Senior Management Link / Board of Governors
Career Guidance Advisor :	Provision of Independent 1-2-1 advice	Careers Lead
Higher Education Champion :	Encounters with further and higher education	NEACO / Careers Lead
Vice Principal :	Senior Leadership Link	Principal
Link Governor :	Support of Careers Lead and planned activities	Principal / Board of Governors
Subject Careers Champions:	To ensure careers are embedded into subject areas	Subject Leaders / Careers Lead
SEND Co-ordinator :	Identify students with additional needs and assist with bespoke career opportunities alongside Academy wide activities	Careers Lead
PSHE / Enrichment Co-ordinator:	To plan and ensure delivery of Careers Education	Careers Lead

To complement the work that this group do, we also have a wider group of staff that provide quality advice and guidance to students across the year by:

- Giving students careers advice which links to their subject area within the curriculum
- Developing and/or sustaining further links with Higher Education Institutions and/or employers which are linked to their subject
- Maintaining current working knowledge about the employment pathways that are open to their subject
- Write references for students applying to further education, apprenticeships or employment (Pastoral team).
- Encouraging and assisting in the application process for students within their tutor group and help prepare them for 'post 16' interviews



We also acknowledge and value the support which we gain from our 'Local Employers' and of course our students parents. We are also actively engaged in providing the same high quality information we give our students to their parents and carers as well.

Progression Framework

Year	Career Focus	Outcomes	Gatsby BM
7	Working with students to help raise self esteem, motivation and aspirations regarding their future through investigating a range of careers.	Students able to know their strengths and are able to identify a range of careers linked to their interests.	3,4
8	Equipping students with 'employability skills' and giving them the opportunity to have a first experience of Post 16 opportunities, including academic and vocational courses.	Students know how to conduct themselves in an interview, experience 'post 16' life and are equipped with the skills to investigate different careers linked to their interests.	2,3, 4,7
9	Developing the links between option choices, post 16 pathways and future careers.	Students can explain the different career paths open to them and are able to make an informed choice regarding their options.	2,3, 4,5, 6,7
10	Providing students with an awareness of the 'Post 16' opportunities available to them and the importance of being prepared in making early and accurate applications for further study.	Students will all experience a 'Post 16' taster day and a 'Workplace visit'. They understand how their qualifications and employability skills impact the opportunities they will have in the future.	2,4, 5,6, 7
11	To ensure that students are able to demonstrate decisive and proactive attitudes in applications for their 'Post 16' studies.	Through individual guidance interviews, progression evenings and success fairs students understand how to create a revision timetable, apply for a 'post 16' place and conduct themselves correctly in interview.	2,3, 4,5, 6,7, 8

Careers Programme

Year 7

Target group	Careers and progression activity details	When it will happen	Delivery partner	Gatsby BM	Learning Outcome	Monitoring
X30 (Low Ability)	Karismatic Workshop - Working with students to help raise self esteem, motivation and aspirations regarding their future	Autumn Term	Karismatic	3,4	Students able to know their strengths and areas for improvement	Student questionnaire
Whole Year group	Kudos Careers sessions - students investigate different careers during two of their Enrichment lessons.	Summer Term	Westbourne Academy	2,3,4	Students are able to identify a range of careers linked to their interests.	Kudos evaluation tool
Whole Year Group	Career based assemblies delivered by external partners.	Spring Term	Various (NHS / AXA Insurance)	2,4,5	Students made aware of different types of career paths and the academic requirements connected to them.	Survey Monkey to assess knowledge and understanding



Year 8

Target group	Careers and progression activity details	When it will happen	Delivery partner	Gatsby BM	Learning Outcome	Monitoring
Whole Year group	Workshop called 'expect respect' relating to differing aspects of society and how to conduct yourselves with others i.e. in a job / interview situation	Autumn Term	The Lighthouse Group	3,4	Students know how to conduct themselves in an interview.	Student questionnaire provided by delivery partner as part of plenary
X30 (Middle Ability)	Suffolk Skills show - This will be an exciting and informative day, showcasing a wide range of employers, specialist training providers and also the opportunity for young people to try their hand at activities they would not normally have access to.	Autumn Term	Suffolk Chamber	2,4,7	Students are equipped with the skills to investigate different careers linked to their interests.	Student workbook completed throughout the day
X30 (High Ability)	A'Level Experience Day - An opportunity for students to experience a 'day in the life of' a post 16 student, following Level 3 Courses and linking these back to KS3/4 education.	Spring Term	Suffolk One	7	Students experience 'post 16' life and are equipped with the skills to investigate different careers linked to their interests.	Student questionnaire
X15	STEM Family Challenge - An opportunity to engage parents and carers into the STEM education of their children through a twilight session involving problem solving.	Spring Term	EDT	2,4	Students are equipped with the skills to investigate different careers linked to their interests.	Parent feedback sheet
Whole Year Group	Career based assemblies delivered by external partners.	Spring Term	Various (NHS / AXA Insurance)	2,4,5	Students made aware of different types of career paths and the academic requirements connected to them.	Survey Monkey to assess knowledge and understanding
Whole Year group	Kudos Careers sessions - students investigate different careers during two of their Enrichment lessons.	Summer Term	Westbourne Academy	2,3,4	Students are equipped with the skills to investigate different careers linked to their interests.	Kudos evaluation tool

Year 9

Target group	Careers and progression activity details	When it will happen	Delivery partner	Gatsby BM	Learning Outcome	Monitoring
Students with an interest chose the course	Combined Cadet Force -The Combined Cadet Force is a MOD sponsored national youth organisation aiming to instil the values, skills and responsibilities that being a member of the Armed Forces gives a person to the students. It involves various outdoor activities and skills as well as the skills from the military.	Ongoing	Cadet Force	3,4,5	Students experience the opportunity to explore a different career path open to them and are able to make an informed choice regarding their options within the Armed Forces.	Student report from CO
SEND students	The Mock Interview Project - An introduction to the interview process. Students are given guidance on how to apply to and succeed at interview. At the end of the process students will experience a real interview and gain valuable feedback.	Spring Term	altogether	2,4,5	Students know how to conduct themselves in an interview and understand their strengths and areas for improvement.	Student interview feedback sheets
Students with no previous family links to university	University visit - to gain an insight in what it is like to study at a university.	Spring Term	Daniella (NEACO)	7	Students experience 'post 16' life and understand that Higher Education is a potential choice for them.	Student questionnaire
Whole Year group	Pathways evening - Students and parents are given a presentation on the importance of choosing the right subjects at KS4. Post 16 providers are also in attendance to give advice about how subjects tie into further education pathways.	Spring Term	Suffolk One/ Suffolk New/Otley	3,4,7	Students understand the different career paths open to them and are able to make an informed choice regarding their options.	Attendance register / parent questionnaire
X30	Routes into STEM - The format would be Day 1 at a College, Day 2 at a university and Day 3 at a company. On all three days your students will meet role models, engage in two or three activities, hear career presentations and be conducted on campus/site tours.	Summer Term	EDT	3,4,5,6,7	Students will understand the different career paths open to them in STEM and gain first hand knowledge to help inform future choices.	Student questionnaire provided by delivery partner
Whole Year Group	Career based assemblies delivered by external partners.	Spring Term	Various (NHS / AXA Insurance)	2,4,5	Students made aware of different types of career paths and the academic requirements connected to them.	Survey Monkey to assess knowledge and understanding
Whole Year group	Kudos Careers sessions - students investigate different careers during two of their Enrichment lessons.	Summer Term	Westbourne Academy	2,3,4	Students can explain the different career paths open to them and are able to make an informed choice regarding their options.	Kudos evaluation tool

Year 10

Target group	Careers and progression activity details	When it will happen	Delivery partner	Gatsby BM	Learning Outcome	Monitoring
Targetted	Workplace Visit - Students experience first hand what it is like to work in the building industry. Includes manual labour right through to surveying and management.	Autumn Term	Eastern Region Roof Training	4,5,6	Students will a 'Workplace visit'. They understand how their qualifications and employability skills impact the opportunities they will have in the future.	Employer report / student questionnaire
SEND students	The Mock Interview Project - An introduction to the interview process. Students are given guidance on how to apply to and succeed at interview. At the end of the process students will experience a real interview and gain valuable feedback.	Spring Term	alltogether	2,4,5	Students know how to conduct themselves in an interview and understand their strengths and areas for improvement.	Student interview feedback sheets
Whole Year group	Post 16 Information / Careers Evening - students and parents get to speak to a range of Post 16 providers and employers about the next step.	Spring Term	Range of Post 16 providers	5,7	Students understand the different career paths open to them and are able to make an informed choice regarding their options.	Attendance register / parent questionnaire
X100	Suffolk One Taster day - students choose from a menu of lessons so that they can experience what post 16 studies entail.	Summer Term	One	7	Students will all experience a 'Post 16' taster day. They understand how their qualifications will impact the opportunities they will have in the future.	Student questionnaire
X100	Suffolk New Taster day - students choose from a menu of lessons so that they can experience what post 16 studies entail.	Summer Term	SNC	7	Students will all experience a 'Post 16' taster day. They understand how their qualifications will impact the opportunities they will have in the future.	Student questionnaire
X20	Northgate Sixth Form -students choose from a menu of lessons so that they can experience what post 16 studies entail.	Summer Term	Northgate Sixth Form	7	Students will all experience a 'Post 16' taster day. They understand how their qualifications will impact the opportunities they will have in the future.	Student questionnaire

Year 11

Target group	Careers and progression activity details	When it will happen	Delivery partner	Gatsby BM	Learning Outcome	Monitoring
Whole Year group	Level 6 Careers advice - One to One session. A Careers Guidance Action Plan is completed for each student. The plan focuses on where the student is now, where they want to be and what they need to do to get there.	Ongoing	Career Directions	3,8	Through individual guidance interviews students understand how to create a revision timetable, apply for a 'post 16' place and conduct themselves correctly in interview.	Guidance counselor report
Targetted	Revision Technique Masterclass - The opportunity to attend 'masterclasses' in revision techniques to help support students and maximise their potential in their forthcoming exams.	Spring Term	University of Suffolk	3,7	Students understand how to create a revision timetable and apply techniques which suit their particular style of learning.	Attendance register / student questionnaire
SEND students	The Mock Interview Project - An introduction to the interview process. Students are given guidance on how to apply to and succeed at interview. At the end of the process students will experience a real interview and gain valuable feedback.	Spring Term	alltogether	2,4,5	Students know how to conduct themselves in an interview and understand their strengths and areas for improvement.	Student interview feedback sheets
Whole Year group	Progression interview - one to one meeting to discuss progress and suitable Post 16 course.	Autumn Term	Range of Post 16 providers/x1 level 6 trained careers advisor/NCS	3	Through individual progression interviews, students and their parents understand how the opportunities available to them and the opportunity to apply for a 'post 16' place.	Teacher feedback
Y11 predicted NEETS/absentees	Progression interview follow up - a follow up meeting to ensure students have a suitable progression pathway. These meetings will be 10 minute slots.	Spring Term	Careers Lead	3	Through individual progression interviews, students and their parents understand how the opportunities available to them and the opportunity to apply for a 'post 16' place.	Teacher feedback
Whole Year group	Success Fayre - revision tips , find out about post 16 options, how to apply for sixth form, College or apprenticeships and general advice on how parents can help their child throughout their final year at high school.	Autumn Term	Westbourne Academy	3,4,7	Students can explore the different 'post 16' and 'Higher Education' opportunities open to them and understand understand the pathways and requirements which are necessary.	Attendance register / parent questionnaire
Whole Year group	Post 16 Information / Careers Evening - students and parents get to speak to a range of Post 16 providers and employers about the next step.	Spring Term	Range of Post 16 providers	5,7	Students understand the different career paths open to them and are able to make an informed choice regarding their options.	Attendance register / parent questionnaire
Volunteers that sign up during progression process	National Citizenship Service - Phase 1- Adventure away days to gain confidence in a team. Phase 2- learn essential life skills from local business leaders and charities, gain confidence in public speaking, communications skills and budgeting. Phase 3- devise a social action project.	Summer hols	NCS	3, 5 and 6	Students understand the importance of teamwork, leadership and self discipline and how this transfers into a successful life beyond school.	Final project evaluation

External Stakeholder Audit

Current contact/partner name	Relationship school	Holder in	Last activity or communication	Year Groups and Department Involved	Types of Activities	Engagement Level (Frequent supporter, Occasional Supporter, One-Off Supporter)
Army Careers	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
BDO LLP	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Care Careers Suffolk	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Child Employment Team	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
DanceEast	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Eastern Region Roof Training	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information / workshops / workplace visit	Occasional
Easton and Otley College	Dan Payne		Careers Evening Jan 2020	Yr 9, 10 & 11	Advice and information / Visits / Interviews	Frequent
EDF Energy	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information / Workplace visit	Once a year
Essex University	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Genevac	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Hunnaball Of Ipswich	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Ipswich Borough Council	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
John Michael Training Academy	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Key Training	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
NACRO	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Royal Navy & Marines	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Suffolk Apprenticeships	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Suffolk New College	Dan Payne		Careers Evening Jan 2020	Yr 9, 10 & 11	Advice and information / workshops / visits / Interviews	Frequent
Suffolk One	Dan Payne		Careers Evening Jan 2020	Yr 9, 10 & 11	Advice and information / workshops / visits / Interviews	Frequent
University of Suffolk	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information / workshops / visits	Frequent
West Suffolk College	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
WS Training	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
YMCA Training	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Cameo Training	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Essex University	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Institute of Physics	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Ipswich High School	Dan Payne		Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Occasional

Current contact/partner name	Relationship Holder in school	Last activity or communication	Year Groups and Department Involved	Types of Activities	Engagement Level (Frequent supporter, Occasional Supporter, One-Off Supporter)
Kesgrave High School	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Occasional
Nacro	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Northgate High School	Dan Payne	Careers Evening Jan 2020	Yr 9, 10 & 11	Advice and information / workshops / visits / Interviews	Frequent
Orwell Housing	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Tex Engineering	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Pretty's Solicitors	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Fizwig Design	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
AB Ports	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Marriott Motors	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Anglian Water	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Larkin Gowen	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Brafe Engineering	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Bower Fuller	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
BT	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information / workplace visit	Once a year
Fred Olsen	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
SEH Construction	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Coderus	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Galloway Travel	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Suffolk Police	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Aldi	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
John Grose	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Once a year
Ipswich Building Society	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information / workplace visit	Occasional
Copleston Sixth Form	Dan Payne	Careers Evening Jan 2020	Yr 9 & 10	Advice and information	Occasional
Karis Theophane (Karismatic Workshops)	Dan Payne	Workshop Dec 2019	Yr 7	Raising aspirations	Once a year
Trinity Park	Dan Payne	Trade Fair Oct 2019	Yr 8	Advice and information	Once a year
Zurich Insurance London	Mari Woodhouse	Workplace Visit Oct 2019	Yr 10	Raising aspirations / workplace visit	Once a year
Vodafone Headquarter London	Jonathan Burrows	Workplace Visit Dec 2019	Yr 9	Raising aspirations / workplace visit	Once a year
Lighthouse Project	Dan Payne	Workshop Nov 2019	Yr 8	Raising aspirations	Once a year



External Stakeholder Improvement Plans

Contact or Partner	Current state How have they contributed to the school? Engagement level?	Desired state	Needs and interests Why do you need to increase or improve their support? What is the benefit to the business?	Next steps to develop relationship	Named contact deadline
Eastern Region Roof Training	Attended Careers Fairs and hosted a 'Taster Day' for a small group of Yr 10 students	Potential AP use for dis-affected students in Yr 10 who are interested in learning a trade	Improved links will help secure funding and student placements. Benefit to business – improves accreditation.	Explore suitable students – propose engagement in a 'pilot' project beginning Sept 2021	Olivia Gilbert Dec 2020
Orwell Housing	Attended careers Fairs and offered apprenticeships to school leavers	Potential workplace experience visit focusing on apprenticeships	To improve number of apprenticeship opportunities for our students. Local employment for business	Identify areas of interest in current apprenticeship vacancies and trial a small scale visit.	Rachel Hunter Feb 2021
Fred Olsen	Attended Careers Fairs	Potential workplace experience visit focusing on apprenticeships / delivery of assemblies to students focusing on travel industry	To improve number of apprenticeship opportunities for our students. Local employment for business	Identify areas of interest in current apprenticeship vacancies and trial a small scale visit.	Fred Olsen Cruise Lines Whitehouse Road Feb 2021
British Telecom	Attended Careers Fairs and Hosted STEM activity days	Potential workplace experience visit focusing on STEM apprenticeships / delivery of assemblies to students focusing on communication	To improve number of apprenticeship opportunities for our students. Local employment for business	Identify areas of interest in current apprenticeship vacancies and trial a small scale visit.	Rika Nauck Feb 2021
AXA Insurance	Attended Careers Fairs	Potential workplace experience visit focusing on apprenticeships / delivery of assemblies to students focusing on insurance	To improve number of apprenticeship opportunities for our students. Local employment for business	Identify areas of interest in current apprenticeship vacancies and trial a small scale visit.	Graham Thomas Feb 2021

Action Planning / Yearly Milestones

Objective 1

Long-Term Strategic Objective [1]		
Instil ambition into students regarding the World of Work		
Westbourne Academy believes that it is imperative to develop and expand the opportunities for students to have experience of further education and careers and understand the skills required for success.		
Link to Benchmarks: [GB1, GB3, GB5, GB6, GB7]		
What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?	Monitoring / Timescale
Year one 2020-2021 <ul style="list-style-type: none"> •Mission statement, policies and calendared activities will be published on the Academy website. • Specific opportunities available for targeted students (NEET's & SEND) •STEM activities – all year groups (inc. parents) 	<ul style="list-style-type: none"> •Mission statement and policies written. •Use of NEACO funding to aid disadvantaged •Bespoke workshops from related industries (Business & Enterprise / Banking / STEM / Multimedia / Construction / Animal care / Mechanics) •Improve parental engagement through greater communication and timing of events 	<ul style="list-style-type: none"> •SLT / Dec 2020 •Careers Lead / Encounters spreadsheet •Careers Lead / April 2021
Year two 2021-2022 <ul style="list-style-type: none"> •Programme embedded into Academy development plan •All students in Year 10 to experience a day in at least one 'post 16' establishment •Bespoke assemblies delivered by external professionals to targeted year groups 	<ul style="list-style-type: none"> •Forging of links with relevant industries •Greater engagement with the Academy 'Alumni' family 	<ul style="list-style-type: none"> ▪Careers Lead / Dec 2021 ▪Careers Lead / July 2022
Year three 2022-2023 <ul style="list-style-type: none"> •All students in Year 10 to attend a 'work experience' visit to a local employer •All students have access to a carousel of careers talks and assemblies 	<ul style="list-style-type: none"> •Agreement from SLT and governors to adopt work experience visits •Create a 'bank' of volunteers from local industries/workplaces to deliver talks 	<ul style="list-style-type: none"> •Careers Lead / July 2023 •Careers Lead / April 2023

Objective 2

Long-Term Strategic Objective [2]		
Ensure students are confident, assertive and skilled		
Create opportunities so students can understand, access and use information about local and national jobs to help plan their educational pathways and careers		
Link to Benchmarks: [GB2, GB3, GB8]		
What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?	Monitoring / Timescale
Year one 2020-2021 <ul style="list-style-type: none"> •Kudos to become an integral part of the Yr 9 Enrichment scheme prior to when Option Choices are taken •Greater number of careers and opportunities showcased at the Academy careers fair •All students in Yr 11 to receive at least one 1-2-1 advice session 	<ul style="list-style-type: none"> •Plans and activities written to facilitate use of Kudos in Enrichment lessons •Contact additional businesses for careers fairs, use of Alumni students to help with this •Ensure L6 advisor is employed by the Academy for at least one day a week 	<ul style="list-style-type: none"> •PSHE Co-ordinator / Sept 2020 •Careers Lead / Dec 2020 •SLT / Sept 2020
Year two 2021-2022 <ul style="list-style-type: none"> •Kudos to form a block of Enrichment lessons in Yrs 7 and 9 •Have an increased amount of career talks available for students to sign up to •Sustain and embed a variety of career contacts for the Academy careers fair •50% of Yr 8 students gain allocated places at the Suffolk Skills Show 	<ul style="list-style-type: none"> •Further develop Enrichment schemes and plans to incorporate Kudos session into lessons •Use LMI tables to create further contacts for careers talks / fair •Make early contact with Suffolk Chamber of Commerce to reserve 100 spaces at Suffolk Skills Show •Gain agreement from SLT to pay for transport to Suffolk Skills Show 	<ul style="list-style-type: none"> •PSHE Co-ordinator / Dec 2021 •Careers Lead / April 2022 •Careers lead / October 2021
Year three 2022-2023 <ul style="list-style-type: none"> •All students to actively use 'Kudos' as an embedded part of the Enrichment curriculum in every year group •All students in Yr 8 and Yr 10 to attend a careers fair •All students to have the opportunity to engage in after school employer talks 	<ul style="list-style-type: none"> •Work with Enrichment subject leader to ensure careers opportunities and information through Kudos are built into schemes of work •Ensure places for all Yr 8's are allocated places at the Suffolk Skills Show (Oct 2022) •Create a timetable of 'after school' career talks and forge links with suitable industry volunteers 	<ul style="list-style-type: none"> •Careers Champions / Dec 2022 •Careers Lead / October 2022 •Careers Lead / April 2023



Objective 3

Long-Term Strategic Objective [3]		
Link education to future success		
Embed careers education across the curriculum with all subjects being aware of their role and taking an active part in careers guidance		
Link to Benchmarks: [GB1, GB2, GB3, GB4]		
What will success look like (Milestones)? What do we need to achieve?	What actions we will take as a school to achieve these milestones?	Monitoring / Timescale
Year one 2020-2021 <ul style="list-style-type: none"> •Provide an Academy display of career pathways evolving from all curriculum subjects •Have a bespoke careers section on the Academy website showing career links and partners •Provide staff CPD training to ensure they understand their role within careers education 	<ul style="list-style-type: none"> •Secure funding and resource suitable curriculum displays •Enlist the help of the IT department to develop Academy website careers page •Initiate a 'working group' for careers including a representative from each department (Careers Champions) •Careers Lead to host whole school and subject based INSET 	<ul style="list-style-type: none"> •Careers Champions / April 2021 •Careers Lead / Dec 2020 •Careers Lead / Sept 2020 •Careers Lead / Dec 2020
Year two 2021-2022 <ul style="list-style-type: none"> •Have representatives from local labour market present at parents evenings and careers fairs •Ensure each department includes career opportunities within each year groups schemes of work 	<ul style="list-style-type: none"> •Secure firm contacts in a variety of local labour market employers •Disseminate curriculum requirements through CPD and Careers Champions 	<ul style="list-style-type: none"> •Careers Lead / Jan 2022 •Careers Champions / April 2022
Year three 2022-2023 <ul style="list-style-type: none"> •Have a bespoke careers office offering drop in sessions at break, lunch and after school •Subject areas taking responsibility for organising their own curriculum related career opportunities 	<ul style="list-style-type: none"> •Identify suitable area and secure funding from SLT and potential business partners to create and resource careers office •Provide CPD for careers champions in how to plan, prepare, risk assess and run careers events 	<ul style="list-style-type: none"> •SLT / Sept 2022 •Careers Lead / Dec 2022



Detailed Action Plan - September 2020-2021

Strategic objective	Milestones	Action/Activity	Action owner (who is responsible)	Deadline	Resources required	Status/Progress	Reporting	Method of evaluation (if appropriate)	Last updated
1. Instil ambition into students regarding the World of Work	Mission statement, policies and calendared activities will be published on the Academy website.	Write statements and have agreed by SLT	Careers Lead	Oct ½ term	Time		Careers Lead to SLT		
	Specific opportunities available for targeted students (NEET's & SEND)	Identify suitable events through CEC catalogue and NEACO	Careers Lead	Feb ½ term	Curriculum time / cost of delivery team		Careers Lead to SLT	Compass tool	
	STEM activities – all year groups (inc. parents)	Identify suitable events through CEC catalogue and NEACO	Careers Lead	May ½ term	Curriculum time / cost of delivery team		Careers Lead to SLT	Compass tool	
2. Ensure students are confident, assertive and skilled	Kudos to become an integral part of the Yr 9 Enrichment scheme prior to Option Choice are taken	Explore kudos website and select suitable activities	ER Subject Lead	Oct ½ term	IT suites for ER lessons		Careers Lead	Kudos diagnostic	
	Greater number of careers and opportunities showcased at the Academy careers fair	Increase contact list using LMI and regional information	Careers Lead	Feb ½ term	Time		Careers Lead to SLT	Attendance register / student surveys	
	All students in Yr 11 to receive at least one 1-2-1 advice session	Organise timetable for appointments and office space	Careers Advisor	May ½ term	Cost of L6 Careers Advisor		Careers Lead to SLT	Action plans	
3. Link education to future success	Provide an Academy display of career pathways evolving from all curriculum subjects	Source career info from internet and provide Careers Champions with template	Careers Champions	Summer term	Reprographics budget and possible download and framing costs		Careers Champions to Careers Lead	Finished displays on show	
	Have a bespoke careers section on the Academy website showing career links and partners	Order books and other suitable resources	Careers lead / IT Department	Oct ½ term	Books / magazines / dedicated resource area		Careers Lead to SLT	Fully equipped display area of resources	



Staff Needs Analysis Summary

Potential Areas For Development	Art	B St.	Com	DT	Eng	Exams	Geog	His	Maths	MF L	P.A rts	PE	RS	Sci	Total /56
How to talk to students about employment-based routes for post-16 and post-18 such as apprenticeships, traineeships and T-Levels	2	4	3	3	3	2	1	1	0	3	3	2	2	2	31
How to talk to students about Higher Education, including UCAS points system and foundation courses	2	4	3	3	2	2	2	3	0	2	3	2	2	2	31
Where to find resources about careers and progression routes for students	3	4	2	3	2	2	2	2	0	2	2	3	2	2	31
How to connect with and use employers in school	2	3	2	3	1	1	1	1	0	3	3	1	2	1	24
How to link your subject curriculum to the world of work and labour market information	2	4	3	3	2	2	2	3	0	2	2	3	3	3	34
The key skills required to prepare students for the future world of work and how to embed them in your lessons	3	4	3	3	2	2	2	3	0	3	2	3	3	3	36
Comments															
In taking an 'average' of the scores from each department and then compiling an Academy total it is clear to see that the areas in most need of support and development are regarding the use of employers in school and further education advice.															

The Big Picture To improve external links and give students an understanding of how the subject relates to the world of work	Key Learning To be able to identify career opportunities with your curriculum	Outcomes/Outputs All subjects to have identified at least one area in a scheme of work where external engagement can be utilised
Resources Laptop / projector / pre-printed schemes per dept. / exemplar / contacts lists	Speakers / Facilitators Careers Lead / Enterprise Advisor	Session Structure Introduction 5 mins Dept. discussions 20 mins Group feedback 5 mins Exemplar template 5 mins Enterprise Advisor talk 15 mins Plenary / feedback 10 mins
Lead Up Tasks Dept.s asked to print off a scheme of work from any year group to bring along with them	Follow up Tasks To embed at least one external engagement opportunity into a subject scheme and create an external contact	Monitoring / Evaluation Session evaluation on 'BlueSky' Task evaluation will be evidenced on Compass+ once departments log their external engagement opportunity

CPD Plan

Objective of session : To identify where external engagement can be used within a scheme of work and how to improve employer links

