

West Lakes Academy Careers Plan and Policy
(2022 – 2023)



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1. Introduction

At West Lakes Academy we are committed to delivering high quality careers, information, advice and guidance (CIAEG) for all of our students. We understand that all young students need to prepare themselves for progression through learning and education into adulthood. Our aim is to equip our students with the knowledge and skills to enable them to make effective choices, understand their career and progression routes, and enable them to manage smooth transitions on to the next stage of either learning or employment. At key milestones throughout the students' education we will provide support, advice and guidance to ensure realistic and informed decisions are made to help them to progress to higher education, apprenticeships, and the world of work. We provide impartial advice and ensure the advice given is in the best interest of the student.

Careers education has never been more important for young people. They are bombarded with complex choices which need considering and planning such as; What KS4 subjects do I take? Do I choose vocational or academic subjects or a mixture of both? Which extracurricular activities would enhance my CV? And, of course, which career would I find interesting, is achievable and would suit my lifestyle?

Each year group follows a careers education program which aims to raise aspirations and provide students with a better understanding of the pathways they need to follow to help them to achieve their goals. Students will investigate careers during curriculum time within PD and spend time on this in tutor time, with a whole school initiative known as Future Fridays. Throughout the year speakers and local employers from different organisations will come in to provide the students with inspiration, advice and inform them of professions and careers that they might not have considered previously.

Students take part in a wide range of careers activities such as, enterprise events, industry days, STEM activities and university visits for first-hand experience of further and higher education.

In addition to these activities there are a wide range of free resources available in school that students can take advantage of. These can be found in a number of different formats, e.g. online, booklets and prospectuses, in the careers section of the library.

West Lakes Academy is committed to providing a planned programme of activities, careers education, information, advice and guidance (CIAEG) for all students in years 7-13, regardless of students' culture and ethnicity, background or ability. All students will benefit from the planned events and activities to help them make informed decisions in preparation for life, work and as responsible adults, making a valuable contribution to society and their communities.

2. Document Purpose

This document outlines West Lakes Academy's Career Plan for September 2022 – July 2023. This document will be reviewed and revised before the start of each academic year accordingly.

3. Gatsby Benchmarks progress

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance."

The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Taken from -

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf

Below is table of the academy's progress towards completing the Gatsby Benchmarks, this will be updated every term.

Benchmark	Percentage of schools nationally meeting this benchmark	March 2018 (Starting Point)	July 2021	June 2022	July 2022	December 2022	April 2023
1	27%	35%	100%	58%	100%	82%	
2	52%	50%	100%	80%	100%	100%	
3	25%	71%	90%	72%	72%	90%	
4	45%	100%	75%	50%	52%	68%	
5	58%	0%	100%	75%	100%	75%	
6	52%	0%	87%	100%	100%	100%	
7	30%	83%	83%	0% waiting on feedback	95%	91%	
8	61%	50%	100%	100%	100%	100%	

4. Academy Careers Development Plan

Gatsby Benchmark	Areas for development	Targets/description of activity to be completed	Responsibility	Target date	Success Criteria	Completed Date
1. A stable careers programme	Link Governor engagement	<ul style="list-style-type: none"> Regular (termly) link governor meetings/updates 	Link Governor Miss V Stabler	September 2022	<ul style="list-style-type: none"> Link governor engagement in the planning process of careers 	
	Enterprise Advisor	<ul style="list-style-type: none"> Fully utilise the EA's in the academy delivery 	Miss V stabler HoD's	December 2022	<ul style="list-style-type: none"> Regular EA engagement, planned and delivered 	
	Evaluate the academy careers program using systematic feedback from teachers	<ul style="list-style-type: none"> Following organised events teachers involved to complete an impact evaluation form and return to careers lead 	Miss V Stabler Middle Leaders	December 2022	<ul style="list-style-type: none"> Responses all collected and evaluated (CB to collate). 	
	Evaluate the academy careers program using systematic feedback from parents/carers	<ul style="list-style-type: none"> Set parent/student homework feedback tasks following careers events (WOW days, mock interviews, visitor assemblies). Parents to provide feedback on discussion with their child Local LMI tasks to be shared each month with parents via email and social media. Share Inspira interview feedback with parents and gather feedback Parents evening iPad feedback set up following careers sessions Focus on overcoming communication barriers 	Miss V Stabler HOY's/tutors ALG CB	March 2023	<ul style="list-style-type: none"> Parental and student questionnaires completed, evaluated and acted upon CB to have collated feedback from parents Events developed following feedback 	
	Evaluate the academy careers program using systematic feedback from employers	<ul style="list-style-type: none"> Develop an employer feedback form/email which is completed by each professional we work with Year 9 World of Work day trial (September) 	Miss V stabler Inspira	October 2022	<ul style="list-style-type: none"> Record of employer feedback Developments made in activities following employer feedback 	
	Get systematic monitoring in place	<ul style="list-style-type: none"> Develop evidence to support monitoring taking place, development of evidence portfolio Develop use of UniFrog as a tracking resource with all staff and students Sharing of event impact on students learning and experiences. Staff training (September) 	Miss V Stabler Middle Leaders Tutors Middle Leaders LL/MD – Social media shares	April 2023	<ul style="list-style-type: none"> Functional evidence portfolio in place via Unifrog Website, twitter and other social media all updated and all events shared regularly. Unifrog current and up to date 	
	Evaluate careers program for effectiveness every 3 years	<ul style="list-style-type: none"> Termly reviews of provision via compass trackers editing provision and developments. 	Miss V Stabler	Ongoing	<ul style="list-style-type: none"> Compass tracker completed and results shared with SLT and all staff 	
2. Learning from careers and labour market information	Parents and careers to use career path and labour market information to aid the support given to their children.	<ul style="list-style-type: none"> Weekly tweets/Instagram posts using local labour market information Full LMI information to updated on academy website monthly – Use CEC posters with a monthly focus supported by parent discussion prompts Monthly email to remind parents of the LMI focus of the month Parent/student tasks set around the LMI information shared on the website (Future Friday's) Parental careers information session included in parent evening events. 	EA's LL/MD HOY and Tutors Parents ALG/VS	Ongoing December 2022 September 2022	<ul style="list-style-type: none"> Social media posts regularly running and updated Up to date LMI information accessible on academy website 	

	Staff work experience out in the community	<ul style="list-style-type: none"> Look at staff one day placements to develop knowledge of different work environments in the local area 	EA's All staff	August 2023	<ul style="list-style-type: none"> Staff are able to request and access work experience placements through EA's and networks to develop their knowledge of work environments linked to their subject areas.
3. Addressing the needs of each pupil	Develop a systematic record on each pupil' experiences of careers and enterprise activity	<ul style="list-style-type: none"> Whole staff training on the use of Unifrog Staff to be populating Unifrog with activities Students to be populating Unifrog with their own achievements, MOOCS etc. 	Teaching staff Miss V Stabler KO/DB/CB Middle Leaders Students	November 2022 March 2023	<ul style="list-style-type: none"> Consistent tracking system embedded which staff and students can access and develop
4. Linking Curriculum learning to careers		<ul style="list-style-type: none"> Departments to have careers and employer encounters discretely identified on all SOW and within lesson planning – Time provided in middle leader meeting to provide guidance and support links Teacher voice survey to be completed Departments to develop evidence portfolio of careers provision in discrete subjects via Unifrog Career reference points in every classroom and each floor in the academy EA's to meet with departments to discuss opportunities and ideas of support – middle leader meeting Staff focus in observations/annual reviews 	Middle Leaders and teachers Middle Leaders Teachers EA's ALG	September 2022 onwards June 2022 July 2023	<ul style="list-style-type: none"> Detailed outline of the careers opportunities available to students on SOW and evidenced within lessons Detailed evidence portfolio in each department of careers provision and opportunities – Unifrog and Annual Curriculum outline (outlined of SOW) Careers logo displayed in classrooms and referred to regularly by teachers
5. Encounters with employers and employees	Have at least one meaningful encounter with an employer in every year group.	<ul style="list-style-type: none"> Ensure that career focussed assemblies are delivered each term with visiting employers and employees in every year group Share employer visits on website/social media – could we record the events to have play back on our websites? Employers could create regular blogs to share with our students and on the academy website 	HOY's INSPIRA LL/MD Middle Leaders Teachers EA's Employers	December 2022	<ul style="list-style-type: none"> Regular careers assemblies timetabled and delivered Employer visits and blogs shared and recorded on academy website
6. Experiences of work places	All students to have had a meaningful experience of a work place by the end of year 11	<ul style="list-style-type: none"> Parental engagement assembly to take place inviting parents to understand the work experience process and importance of meaningful opportunities VS/ES to monitor and support PP students Learning Support to adapt Year 10/12 work experience week to support students individual needs – provide in workplace support as required EA'S and Boys intervention lead to work those boys at risk of not engaging with work experience to promote confidence and self-esteem in accessing meaningful placements 	Miss V Stabler PP Coordinator Head of Year 10 LSA's CB Cumbria WEX EA's SD ES	March 2023	<ul style="list-style-type: none"> All students to access meaningful placements

		<ul style="list-style-type: none"> • SD to work with home schooled and/or not attending education students to access online work experience opportunities where appropriate 				
7. Encounters with further and higher education	Have had at least two meaningful visits to universities to meet staff and students	<ul style="list-style-type: none"> • Research university visit opportunities and funding – consider online opportunities due to Covid-19 and location restrictions 	Sixth Form HOY's Parents	March 20 23	<ul style="list-style-type: none"> • Student attendance and reflection of university visit recorded on Unifrog 	
8. Personal Guidance	Have had at least two interviews with a professional careers advisor by the end of year 13	<ul style="list-style-type: none"> • Tutors to review the Inspira feedback to support their tutees in their next steps • All Interviews uploaded to Unifrog for the above step to take place • Feedback from interviews is now to be sent home with parental discussion task to keep everyone informed. 	INSPIRA Tutors CB			

Reference	Careers Activity	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
	BAE Systems Education Programme	✓	✓					
	World of Work Day		✓	✓				
	Why Care - NHS		✓	✓				
	Hello Futures - Futures			✓				
	Go Forth Mentoring		✓					
	Jacobs Project Work Days		✓		✓			
	Work Ready Day				✓	✓		
	Teen Force Event				✓			
	Hello Futures – Growth Mindset				✓			
	Hello Futures – Lifestyle Impact					✓		
	Work Experience Opportunities			✓	✓	✓	✓	✓
	Careers Fair					✓	✓	✓
	UCAS Day						✓	
	University Open Day – Carlisle Trip						✓	✓
	Dream Placement						✓	✓
	Apprenticeship Day						✓	✓
	Hello Futures – Communication and Confidence						✓	✓
	National Careers Week	✓	✓	✓	✓	✓	✓	✓
	National Apprenticeship week	✓	✓	✓	✓	✓	✓	✓
	Assembly Career Guest Speakers	✓	✓	✓	✓	✓	✓	✓
Business								
	Young Enterprise			✓				
	Robinson's & Co.... Accounts						✓	✓
	Student Investor						✓	✓

Computing								
	Cyber Security Competition				✓			
	A Career in Computing						✓	✓
Health and Social Care								
	UCLAN – How to ‘get into nursing’					✓	✓	✓
	University of Cumbria – UCAS					✓	✓	✓
	Blue Light Event				✓			

6. Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Drive Team responsibilities

- Ensure there is a named member of ALG who has primary responsibility for Careers Guidance.
- Ensure the Academy meets and exceeds the statutory careers requirements.

ALG responsibilities

- Ensure the annual Careers Plan is completed and signed off by the end of August 2023.
- Ensure that the agreed careers objectives are understood and implemented across the academy.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure the Academy meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Middle Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Work closely with the Careers and Enterprise Adviser to maintain a strong link with local employers and to continuously improve on the careers service provided at the Academy.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!
- Complete a minimum of 1 days' work experience in a local business to understand how the school could best serve its business community.
- Audit current teaching practices in terms of careers delivery.
- Prepare and deliver the careers plan.
- Report progress to the ALG team.
- Bring any problems that you are unable to resolve to the attention of the ALG.
- Ensure you engage with all your stakeholders including, Local Authority, Local Colleges and Universities, ALG, teachers, support staff, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Be the Academy focal point on all matters relating to careers education and training and ensure the ALG are kept informed of industry or legislative changes which may impact their responsibilities.

Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers leader to deliver appropriate activities and work experiences.
- Support the students with their individual career action plans, paying particular attention to those in the NEET risk group.
- Work with the senior lead for careers education to ensure students make a smooth transition to year 12 and are supported onto the right pathway.
- Support in the organisation of work experience
- Organise the individual Inspira interviews.

Heads of Year responsibilities

- Take responsibility for careers education, information advice and guidance for their respective year groups, ensuring all students participate in year group CEIAG activities.
- Disseminate all CEIAG information to form tutors and ensuring all year students receive any advice needed.
- Support the Lead in Careers with delivery of activities and aspects of the program to ensure its effectiveness to all students during tutor and assembly times.
- Organise regular employer engagement assemblies and report these through social media.

Teachers, form tutors and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to linking to current jobs and career pathways.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Administrative and support staff responsibilities

- Support the careers leader in delivering the careers plan and achieving its objectives.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Explore and adopt measures which enable you to deliver your services efficiently.
- Support communications and planning of work experience opportunities.

7. Information and Self Help

Further information and links will be made available on the academy careers information pages and regularly updated to support legislation and opportunities.

All students will be registered on our online Unifrog platform which students are encourage to keep up to date with every year in the academy and share progress with parents at home. Unifrog will be used weekly to support our Future Friday tutor times.

Students will be encouraged to regularly visit our online resources and will be provided with guidance on the use of the resources where necessary.

Resource	Description
https://www.inspira.org.uk	Information about the Labour market in Cumbria, what support is available
https://www.thestudentroom.co.uk	The largest student community in the world, discussing universities, health, lifestyle, relationships and has free university application help
https://www.speakersforschools.org/	Online virtual work experience platform
www.yeuk.org.uk	YEUK is the leading campaigning and membership organisation dedicated to tackling youth unemployment in the UK
https://amazingapprenticeships.com/	Supports parents about accessing apprenticeship information, applying for apprenticeships and interview processes
https://www.startprofile.com/	Supports students about future study and career options.
https://www.gov.uk/topic/further-education-skills/apprenticeships	Apprenticeship information, guidance and opportunities available.
https://nationalcareersservice.direct.gov.uk/	Provide information, advice and guidance to help you make decisions on learning, training and work
www.icould.com	Features films of real people talking about their careers and the route they took
https://www.jobsandcareersmag.com/careers-box/	Free online library of careers related films, news and information
www.ucas.co.uk	Information about university courses and applications
www.successatschool.org	Lots of information about careers sectors, information and advice
www.ratemyapprenticeship.co.uk	Over 7000 reviews by school leavers on apprenticeships and lots of advice and opportunities.
www.healthcareers.nhs.uk	Lots of information, advice and guidance on careers in the NHS
www.notgoingtouni.co.uk	Aims to help young people make informed decisions showing opportunities outside of traditional university
www.parentalguidance.org.uk	Careers information and advice for parents and carers

www.goconstruct.org	Information about careers in the construction industry
https://nationalcareers.service.gov.uk/	For young people aged 13-16. CV Builder, job profiles and lots more.
www.barclayslifskills.com	To learn about life skills, interview skills, application and CV writing
https://www.princes-trust.org.uk/	Information to help young people make informed decisions about careers
www.volunteering.org.uk	Information about volunteering in different sectors
www.applytouni.com	Information about applying to university
www.how2become.com/resources/ultimate-guide-to-building-a-cv	Information about how to write a winning CV
http://www.cumbrialep.co.uk	The Cumbria Local Enterprise Partnership providing information about the current labour market.