

# Manchester Communication Academy

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**Careers Strategy 2021**

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## 1. Careers Statement

The Academy is fully committed to delivering an effective, structured careers model with the aim of ensuring that all students acquire the skills, knowledge and aptitudes to manage their learning and **to make fully informed, aspirational decisions about their future pathways**. At MCA we recognise that the landscape for careers is both complex and ever evolving. We seek to address and prepare our students to challenge this, through a fully comprehensive careers rich curriculum from years 7-11 that considers a broad range of ambitious careers and bespoke independent advice and guidance. The curriculum and associated activities will ensure all students are equipped with relevant and current insight to labour market information, highlighting local and emerging industries and the post 16 qualification framework including A levels, Apprenticeships and the new T Levels.

At MCA, we actively encourage all students to seek to have the highest aspirations and to achieve their personal best. With a wealth of impartial, independent guidance and collaborative partnerships with industry, students are exposed to a wide range of opportunities that ultimately supports every student in making the most appropriate and relevant post 16 choices.

Careers education at MCA does not just mean informing students about their options post 16 but most importantly how their school career, performance and commitment will impact their futures. By supporting students with decisions at crucial stages of their school life e.g. GCSE options and exposing them to a high number of interactions with employers and the workplace, we aim to nurture aspirations, develop skills and qualities that best prepares our young people for the demands and challenges of the world of work regardless of which pathway they choose.

Given the breadth and diversity of post 16 opportunities available to students, it is essential that we support their understanding and interpretation of how these choices will impact their future. The Academy Careers Plan sets out strategically how the Academy accommodates this from Year 7-11 and we equip students with the knowledge, inspiration and ability to take ownership of their own career journey which will enable them to succeed in their chosen pathways.

The Academy careers plan and associated provision supports the achievement of fully meeting the eight Gatsby benchmarks that define high quality careers education:

## 2. The Gatsby Benchmarks

### **Benchmark 1: A Stable Careers Programme**

*Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.*

### **Benchmark 2: Learning from Career and Labour Market Information**

*Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information*

### **Benchmark 3: Addressing the Needs of Each Student**

*Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.*

### **Benchmark 4: Linking Curriculum Learning to Careers**

*All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.*

### **Benchmark 5: Encounters with Employers and Employees**

*Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.*

### **Benchmark 6: Experiences of Workplaces**

*Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.*

### **Benchmark 7: Encounters with Further and Higher Education**

*All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.*

**Benchmark 8: Personal Guidance**

*Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.*

### **3. Student Entitlements (Link to Gatsby benchmark)**

**YEAR 7**

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves. (1,3)
- Students are introduced to careers resources (GMACS) and informed how to use them. (1,2)
- Students are introduced to LMI through. (1,2)
- Students have a wide range of opportunities to engage with a range of local business in the curriculum (1,2,4,5)
- Students have optional access to independent and impartial advisers via a booking or referral system. (8)

**YEAR 8**

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages. (1,2,3)
- Students are introduced to the world of work and how it is constantly changing. (1,2,3)
- Students build a personal digital profile of their skills and interests via careers software (GMACS) and websites. (1,2,3)
- Students have a wide range of opportunities to engage with a range of local businesses. (2,5)
- Students link curriculum areas to careers to help prepare them for choosing their GCSE pathways. (1,3, 4)
- Students begin to consider how they can use LMI. (2)
- Students have optional access to independent and impartial advisers via a booking or referral system. (8)

**YEAR 9**

- Students are encouraged to reassess personal strengths with a focus on inter personal and transferable skills. (1,3)
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness. (1,2,3)
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles. (1,2,3)
- Students have optional access to independent and impartial advisers via drop in sessions and a booking/referral system. They are

also encouraged to use careers resources available and informed where to find out more about specific courses/careers. (1,2,3,8)

- Students have a wide range of opportunities to engage with a range of local businesses, FE and HE providers (1,2,3,5,7).
- Students link curriculum areas to careers to help prepare them for choosing their GCSE pathways. (1,3, 4)
- Students are encouraged to access LMI independently. (2)
- Targeted interventions begin with 'risk of NEET' students (3)

## YEAR 10

- Students explore post 16 pathways, including A-Levels, BTEC's, T-Levels and Apprenticeships. (7)
- Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. (5,7)
- Students complete the GM Higher programme; learning about how post 16 options affect HE routes, career pathways, workplace behaviour/expectations, preparing a CV, preparing for interview. (1, 2, 7)
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals. (1,3)
- Students have optional access to independent and impartial advisers via a booking/referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. (8)
- Students complete work experience/work safari. (6)
- Students develop interview techniques and complete a mock interview with a local employer. (1,3,5)
- Students are encouraged to access LMI independently. (2)
- Targeted interventions with a career focus for 'risk of NEET' students (3)

## YEAR 11

- Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships. (1,3,7)
- All students have a one to one guidance interview with a personal advisor (L6 qualified). (8)
- Students are encouraged to consider how LMI is relevant to their post 16 options. (2,8)
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development. (8)
- Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. (3,8)
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers. (5,7)
- Students are assisted with CV writing and encouraged to have a completed a CV and cover letter. (1,3)
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events. (7)
- Vulnerable students are referred to appropriate support agencies and transition plans are shared with relevant post providers (3)

## 4. STAFF RESPONSIBILITIES

### **The CEIAG Strategic Lead (MR)**

- A whole school strategy underpinned by effective leadership and a shared vision of CEIAG across the academy
- Prepare and implement a CEIAG development plan in line with the vision of the GMAT
- Accurate and timely analysis, tracking and review of destination data
- Forge, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Commission and negotiate SLAs with partners/employers for high quality interactions/interventions with students
- Quality assurance and analysis of student participation and access to independent and bespoke personal careers guidance
- Promote careers across the curriculum; liaise with PSHE lead and directors of subject areas to seamlessly embed careers amongst the curriculum
- Chair a stakeholder leadership group which regularly reviews 'RONI' students from Y9-11 and effectiveness of interventions
- Brief and support staff involved with delivery of CEIAG
- Review and evaluate CEIAG (Quality assure CEIAG)
- Maintain own CPD in line with changes in local
- Report to SLT and Governors on CEIAG and emerging developments

### **The CEIAG Programme Lead (AW)**

- Liaise with Progress Leaders, Head of Years, SENCO to identify and support students with careers guidance
- Produce schemes of work for careers education in aspire, with regular researching and utilizing of innovative careers resources
- Lead on In-House training with progress leaders
- Promote careers across the aspire curriculum; liaise with PSHE lead
- Record and evaluate encounters with employers, education and training providers
- Extra-curricular and enrichment analysis
- Co-ordinate careers education at Key Stage 3&4 (Aspire lessons), ensuring student and staff voice is captured and evaluated
- Coordinate careers guidance interviews for KS4 students
- Facilitate work safari programme



- Deliver an effective transition programme to post 16 for NEET vulnerable students
- Input data to the local authority portal as per the request e.g. RONI, September Guarantee, Moving on Report
- Termly review of CEIAG (Challenge Meetings with Strategic Careers Leader)

## **Additional staff responsibilities:**

### **SENCO**

- Provide support to SEN students to promote inclusivity and help them generate their individual careers action plans
- Work with the CEIAG programme leader to review SEN student career action plans with their parents and to ensure they are engaged and supportive of the plans
- Ensure the careers leader understands the academy's statutory responsibility to students with SEN
- Generate individual career action plans as part of the Education Health and Care plan requirements

### **All Teachers**

- Link curriculum areas to careers – ensuring all KS3 (7-9) students have one encounter per subject per year
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Engage with Academy careers CPD to raise awareness of emerging careers and sectors related to curriculum subjects and to enhance subject learning and attainment
- Develop external links to support CEIAG within curriculum areas
- Feedback specific student needs (or opportunities) to the CEIAG team
- Signpost students to appropriate CEIAG advice and information

### **Pastoral Leads and Progress Leaders**

- Ensure they are familiar with the Academy career plan and its objectives
- Working with the CEIAG team to provide additional support for the NEET risk group
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the CEIAG team
- Tutors deliver Aspire careers programme, fully supporting the Post 16 application process for Year 11s
- Support students with careers action plans (year 11 tutors)
- Engage with Academy careers CPD

## LRC Manager

- Ensure a broad suite of quality, unbiased resource is available on all careers pathways and provides current and relevant information on LMI and emerging industries
- Ensure the resource suite meets the needs of each age group
- Monitor the usage of each resource type and explore if and how information sources can be improved

## 5. ACTION PLAN

<b>KEY STAGE 3</b>						
Intended Outcome (Gatsby relation)	Activity/Action	Target Year Group/Students	When does this happen?	Where does it happen?	Who makes it happen?	How is the Impact recorded/evidenced?
Students are able to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.	<p>An effective scheme of learning relating to interpersonal and life skills</p> <p>Ensure scheme of learning is differentiated for students with additional needs.</p>	7, 8 & 9	On a cycle in Aspire	Aspire Curriculum	<p>AW produces content delivered via progress leaders</p> <p>Use of GMACS</p>	<p>GMACS Report</p> <p>Student Voice</p> <p>Staff Voice</p> <p>Curriculum QA</p>
Students are introduced to online careers resource	All students register in Year	7, 8 & 9	Twice per year	Aspire	Progress Leaders	

(GMACS) and informed how to it effectively. (1,2)	7 and intermittently access/utilise the resource					Reports drawn from GMACS on, learning styles and personality styles career preferences
Students are introduced to and gain knowledge and understanding of LMI. (1,2)		7,8 & 9	On a cycle in Aspire	Aspire Curriculum	AW produces content delivered via progress leaders  Use of GMACS and Bridge GM LMI	GMACS Report  Student Voice  Curriculum/Resources QA
Every Student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. (5)	Students have a wide range of opportunities to engage with a range of local business in the curriculum	7,8 & 9	Every student has 1 employer interaction from POT 1, POT 2 and POT 3 subject areas each year	In curriculum  National Careers Week Drop down week	MR sources partners  Facilitated by Department Career Reps/Subject Leaders	Student Voice  Partner Voice  Partnership QA e.g. diversity of industry
NEET vulnerable students are identified and supported effectively	Targeted interventions begin with 'risk of NEET' students	Start of Year 9	Throughout the year	In Home/Take 2 In Aspire In ESA	Senior Leadership identify and RAG students  External Partners	Attendance/Behaviour/Academic Reports  External Partner Reports  Student voice

					MCA Pastoral Staff Progress Leaders	Long term tracking and refine RAG ratings on moving to Year 10
SEN students are supported effectively and individual action plans as part of the Education Health and Care plan requirements are completed	SENCO to work with AW to meet with student and parent	7,8,9,10,11		Meetings	KC AW	Tracking through 7-11, intended destination reports and sustained destination reports

<b>KEY STAGE 4</b>						
Intended Outcome (Gatsby relation)	Activity/Action	Target Year Group/Students	When does this happen?	Where does it happen?	Who makes it happen?	How is the Impact recorded/evidenced?
Students develop knowledge of the importance of aspirations around career choices through impartial careers information.	Careers library set up  Careers interviews delivered and supported by independent Level 6 trained staff.  Year 11 to receive 1:1 interview with careers advisor.	10 & 11	All year  Autumn term	Aspire Autumn Curriculum	AW, progress leaders, external providers	Student Work Books (Aspire)  Student Voice
Students are fully aware of the different post 16 provisions available to them	GM Higher sessions  Post 16 open evening  Campus visits	10&11	Autumn term	Aspire	AW, progress leaders, external providers	Analysis of applications  Intended destinations  Sustained destinations

All students have a high quality experience of the workplace	Work Safari programme	10	All year round	All students miss 1 academic day per year	MR facilitates 15 different 'work safari day'	Student Voice
All students have a personal appointment and receive high quality advice and guidance	Interviews programme	11	Autumn Term	Students miss 30 minutes of curriculum learning	AW (LEVEL 6 advisor)	Student Voice Destinations Report Quality Assurance
All students are identified and supported effectively from post 16 applications to sustaining in 2 terms of Post 16 education or training	Implementation of effective Y11-Y12 Transition plan  Tracking system to be used to identify disengaged students and intervene to provide alternatives through a NEET steering group.	Y11	Autumn applications  Spring collate First Choice  Summer transition programme to include Post results day support  Post 16 communication and keep in touch	In curriculum  In alternative provision  Parental engagement  External partners	Senior Leaders Working Group Meet termly  Interventions monitored and adapted  Partner referral network created, monitored and evaluated	Distance Travelled reports (Pastoral)  Student Voice  External Partner reports  Destinations Report from MCC and NEET
Destination data is tracked and evaluated to inform strategy	MCC data MCA data Key worker Communications Cycle	Year 12,13 and 14	Autumn and Spring Term		MR  AW	Reports  Case Studies

