

Careers and Employability Strategy

MEDESHAMSTEDE
A C A D E M Y



2018 – 2021

(Due for review Sept 2020)

Our shared purpose and vision

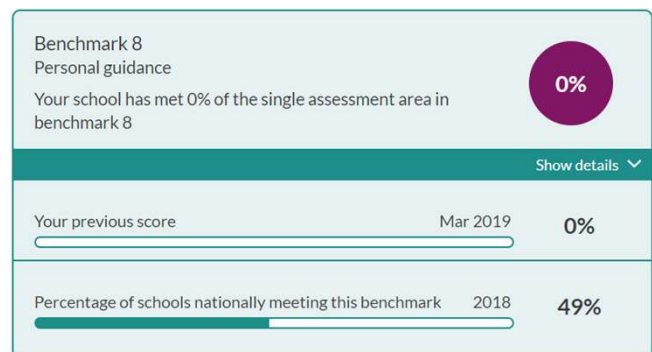
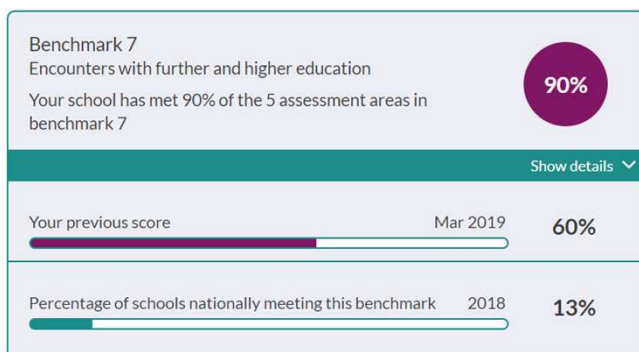
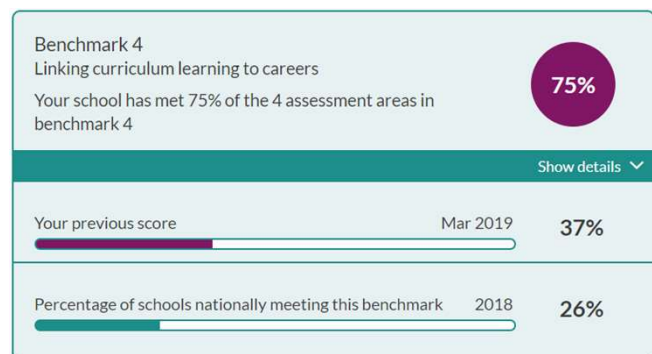
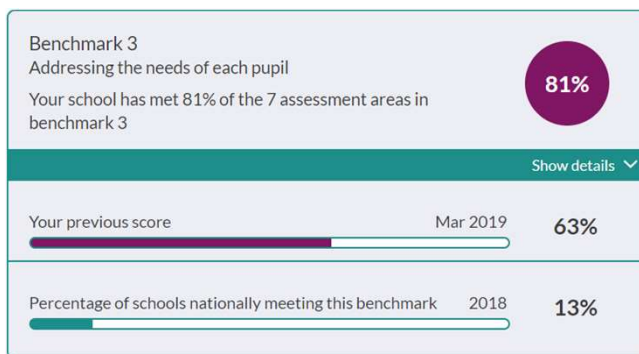
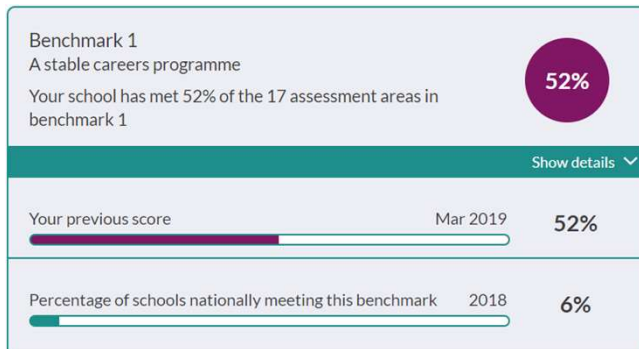


- At Medeshamstede Academy, our mission is to support our young people to
- to access, participate and contribute to their community for life. We strive to enable our pupils to continue to achieve their potentials after they leave us and into adulthood through our shared values of kindness, respect, resilience, empathy, understanding, inclusivity and openness. This vision is to include, embed and develop pupils resilience, responsibility, integrity, curiosity and confidence, to show how these life skills and habits can be used in real life study and work situations. The ultimate success is seeing our young people in the world of work earning a wage and being an active member of their community.
- Our young people complete a careers and aspirations focused curriculum with a golden thread running through from their all about me in EHCP's, the "hidden curriculum" and into the termly topics of Personal interests, Aspirations, safety, Community and the greater world.
- All pupils will have structured activities and interventions to enable them to make progress through their academic life from Year 7 to 11. By using the Gatsby Benchmark for good careers guidance all stakeholders will invest time into the programme to ensure successful outcomes for all.
- Each pupil will receive one to one guidance from Year 9 through a structured programme leading up to taking options, through a personalised Work Experience programme and then into their final qualification year. All pupils will have a preparing for adulthood focussed EHCP review in years 9 through to 11, where access to work and the pupils needs and provisions are all interwoven into their careers guidance provision.
- This will ensure that they are fully informed of which pathways they can take based on their aspirations and taking into consideration what level of post 16 provision and course they are able to access.
- The Bakers clause stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them. Medeshamstede Academy works with local providers to host Post-16 and PfA events available to pupils from year 8+. Any providers can contact the school via main reception or on careers@medeshamstedeacademy.org to arrange access.

Medeshamstede's Journey with careers and Employability Provision



- Our current provision analysis against the Gatsby benchmarks and strategic plan for careers was last carried out in December 2019 and the strategic plan is outlined below. This analysis will be reviewed and updated on an annual basis by the Careers Leadership link



- Our next evaluation will be in September 2020, to monitor progress against the benchmarks annually.
- The strategic plan and priorities will be reviewed with action points in the July every 2 years



Benchmark		Priorities 1-2 years	Goals 3-5 years
<p>1.</p> <p>A stable careers programme</p>	<p>Every school should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> ✓ Initial set up and start of a careers program for KS4 this to include <i>PfA theme for year 9 and in pathways curriculum in yr10&11</i> Progress Measure: All KS4 had access to the careers mentor on a 1:1 basis ✓ Publish website page with careers policy, programmes and contacts. Parents informed and page active ✓ AAC review careers programme using progress measure: AAC member with responsibility and support/suggest steps to implement and improve careers ✓ Careers team and contact details are created ✓ Careers plan is evaluated yearly using feedback from Students, parents, teachers and employers. 	<ul style="list-style-type: none"> ✓ Careers programme embedded across the whole of secondary and KS2. ✓ Pupils and all stakeholders see careers as an integral part of learning and all understand the common language e.g PfA ✓ Staff to have a PDR outcome related to careers ✓ Termly newsletter to include careers page which will have updates on careers programme and information/links to parents
<p>2.</p> <p>Learning from career & labour market information</p>	<p>All students and parents should have access to high-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> ✓ Main colleges contacted and collaborative relationships started. Progress measure: Events held by the main colleges on site and pupils in KS4 are able to identify them. ✓ Contacts and relationships with colleges in all LA's which Medeshamstede serves are made. Progress measures: contact details and information booklets are created for each of the main colleges ✓ Level 6 qualified careers advisor uses labour information to support pupils to make informed choices. Progress measure: Pupils have good quality advice and are able to make informed choices. ✓ LMI Widget on website and used in careers sessions and careers team meeting 	<ul style="list-style-type: none"> ✓ Market labour information forms part of long term career aspirations from KS3 and up. ✓ Events that represent the main areas for post-16 (Education, Employment & Training) are held regularly and are for all stakeholders. ✓ All students who leave Medeshamstede academy are in stable positions in EEOt. ✓ LMI noticeboard in school – relevant to pupils and including symbols.



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<p>3.</p> <p>Addressing the needs of each pupil</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school's careers programme.</p>	<ul style="list-style-type: none"> ✓ Develop a 1:1 mentor programme with a careers mentor ✓ Identify each pupils vocational profile and use this to develop tailored plan. Pupils, parents and providers to have access to this ✓ All pupils to have transition document that details everyone's thoughts and the pupils needs. Pupils, parents and providers to have access to this. ✓ Parents of year 10 pupils to be invited to a careers team meeting where local offer and information is discussed. ✓ Parents and pupils to understand the varying offers of support to find a suitable post-16 provision. ✓ Information given to parents to promote understanding of the supports (including financial). ✓ Segmentation analysis carried out yearly to measure impact and inform improvements. 	<ul style="list-style-type: none"> ✓ Analyse the key issues and indicators for pupils who have left us and use to adapt the plan appropriately. ✓ Careers and progression is incorporated into all meetings held in Yr9+ ✓ Reintegration meetings include careers and progression talk so that pupils pathways and information can be updated. ✓ Careers and PfA becomes common language for ALL staff. ✓ Secondary & Primary Leads work together to ensure a joined up whole school approach is given.
<p>4.</p> <p>Linking curriculum learning to careers</p>	<p>All teachers link curriculum learning with careers. Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> ✓ PfA curriculum introduced in year 9 and qualification pathways are individual and based on <i>pupils aspirations</i> which are explored in year 9. ✓ "Moments of choice" pupil voice is recorded and informs curriculum offers further ahead in school. ✓ Stem subject leads to guide staff and to pupils understand the use of their subjects in a wide variety of careers and education. ✓ Staff are able to link Think social and Zones to PfA confidently and communicate this in all lessons. 	<ul style="list-style-type: none"> ✓ Each subject lead to create an "all about work" document which links their learning to careers choices. ✓ Each subject choice to contain a visit to a linked workplace. ✓ ALL staff to use common language about the importance of maths and English education and the social, PfA and regulation learning for access to future careers



Benchmark		Priorities 1-2 years	Goals 3-5 years
5. Encounters with employers & employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.	<ul style="list-style-type: none"> ✓ Employer contacts during assemblies for whole Secondary. A minimum of 1 a year. ✓ Employers to lead events which are for yr9+ with specific messages/skills to deliver so that they are meaningful. Parents to be invited to a minimum of 1 a year. ✓ Year 10 to attend Peterborough grow careers fair. ✓ Links with the disabilities adult teams and hubs to promote a joined up and seamless transition between all services 	<ul style="list-style-type: none"> ✓ Employer contacts during assemblies for whole Secondary. A minimum of 2 a year. ✓ Strong and multiple links with employers who are willing to work with our pupils. ✓ Strong community feel ✓ Years 9+ to spend time understanding the food and clothing back as a business ✓ Voluntary/Charity organisations come in and “pitch to pupils” who then hold a fundraising event taking on the charity roles ✓ Impact and linking to specific stage of pupils to maximise impact, contacts are progressive in instants and nature. ✓ Links made with industry leads where our pupils “needs and skill sets” plug a gap in their employment sector. E.g attention to detail or rule/repetition dependent.
6. Experience s of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> ✓ Employer visits and discussions with employers and voluntary organisations. ✓ Work experience in employer premises for those that are able. To include full RA and exact identification of the role and activities for pupils. ✓ Work experience within the school as a TA, food and clothing bank assistant or admin. ✓ Connect with Enterprise network. 	<ul style="list-style-type: none"> ✓ Each subject choice to contain a visit to a linked workplace. ✓ Employer training as incentive to work with SEND pupils linked to benefits for employers. ✓ Pupils to have access to regular experience if they achieve certain criteria.



Benchmark		Priorities 1-2 years	Goals 3-5 years
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.	<ul style="list-style-type: none"> ✓ Strong collaborative links with local post-16 provisions. ✓ Visits to colleges for all year 10 and year 9 pupils so that they have a concrete to hang their ideas/info on. ✓ Events to be held by both local colleges regarding Internships and apprenticeships ✓ All information regarding access arrangements and vocational profiling given to post-16 provision to enable smooth transitions through to employment. 	<ul style="list-style-type: none"> ✓ Strong links with a wider range of post-16 provisions. ✓ Links to training in other ways (ie apprenticeships) who participate in stakeholders events. ✓ Local colleges to offer virtual tours, site maps and for students to meet prospective supports.
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 pupils but should be timed to meet their individual needs.	<ul style="list-style-type: none"> ✓ Outside agency identified for careers interviews and level 6 careers coach employed. ✓ Careers interviews with advisors for pupils during year 10. ✓ Transport information given out at careers meeting to include local offer, travel training and learning to drive. ✓ Moments of choice careers guidance followed ad documented. ✓ Careers meeting to understand the explicit package that is needed . ✓ Careers team mentor to attend all year 10& 11 reviews 	<ul style="list-style-type: none"> ✓ Links with past pupils maintained. ✓ Medeshamstede to train or employ level 6 qualified careers advisor. ✓ All members of careers team to obtain a level 3 in career coaching as a minimum. ✓ Careers team mentor to attend all Yr9+ reviews.



Key contacts

Telephone: Via Main reception (01733) 821403

Email: careers@medeshamstedacademy.org

Person	Position	Responsibility
Toni Eagle	Careers and Employment Mentor	<ul style="list-style-type: none">❖ Delivery of careers intervention and tracking.❖ Support on work experience/shadowing.❖ Secondary stakeholders link
Yvonne Youngman	Intervention teacher	<ul style="list-style-type: none">❖ Careers programme support❖ Intervention lead (English, Maths and employability skills)
Stephanie Smith	Deputy Head of school Assistant Sendco	<ul style="list-style-type: none">❖ Careers responsibility and link for Secondary.❖ External providers link❖ Secondary stakeholders link❖ Assessment and hard to reach pupils
Nathaniel Spalding	Assistant Principal: Primary Leader	<ul style="list-style-type: none">❖ Primary stakeholders link for Careers
Tim Humphreys	Assistant Principal: Communication	<ul style="list-style-type: none">❖ Pupils with SALT specific provision
Cheryl Toshack	Designated Safeguarding Lead and EHCP coordinator	<ul style="list-style-type: none">❖ Pupils with safeguarding concerns and EHCP coordination❖ Identification of SEND provisions within locality
Lynn Combes	Assistant Principal: Behaviour and Wellbeing Lead	<ul style="list-style-type: none">❖ Pupils at risk of exclusion❖ Pupils requiring targeted SEMH support
Laura Ives	Head of School	<ul style="list-style-type: none">❖ Overall school responsibility❖ Pupils with specific therapeutic provision e.g OT
Daniel Harris	Academy council Advisor	<ul style="list-style-type: none">❖ AAC member responsible for Careers