



Our Vision

To consistently support and engage every student to understand and develop their own future pathway, and to confidently raise and achieve their aspirations in an ever-changing world



Careers at Sandhill View Academy

Our Careers Strategy: Introduction

There has never been a time when careers guidance has been as important for young people as it is today. At Sandhill View Academy, we have a critical role to play in preparing our students for the next stage of their education or training and beyond. Our students will be embarking upon a career pathway, which is more challenging and complex than that faced by previous generations. Global opportunities and increasing technological advances will result in young people having several careers during their working life and potentially working in a career that does not currently exist. The way in which people are working is also changing in

light of the current pandemic and more people are working remotely so we need to prepare our students for these updates.

With the greater choices of education, training and employment, our aim is to prepare students for these ever-changing opportunities, responsibilities and experiences and to equip them with the skills to manage the choices, changes and transitions ahead of them.

We have a whole school approach to careers education with every member of staff helping to deliver quality and impartial Careers Education, Information, Advice and Guidance, allowing students to access the necessary information to help them make informed decisions about their futures. Our careers programme throughout the year supports our careers education curriculum and in line with the most recent careers guidance strategy (January 2023), our careers plan supports the achievement of the eight Gatsby benchmarks which we have been achieving consistently for the last 3 years. Careers Education at Sandhill View is not just a stand-alone strand; it is thoroughly integrated into every area of the school and woven into the school curriculum. Our aim is that students understand how what they are being taught will link to their future pathways.

The motto of Sandhill View Academy is Aspire, Achieve and Enjoy. Our Careers programme identifies with all three of these words. We want our students to achieve, not only in school but in the future, and we want them to aspire to be the best that they can be. Above all, we want them to enjoy and have fun exploring their Career options.



Careers at Sandhill View Academy

Our Strategic Objectives

Strategic Objective 1:

Careers is a consistently integral part of every area of school life. All members of the school community understand their role in the careers programme and the importance of careers and enterprise education being embedded throughout the whole school.

Benchmarks 1, 2, 4, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> A comprehensive programme of age-specific Careers Education is in place through the SMSC programme to enable all students to develop their own personal career pathway. Student survey shows that 100% of students are excited about different jobs and can all name a range of careers and career pathways. 100% of students can understand the link between their learning in each subject area and their future career pathways, and every student can identify career pathways in all aspects of their curriculum learning. 	<ul style="list-style-type: none"> Regular CPD training for all staff to deliver the new SMSC Careers programme. Monitor and Evaluate the programme by staff and students each half term. Career Pathways are referenced in curriculum schemes of learning Implementation of the Skillsbuilder programme of key employability skills across the curriculum in 'Go Further' section of lesson objectives. Update the CEIAG area of school website with latest Careers, Enterprise and Employability links.

Year Two (2023-2024)	<ul style="list-style-type: none"> • All curriculum areas will have linked with a local business and will have completed at least one collaborative project. • 100% of students are able to explain what the 8 key employability skills are and they can demonstrate how they can use these skills in their future pathways. • In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so students can see link between learning and their future plan. 	<ul style="list-style-type: none"> • Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses visiting school and speaking with staff. • Pupil voice to check students understanding of the 8 employability skills • Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information. • To continue implementing the Skillsbuilder programme throughout all areas of teaching and learning and make us of the steps.
Year Three (2024-2025)	<ul style="list-style-type: none"> • 100% of all students demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects. • All students can make KS4 choices within time frame and can justify their choice. • Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> • Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans. • Careers and LMI presented at parents events. • Targeted workshops to focus on key employability skills, including involving parents. • Review practice with another school to identify next steps.

Strategic Objective 2:

Every individual students' engagement within the careers programme during their journey through school is consistently tracked and evaluated to ensure that students are supported in raising their aspirations, whilst, at the same time, being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
------	---	---

<p style="text-align: center;">Year One (2022-2023)</p>	<ul style="list-style-type: none"> • All students have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 11 having 1 appropriate and meaningful interaction with an employer once during the year. • All students in Years 7 and 11 have created a profile to record their career pathway experiences using Global Bridge. • 100% of all students in Year 11 have a clear plan for post-16 and that 100% of students are in some form of education or employment/training at the end of their phase in school. There are no students post-16 who are NEET. 	<ul style="list-style-type: none"> • Creation of a careers Team to record all individual career engagements with staff CPD to show how to record and access information. • LMI is used to update the Careers Programme and that Year 9 and Year 11 have access to the latest information to make decisions and key transition points. LMI section of website updated for parents to access. • Students in Years 7 and 11 are using Global bridge to create their own profile. • Every Year 11 have a 1:1 guidance interview with Careers Advisor which is rigorously monitored for quality and effectiveness. Data is then used proactively to support interventions and progression/raise aspirations. • Baseline data to be recorded on every student and used throughout the year. • Workplace visits are evaluated to inform future planning. All employers are asked to complete evaluations after visits and parents to be surveyed at parents' evenings.
<p style="text-align: center;">Year Two (2023-2024)</p>	<ul style="list-style-type: none"> • Students in Years 8 to continue updating their profile to record their careers pathway experiences, and all students in Years 7, 9, 10, 11 to create their own profile. • All students have access to career and labour market information through library, school display, website and tutor time. 	<ul style="list-style-type: none"> • Staff training on labour market information for all staff to support staff to bring into their subject teaching
<p style="text-align: center;">Year Three (2024-2025)</p>	<ul style="list-style-type: none"> • All students are updating their careers profile on a termly basis and software data analysis shows these updates across all accounts. • To continue working with a range of local employers to ensure that all students in Years 7 to 11 have at least one workplace visit per year and have at least one encounter with an employer each year. 	<ul style="list-style-type: none"> • Ensure that time is built into the Careers programme so that students can update their profiles and that staff have relevant CPD training in order to access these profiles to check progress. • Each curriculum area is responsible for at least one workplace visit per year and that these visits are recorded on the careers database and on individual students' profiles. • Staff are assigned to pupils in their tutor group to monitor their Global Bridge activity and actively do so.

Strategic Objective 3:

Build a continuously increasing and relevant network of varied partners and providers who can engage students in developing their career pathways. These partners will work in partnership with subject areas to develop collaborations enabling opportunities for students to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2022-2023)	<ul style="list-style-type: none"> Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage students. 100% of Year 7 and Year 10 students to have engaged with at least one higher education provider (either on site or external visit) and 100% of Year 11 students to have had contact with at least one further education provider by the end of the academic year. 85% of all students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 	<ul style="list-style-type: none"> All Year 10 students embark on a work placement for one week in May. Annual Sandhill View Careers Fair where local business, training providers and further and higher education providers will engage with Year 7-11 students. The types of employers who attend will reflect LMI. Arrange with local universities for all Year 7 students to meet with staff and students. In collaboration with our Enterprise Advisor, every department to be linked with a local business and to begin collaborative work.
Year Two (2023-2024)	<ul style="list-style-type: none"> 100% of all students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace. 100% of all Year 10 students have visited a local university and explored future pathways linked to their interests and their own future pathway research. 	<ul style="list-style-type: none"> All Year 10 students embark on a work placement in May for one week – build a bank of employers we can access to support students with obtaining a placement. Raising Aspirations coordinator to work with a local university in order to plan a whole day visit for the whole of Year 10.
Year Three (2024-2025)	<ul style="list-style-type: none"> Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery. 	<ul style="list-style-type: none"> Continue to create links with local businesses in order to link these with curriculum areas. Teachers need time in order to engage with these businesses and to have time to plan collaborative links. Survey each curriculum area in order to establish what links have been created already and how successful these links have been.



Careers at Sandhill View Academy

Career Progression Framework

This document details the individual careers education objectives for each year group that are built into our careers programme along with how these objectives will be measured by the end of the academic year.

Year group	Objectives	Measureable Outcomes
7	<ul style="list-style-type: none"> By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway. 	<ul style="list-style-type: none"> Students can explain what personal qualities and skills they have already and how they can use these skills in their future pathways.

	<ul style="list-style-type: none"> • Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves. • Students are introduced to careers resources and informed how to use them. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students have optional access to independent and impartial advisers via a referral system. • Students are introduced to LMI. 	<ul style="list-style-type: none"> • Students can explain what 3 personal qualities and skills they need to develop further for their future pathways. • Students are able to explain how to access information about different career pathways and different jobs. They can explain at least one job and what that job involves. • Students understand how to avoid any stereotypical connotations with different types of jobs. • Students can explain what the top job sector is in the North-East and the top sector where there will be demand for employment when they leave school.
8	<ul style="list-style-type: none"> • Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages. • Students are introduced to the world of work and how it is constantly changing. • Students are introduced to careers software and websites. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students are encouraged to think about what they might like to achieve after school. • Students have optional access to independent and impartial advisers via a referral system. They are encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students begin to think about GCSE options in terms of career pathways and plan their future. Students link curriculum areas to careers to help prepare them for choosing their GCSE options. • Students begin to consider how they can use LMI. 	<ul style="list-style-type: none"> • Students are able to explain what careers or jobs are available for each subject that they study, and have a particular understanding of Maths, English and STEM careers. • Students are able to explain what the different pathways are at post-14, post-16 and post-18 and use this information to inform their option choices. • Students can explain what the careers options are in their local area and explain how this has changed over recent years with possible forecast into the future in terms of demand of jobs when they enter the world of work.
9	<ul style="list-style-type: none"> • Students are encouraged to reassess personal strengths with a focus on transferable skills. • 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. • Students are encouraged to challenge stereotypes within the world of work and traditional job roles. 	<ul style="list-style-type: none"> • Students understand the personal skills that they need in order to manage independently in the future and make a successful transition from KS3 to KS4, including changing lifestyles, budgeting and economic awareness, staying safe online. • Students are able to name other subjects that are available to them in the future, including post-16 and post-18, that they are not necessarily studying now. • Students are able to identify typical stereotypes in the world of work, including gender and age.

	<ul style="list-style-type: none"> • Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students are encouraged to access LMI independently. 	<ul style="list-style-type: none"> • Students are able to clearly explain the different pathways at post-16 and post-18, and understand the difference between apprenticeship and vocational courses.
10	<ul style="list-style-type: none"> • Students explore post 16 pathways. • Students have a wide range of opportunities to engage with a range of local business, FE, HE and training providers. • Students complete the Building My Skills programme; learning about career pathways, online appearance, workplace behaviour / expectations, preparing a CV, preparing for interview. • 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. • Students begin CV and cover letter writing (as part of the BMS programme). • Students have optional access to independent and impartial advisers via a referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers. • Students complete work experience. • Students develop interview technique and complete a mock interview with a local employer. • Students are encouraged to access LMI independently. 	<ul style="list-style-type: none"> • Students can explain the positive and negative aspects of work experience and how they can use the knowledge gained during work experience to reflect on their future pathways. • Students understand the personal behaviour skills that are needed in the workplace and to identify what skills they need to improve for when they join the world of work. • Students are aware of the different career pathways and where they can access information about different providers. They know details about at least one business, one further education provider, one higher education provider and one training provider. • Students have a good understanding of the LMI for the local area, so that they know which sectors are the most important in this area, but also how this is changing and therefore what will be the most important sectors in the future. • Students successfully gain a work experience placement (either one afternoon per week between November and June, or a full-week in July).
11	<ul style="list-style-type: none"> • Students are supported with post 16 choices and encouraged to consider all their options including further study and apprenticeships. • Students are encouraged to consider how LMI is relevant to their post 16 options. • All students have a one to one guidance interview with a Careers Guidance Advisor (L6 qualified). • Students use careers interviews to help understand different career pathways and entry requirements and are 	<ul style="list-style-type: none"> • All students have a 1:1 Careers Guidance with a Careers Advisor which leads to an individual Action Plan which is then shared with parents, tutors and teaching staff. • No students are at risk of being NEET into the next academic year. 100% of students continue into education or work. • At least 60% of students continue into our own Sixth Form. • All students have their own CV which they can use to apply for employment, even if they are not at a stage to apply for employment.

	<p>encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.</p> <ul style="list-style-type: none"> • 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. • Students are encouraged to think about the kind of behaviour potential employers look for. • Students are encouraged to attend careers talks, fairs, college open days and taster days with employers. • Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter • Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events. 	<ul style="list-style-type: none"> • 100% of Year 11 students attend the annual Careers Fair and they all have meaningful conversations with prospective education/training providers or employers.
--	--	--



Careers at Sandhill View Academy

Career Activity Overview by year group

Students have access to a number of age-specific activities during the course of the year as part of the careers programme. Each activity listed has been referenced to the Gatsby Benchmarks.

References to Gatsby Benchmarks - see Appendix 2 for detail on each Benchmark. References to CDI framework – see Appendix 6 for detail on each CDI area of learning.

Activity	Benchmarks	CDI	Y7	Y8	Y9	Y10	Y11
<ul style="list-style-type: none"> Access to independent and impartial careers advice and guidance 	<ul style="list-style-type: none"> 8 	<ul style="list-style-type: none"> 4, 5, 10, 15 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers talks, including guest speakers from local businesses, training providers, apprenticeships, FE, HE and charities. 	<ul style="list-style-type: none"> 2, 5 	<ul style="list-style-type: none"> 4, 5, 6, 7, 10, 14, 15 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers Education programme embedded into the Personal Development/PSHCE programme 	<ul style="list-style-type: none"> 1, 2, 3 	<ul style="list-style-type: none"> 1, 2, 3, 4, 5, 7, 8, 9, 11, 13, 14, 15, 17 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Lifeskills programme 	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> 1, 2, 3, 9, 11, 13 	✓		✓		
<ul style="list-style-type: none"> Careers assemblies, including LMI and visits from outside speakers/employers/providers 	<ul style="list-style-type: none"> 1, 2, 5 	<ul style="list-style-type: none"> 4, 5, 6, 7, 8, 14, 15 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Visits to local universities 	<ul style="list-style-type: none"> 7 	<ul style="list-style-type: none"> 14, 15 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers in the Curriculum – Careers Weeks in each subject area and all subjects link careers to lesson plans 	<ul style="list-style-type: none"> 4 	<ul style="list-style-type: none"> 7, 10, 15 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Careers Guidance support available at parents' evenings 	<ul style="list-style-type: none"> 3, 8 	<ul style="list-style-type: none"> 10, 14 	✓	✓	✓	✓	✓
<ul style="list-style-type: none"> Work Discovery sector days (including Health, ICT, Retail, Construction, Creative Media) 	<ul style="list-style-type: none"> 6 	<ul style="list-style-type: none"> 4, 5, 6, 7, 9, 11 		✓	✓	✓	
<ul style="list-style-type: none"> Annual Careers Fair before GCSE Option Choices, post-16 and post-18 decision making. 	<ul style="list-style-type: none"> 1, 2, 3, 4, 7 	<ul style="list-style-type: none"> 4, 7, 10, 14, 15 		✓			✓
<ul style="list-style-type: none"> STEM careers presentation from local university 	<ul style="list-style-type: none"> 4 	<ul style="list-style-type: none"> 10 		✓			
<ul style="list-style-type: none"> NECOP programme – higher education/study skills 	<ul style="list-style-type: none"> 1, 3, 7 	<ul style="list-style-type: none"> 1, 2, 3, 4, 10, 14, 17 			✓	✓	✓

<ul style="list-style-type: none"> • Work Discovery Week in July – range of activities, including careers fair, workplace visits, guest speakers 	<ul style="list-style-type: none"> • 2, 3, 5 	<ul style="list-style-type: none"> • 4, 5, 6, 7, 9, 11, 14, 15 			✓	✓	
<ul style="list-style-type: none"> • Work Experience programme – students take part in a work placement every Monday afternoon (Y10). 	<ul style="list-style-type: none"> • 6 	<ul style="list-style-type: none"> • 4, 5, 6, 7, 8, 9, 10, 11, 12, 14 				✓	
<ul style="list-style-type: none"> • 1:1 Careers Guidance interviews with level 6 trained Trust Careers Advisor 	<ul style="list-style-type: none"> • 8 	<ul style="list-style-type: none"> • 4, 5, 10, 15 		✓	✓	✓	✓
<ul style="list-style-type: none"> • Opportunity to attend Sixth Form Open Evening in December and January to explore future pathways 	<ul style="list-style-type: none"> • 3, 7 	<ul style="list-style-type: none"> • 4, 10, 14, 17 					✓
<ul style="list-style-type: none"> • Apprenticeship workshop for parents and students and support with apprenticeship applications 	<ul style="list-style-type: none"> • 2, 3, 7 	<ul style="list-style-type: none"> • 4, 6, 7, 10, 14, 17 					✓
<ul style="list-style-type: none"> • CV writing skills 	<ul style="list-style-type: none"> • 1, 3 	<ul style="list-style-type: none"> • 1, 2, 3, 11 				✓	
<ul style="list-style-type: none"> • Mock interviews 	<ul style="list-style-type: none"> • 1, 2, 3, 5 	<ul style="list-style-type: none"> • 1, 2, 3, 11 				✓	



Careers at Sandhill View Academy

Strategic Objective 1 Action Plan

Careers is a consistently integral part of every area of school life. All members of the school community understand their role in the careers programme and the importance of careers and enterprise education being embedded throughout the whole school.


Benchmarks 1, 2, 4, 7 and 8

End of Year Targets (2022-23)

- A comprehensive programme of age-specific Careers Education is in place through the SMSC programme to enable all students to develop their own personal career pathway.
- Student survey shows that 100% of students are excited about different jobs and can all name a range of careers and career pathways.
- 100% of students can understand the link between their learning in each subject area and their future career pathways, and every student can identify career pathways in all aspects of their curriculum learning.

Actions required	Milestones and timescales	Responsible	Resources required	Reporting
1. Investigate and evaluate the Careers Education programme and materials which were designed by the new SMSC coordinator appointed in September 2021.	Investigation and evaluation of resources to be complete by July 2022. Programme to be in place within SMSC curriculum by September 2022.	Careers Leader/SMSC Coordinator	Assistant Head: Personal Development/SMSC coordinator need time to plan the curriculum in June/July 2022	Careers Leader reports to SLT. Compass+ reports.
2. CPD training for all staff to enable them to deliver the Careers Education programme during SMSC time. CPD training and regular updates for all staff on their contribution to Careers & Enterprise education.	September INSET day time to deliver CPD training. Regular Careers updates throughout the year during CPD time.	Careers Leader Careers Advisor External stakeholders	Liaise with Assistant Head: Implementation to organise when CPD time will be available for careers Planning time for Careers Leader to create CPD materials.	Compass Tool Staff survey Careers Leader reports to SLT
3. Evaluation of the Careers Education programme during SMSC time	Review each half term	SMSC Coordinator	Microsoft Forms	Learning walks to take place weekly and feedback given to all staff Review document updated each half term showing progress and next steps. Careers Leader reports to SLT weekly

4. Career pathways are referenced in schemes of learning in each subject area. Careers Champions appointed in each subject area to update their colleagues on Labour Market Information. Each subject area to have a dedicated careers week relating to skills that can be learned in that subject and then showcased in the weekly blog.	Careers Champions reviewed in September 2022 (depending on staffing changes) Schemes of Learning to be updated by September 2022 LMI to be disseminated in departments by September 2022 Careers weeks to be included in school calendar for 2022-23 school year.	Careers Leader Careers Champions Curriculum Leaders	Development of resources for careers week lessons. Time to update the website and the blog with details of the careers week lessons.	Compass+ Tool Weekly headteacher Blog shows examples and progress.
5. Implementation of the Skills builder key employability skills programme throughout all aspects of teaching and learning.	Training for staff in September inset 2022	Careers Leader Careers Champions Curriculum Leaders	Fully funded place for the Skills builder programme. CPD time	Compass+ tool Student and Staff survey NEET statistics 2022
6. CEIAG area of school website to be updated to give information on Careers in the Curriculum, Apprentice information and latest Career Pathways information for parents and students.	Regular LMI to be updated and system in place for this by December 2022 Termly updates of the website, including updates of apprenticeship vacancies.	Careers Leader School Designer	Time to source regular LMI data. Time for School Designer to update the website	Compass+ tool



Careers at Sandhill View Academy

Strategic Objective 2 Action Plan

Every individual students' engagement within the careers programme during their journey through school is consistently tracked and evaluated to ensure that students are supported in raising their aspirations, whilst, at the same time, being mindful of the ever-changing and competitive world around them.

Benchmarks 1, 2, 3 and 8

End of Year Targets (2022-23)

- All students have experienced a range of different careers experiences to enable them to develop their own future pathway, including all students in Years 7 to 11 having 1 appropriate and meaningful interaction with an employer once during the year.
- All students in Years 7 and 11 have created a profile to record their career pathway experiences using Global Bridge.
- 100% of all students in Year 11 have a clear plan for post-16 and that 100% of students are in some form of education or employment/training at the end of their phase in school. There are no students post-16 who are NEET.

Actions required	Milestones and timescales	Responsible	Resources required	Reporting
1. Investigate and create a Microsoft Team to be shared with all members of staff in school to consistently track all individual engagements within the careers programme. CPD training for all staff in how to access this database and how to record key data.	Team to be in place for September 2022 CPD in September 2022 to enable staff to use this Team	Careers Leader Careers Advisor	Time to develop a system and transfer appropriate data.	Compass+ Tool Monitor access to the Team by staff. NEET statistics for 2022.
2. Latest LMI is used to update the Careers Education programme. Year 9 and Year 11 have access to this LMI when making their option choices for GCSE.	LMI to be displayed at each parents' evening and open evening throughout the academic year 2022-23 LMI is built into Careers Education Programme by September 2022 and subject staff are using this on a regular basis. Key LMI to be displayed in the Careers Hub by January 2023.	Careers Leader Careers Advisor School Designer	Time for Careers Leader/Careers Advisor to attend Regional Careers Leader Meeting. Display materials	Lesson observations and feedback given to staff. Learning walks demonstrate LMI be using in lessons. Compass+ Tool
3. Update the CEIAG area of the school website with latest LMI for parents and students.	September 2022 and then ongoing throughout academic year	Careers Leader School Designer	Time to update website	Statistics to show access the website. Compass+ Tool
4. Students in Years 7 and 11 are recording their career learning in an online portfolio facilitated by Global bridge.	Students to register in September 2022 during SMSC time. Students update their profiles throughout the year at 3 key points.	Careers Leader	Latest up-to-date school data in order to create individual student profiles. Time to investigate Global bridge.	Compass+ Tool NEET statistics for 2022.
5. Every Year 11 has a 1:1 guidance interview generating an action plan (also distributed to parents and accessible by tutors and teaching staff) which is rigorously monitored.	Starting September 2022 and continuing throughout the academic year, to be completed by May 2023.	Careers Leader Careers Advisor Careers Hub Facilitator	Careers Advisor – 2 days per week for interviews (Thursday/Friday)	Weekly review of numbers of students having interviews. Half termly quality assurance of interviews by Careers Leader and yearly review by Careers Hub facilitator.

				NEET statistics for 2022. Compass+ Tool
6. Baseline data to be gathered on every student and recorded on the Careers Team.	All year groups to have completed survey by March 2023.	Careers Leader	Time to update Team	Compass+ Tool
7. All workplace visits are to be evaluated by students and used to inform future planning. All employers to be asked to evaluate their visits. Parents to be surveyed at parents' evenings regarding their views on the Careers programme.	After each workplace visit, visit leader to ensure survey document is completed by each student. After each survey completed, data to be reviewed for upcoming careers programme planning.	Careers Leader Trip Leaders	Creation of suitable evaluation methods, such as surveys/Microsoft forms.	Compass+ Tool Careers Leader reports to SLT.



Careers at Sandhill View Academy

Strategic Objective 3 Action Plan

Build a continuously increasing and relevant network of varied partners and providers who can engage students in developing their career pathways. These partners will work in partnership with subject areas to develop collaborations enabling opportunities for students to see clear links between their subject learning and the world of work.

Benchmarks 1, 2, 3, 4, 5, 6, 7 and 8

End of Year Targets (2022-23)

- Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage students.
- 100% of Year 7 and Year 10 students to have engaged with at least one higher education provider (either on site or external visit) and 100% of Year 11 students to have had contact with at least one further education provider by the end of the academic year.
- 85% of all students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace.

Actions required	Milestones and timescales	Responsible	Resources required	Reporting
1. All Year 10 students to embark on a Work Experience placement programme	Launch in assembly in January 2023 Majority of placements to be organised by March 2023 Work Experience to start in May 2023.	Careers Leader Careers Advisor Form Tutors	Careers Advisor time to organise Health & Safety checks Time for Health & Safety staff to complete the checks. Careers Advisor time to contact employers for evaluations	Regular drops ins with students in common rooms to check on progress of placements Careers Leader reports SLT Compass+ tool

			Updated training to expand team for H&S checks	
2. Annual Careers Fair. All students to have meaningful encounters with a range of employers, independent training providers, universities, and sixth form colleges. Increase the number of employers taking part, reflecting LMI.	By July 2022, contact to be made and day reserved with providers. By October 2022, requirements for each providers to be established. Thursday 24th November 2022: actual Careers Fair	Careers Leader Careers Advisor Enterprise Advisor School Designer	Careers Advisor time to contact relevant providers. Programme to be designed and printed. Tables and Chairs to be set-out as required for each provider.	Report to be compiled after the Careers Fair to show impact. NEET statistics for 2022 Careers Leader report to SLT/governors
3. 100% of Year 7 students to have the opportunity to meet with staff and students from local universities (Newcastle, Sunderland, Northumbria Universities). 100% of Year 10 to have visited a local university.	By July 2023, visits to be completed to each provider.	Careers Leader Raising Aspirations Coordinator	Time to plan the trip and completion of all required paperwork. Cost of hiring transport. Cost of staff cover to accompany the trip	Student survey to show impact. Compass+ tool
5. In collaboration with Enterprise Advisor, each department to be linked with a local business and to begin collaborative work.	By July 2022, all departments to have a link. By December 2023, subjects to have started collaborative work.	Careers Leader Careers Champions Enterprise Advisor	Time for planning	Compass+ tool
6. 100% of Year 10 students to be involved in the Building my Skills programme with Esh Group.	By July 2023, key dates to be established in the school calendar for the launch of each module task. By end of the year 2022/23, all modules will be delivered and tasks completed during Year SMSC lessons	Careers Leader Year 10 SMSC teachers	Time to review resources and implement in schemes of learning. All resources to be provided by Esh Group.	Compass+ tool Student survey shows impact.



Careers at Sandhill View Academy

Current Position Summary

The evaluation of our current summary is based on mapping our provision against the Gatsby Benchmarks by using the Careers & Enterprise Company's COMPASS tool and the outcome of our assessment at Stage 3 of the Inspiring IAG Award.

Areas of Strength

- The school has performed very well against national standards when mapped against the Gatsby Benchmarks using the Career and Enterprise Company's COMPASS+ tool (see full Gatsby Benchmark strengths and areas for improvement in detail in appendix). We have fully achieved all 8 Benchmarks.

Benchmark	% of the assessment areas in Benchmark achieved (Dec 2021)	% of schools nationally meeting this Benchmark (2021)
1: A stable careers programme	100%	27%
2: Learning from career & labour market information	100%	52%
3: Addressing the needs of each student	100%	25%
4: Linking curriculum learning to careers	100%	45%
5: Encounters with employers and employees	100%	58%
6: Encounters of workplace	100%	52%
7: Encounters with further & higher education	100%	30%
8: Personal Guidance	100%	61%

- The school fully achieved "The Quality in Careers Standard" of Inspiring IAG in August 2019. The award means that the school is fully meeting all the accreditation criteria and incorporating the Gatsby Benchmarks. The award is for a period of 3 years and there will be a mandatory review towards the end of the 2021-2022 academic year to continue to secure the accolade.
- Careers Leader is currently completing the Teach First Careers and Employability Leadership Programme.
- In terms of staffing, the careers team consists of the careers leader who is the assistant head in charge of personal development, Careers Advisor (Level 6 trained), Raising Aspirations Coordinator and NECOP Coordinator. Staff at all levels in school have input into the Careers provision, including all teaching staff, pastoral colleagues, and non-teaching staff.
- Each curriculum area has an appointed Careers Champion who is responsible for disseminating careers information to colleagues within their own subject area.

- We are working with Skills builder to incorporate Employability Skills across the Curriculum.
- Typically, the school has maintained low NEET (Not in Education, Employment or Training) figures with the majority of students moving on to Further Education.
- Key areas for focus over the next 3 years are:
 - Reduce NEET figures
 - Further embed skills builder into the curriculum
 - Expand subject specific employer encounters within lessons



Careers at Sandhill View Academy

Monitoring and Evaluation Process

Most of the activities implemented within the school are delivered through the SMSC curriculum and both one-off and ongoing events / activities designed in collaboration with external agencies, organisations and employers. With such a structured programme, monitoring and evaluation as a process becomes straightforward and our focus is therefore on ensuring the quality of provision and using evaluative and summative comments to inform future planning and activities.

To evaluate our careers programme we need to set out what we want our end results to be, what we want our students to achieve by the end of their full-time education. The aims of our programme are simple:

- 1) For our students to know what opportunities are available in the local area
- 2) For our students to aim for the highest level in all employment, apprenticeships and higher education
- 3) For students to know the different career pathways / routes they could follow
- 4) For our students to know what they need to do to follow their chosen career route

Full details of our Monitoring and Evaluation programme can be found in Appendix 8.



Careers at Sandhill View Academy

Our Key External Partnerships

At Sandhill View Academy we work with a large number of key external partners to support our delivery of the Careers Programme. These are our major partners who we work with each year.





Careers at Sandhill View Academy

Links to Appendices

Appendix 1	Our School's Current Careers Guidance Provision – Strengths, Weaknesses, Opportunities and Threats.
Appendix 2	Compass Results Summary – November 2021. Achievements and Areas for Development.
Appendix 3	External Stakeholder Engagement Plan
Appendix 4	4A Internal Stakeholder Role and Responsibilities Summary 4B Detailed Careers Roles and Responsibilities 2021-2022
Appendix 5	Monitoring and Evaluation Programme

This Careers Strategy has been approved by the Headteacher:

Signed _____

Date _____

The Careers Strategy will be reviewed in May 2024.



Careers at Sandhill View Academy

APPENDIX 1: Our School's Current Careers Guidance Provision - Strengths, Weaknesses, Opportunities and Threats

This review was completed in November 2021 in order to see, at that time, what the strengths, weaknesses, opportunities and threats were to the Careers provision at Sandhill View Academy. This document was then used to identify our Strategic Objectives and then the individual action points to achieve those objectives.

Strengths	Weaknesses
<ul style="list-style-type: none"> - Sandhill View successfully achieved the full award in the Quality in Careers Standard by Inspiring IAG. - Through working together with our partner school (Southmoor) in our MAT, we have developed good careers based resources that we can use in SMSC lessons to go through the important key areas of careers education. These have already been in place since September 2018 at Sandhill View and evaluated by the previous Careers Leader. These were most recently updated after the new CDI framework in April 2021 - All current Year 11 students completed a Mock Interview in Year 10 to develop interview skills and techniques in preparation for future study and employment applications. This is being repeated in March of year 11 - The out-going Year 11 students had the opportunity to have an interview with an impartial careers advisor before the end of their Year 11, who was able to establish an action plan which was shared with the student. -working with UniConnect students in years 9-11 get the opportunity to visit a university. -all students meet a range of training providers and employers through the annual careers fair - Appointment of a level 6 trained Careers Advisor, who previously worked for Local Authority Connexions service based across both schools in the MAT. 	<ul style="list-style-type: none"> - We need to inform parents of the benefits of understanding LMI. - We have not been successful in recording individual students' engagements with careers. - Not all departments have successfully joined with a local business to promote collaborative activities, despite plentiful opportunities provided to do so.
Opportunities	Threats
<ul style="list-style-type: none"> - Work Experience placements for all students in Year 10 in 2021-22. - Careers Fair on Thursday 24th November. We are in the process of inviting as many businesses, outside agencies, enterprises and services as possible to attend. The careers fair will be open to all students throughout the day including parents at the end of the school day. We currently have more than 30 businesses and providers ready to attend on the day. This will enable all students to have meaningful encounters with employers. - Our SMSC lesson on Monday mornings will enable students to have blocks of time to look at careers in more detail across all year groups. This will be led by 	<ul style="list-style-type: none"> - Not all members of staff engaging with the Careers programme, particularly form tutors. Assistant Head will need to evaluate in more detail the effectiveness of form tutors in delivering the programme. - Finding outside agencies, businesses and services to engage with our provision. In previous careers activities, many businesses have dropped out at the last minute due to either time constraints or funding issues. We need to build up and strengthen our relationship with these businesses and services. - Time - as with anything, more time would be a luxury to build on the careers programme. We just need to be careful and efficient with the time available for all colleagues involved in the careers programme.

<p>Form tutors who can work with students in their own forms to build healthy relationships and offer suitable support.</p> <ul style="list-style-type: none">- We have been invited to be one of 40 schools in the Wave 2 Careers Hub working with the North East Local Enterprise Partnership. This will enable access to further support by a Hub Facilitator and also sharing of resources and ideas with other schools in the hub.- Establishment of "Careers Champions" in each curriculum area of the school. This will be launched in late September and will lead to each curriculum area having their own "Careers Week".	<ul style="list-style-type: none">- Not enough Work Placements available to achieve our ambitious goal of having every Year 10 engaged in a work placement. We need to be positive from the outset and believe that it will work, but there is always the risk!- Budget: there is a very small budget for Careers activities. We are having to actively seek where we can engage with outside agencies at very little cost or for no cost at all.
--	--



Careers at Sandhill View Academy

APPENDIX 2: Compass Results Summary – November 2021

Using the Career and Enterprise Company's COMPASS tool, we are able to see how well our school is working towards achieving the Gatsby Benchmarks and compare our school to other schools nationally. This summary below shows how well we have achieved on each Benchmark, what our current provision and achievements are and our current areas of development. The COMPASS review will be completed again in April 2022 to where we have improved since November and therefore we can adjust our targets for next year.

Gatsby Benchmark	Current Provision & Achievements	Areas for Development
1. A stable careers programme 100%	<ul style="list-style-type: none"> All students in Years 7 to 11 have careers lessons built into the SMSC programme on a Monday morning. All resources are mapped to the CDI framework. Students in Year 11 have access to regular information-giving presentations from both internal and external speakers. All Year 11 have a 1:1 Careers Guidance interview with a Level 6 Careers Guidance Advisor during the academic year. The Careers programme is clearly published on the school website for everyone to see 	<ul style="list-style-type: none"> Information on the school's website needs updating for employers and teachers. Evaluations of the careers programme by employers needs to be developed. The programme will need to be reviewed next year with the change to the pastoral structure in school – the school will be returning to a year group based system with students being taught careers in age-specific groups.
2. Learning from careers & labour market information 100%	<ul style="list-style-type: none"> Students in Years 7 to 11 have termly sessions from form tutors related to LMI. A wide range of businesses and providers attended the recent Careers Fair which provided a good source of LMI to students, staff and parents. LMI is displayed at all parents' evenings with access to Careers Advisor for further information. LMI is displayed in the Careers Hub and regularly updated. Staff CPD session in January 2022 led by colleagues from DWP 	<ul style="list-style-type: none"> More displays are to be produced which will be used to show LMI information at key school events.
3. Addressing the needs of each pupil 100%	<ul style="list-style-type: none"> Recent staff survey agreed that we are raising the aspirations of all students. Destinations data is analysed each year in order to further develop the Careers Programme. Connexions service from LA are carrying out 1:1 Guidance interviews for vulnerable students as identified from data and by SENDCO. We are recording all Careers events using the new Compass+ tool from Careers and Enterprise Company 	<ul style="list-style-type: none"> The tracking process is being extended to also record the activities/events students take part in across the school as a whole. This will ensure as wide a cross section of students as possible participate in culturally stimulating and aspirational opportunities.
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> Careers Champions have been identified in each subject area. Names are displayed on school website. 	<ul style="list-style-type: none"> Curriculum Areas to support with Workplace visits

100%	<ul style="list-style-type: none"> Careers Week in each subject area across the year. All colleagues regularly involved in CPD to highlight the importance of Careers throughout the curriculum. 	<ul style="list-style-type: none"> All subject areas to be linked to a local business during the 2021-2022 Academic year. Ensure that all colleagues are clear on their role with the careers strategy and that all colleagues are responsible for careers education.
5. Encounters with employers and employees 100%	<ul style="list-style-type: none"> Very successful Careers Fair held in November 2021 where students from all year groups were able to speak to employers and employees (tasks to complete during their encounters). Visits to employers are starting to be integrated in the curriculum. 	<ul style="list-style-type: none"> More engagement with Local Enterprise Advisor with all year groups – mock interview event for year 11 March 2022
6. Experiences of workplaces 75%	<ul style="list-style-type: none"> Year 10 taking place in face to face work experience in may 2022. Year 11 took part in virtual work experience last year due to covid 	<ul style="list-style-type: none"> Need to support year 10 securing work experience placements Curriculum areas to regularly offer workplace visits.
7. Encounters with Further & Higher Education 100%	<ul style="list-style-type: none"> Major local universities were present at the Careers Fair in November. Further Education & Higher Education providers attend Open Evenings and Parents' Evenings. Targeted information for Year 11 on progressing into Southmoor Sixth Form. Sixth Form taster day for Year 10 students in July each year. All of Year 7 students have met a representative from a local university. 100% of Year 10 students visited a local university. 	<ul style="list-style-type: none"> HE presentations needed for students in Years 7 and 10.
8. Personal Guidance 100%	<ul style="list-style-type: none"> Appointment of a Level 6 trained Careers Advisor based across the 2 schools in the Trust. Careers Advisor interviews at Sandhill View for 2 days each week. All Year 11 students have a 1:1 Careers Guidance interview by end of the year. Individual Careers Action plan is created and shared with the student and with form tutors. 	<ul style="list-style-type: none"> Parents to be informed about when students have an interview, to encourage discussion at home. Investigate use of group interviews in order to increase volume of Careers Guidance interviews to ensure that students are seen twice by the end of Year 11. Offer regular drop-in sessions for students in other year groups, and informing parents of how this system works.



Careers at Sandhill View Academy

APPENDIX 3: External Stakeholder Management Plan

We work with a large number of external stakeholders in order to support in the delivery of our careers programme. This document shows the actions needed in order to include external stakeholders within our Careers programme and gives details about established stakeholders that we already work with.

All Benchmarks

Date of last update: February 2022

Action	Status	Responsible	Deadline
Meeting with Enterprise Coordinator and Enterprise Advisor to plan how they can work with the school to develop links with potential local employers and providers. Meet with new proposed advisor	In Progress	Careers Leader Careers Advisor	End of Feb 2022
Careers Leader and Careers Advisor to attend North East Ambition Regional Careers Leaders Meetings and Careers Hub meetings throughout the academic year (organised by the NELEP).	In Progress	Careers Leader Careers Advisor	End of each academic year
National Apprenticeship Service to work with identified groups of students who are potentially planning to go on to an Apprenticeship	In Progress	Raising Aspirations Coordinator	May 2022
Make direct approaches with Newcastle, Northumbria and Sunderland Universities to enable possible visits for Year 7 students (both at school and external visits)	In Progress	Careers Leader Raising Aspirations Coordinator	June 2022
Make direct approaches with Newcastle, Northumbria and Sunderland Universities to enable a whole day visit for every Year 10 student. Or through NECOP	Completed	Raising Aspirations Coordinator	November 2021
Approach current Year 10 work experience providers to establish if they are able to continue to offer work placements for the current Year 9 students as they go into Year 10.	In Progress	Careers Advisor	June 2022
Contact Groundworks (delivery partner for NCS) to plan assemblies and launch with Year 11 students, and then ongoing monitoring throughout the year.	Completed	Careers Leader	December 2021
Work with NECOP/ASK/Sunderland College to provide a range of activities for those year 10 that will not be off site during work experience week	In Progress	Careers Leader	April 2022



Careers at Sandhill View Academy

APPENDIX 4A: Internal Stakeholder Role and Responsibilities Summary

Careers and employability at Sandhill View Academy is a collective responsibility.

Students, staff, parents/carers, governors, employers, alumni, the local authority, partner organisations/individuals and the local community have a collective responsibility to promote effective careers and work-related education.

Job Title:	Responsibilities:
Assistant Head	Responsible for planning and setting the strategic direction of careers provision Responsible for community engagement. Responsible for the strategic overview of SMSC/Personal Development across Years 7 to 11.
Trust Careers Adviser	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
Raising Aspirations Coordinator	Responsible for liaising with the Sixth Form to promote careers related activities linked to Further and Higher Education, including Apprenticeships. Responsible for liaising with NECOP to organise activities and events linked to raising aspirations.
Enterprise Adviser	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Enterprise Coordinator	Responsible for sharing local and national developments in careers provision and careers strategy.
Deputy Head	Responsible for direct line management of Careers Leader and strategic promotion of careers strategy at Headship level. Responsible for strategic and operational support and challenge of career leader decisions.
Curriculum Leaders	Responsible for oversight of Careers Champions
Careers Champions – English, Maths, ICT, Geography, History, MFL, Science, H&SC, Media, Performing Arts.	Responsible for career displays within subject areas, advocate for curriculum related volunteers to be involved in classroom activities and advocate for schemes of work to be modified to include career-related activities.
Tutors	Responsible for the delivery of the careers programme during personal development time. Year 11 tutors to monitor 1:1 Careers Guidance Action Plans.
Heads of Year	Responsible for the monitoring of the delivering of the careers programme during personal development time. Identifying students at risk of NEET and giving information to Careers Advisor.

Students	Responsible for engaging with and participating in the careers programme.
Parents/carers	Responsible for engaging with and participating in the careers programme where appropriate. Responsible for actively encouraging their children to engage with and participate in the careers programme.
SENDCO	Responsible for liaising with Careers Leader to ensure students with special education needs and disabilities are able to access the careers programme and all careers and employability information, advice and guidance.



Careers at Sandhill View Academy

Appendix 4B: Careers Roles and Responsibilities 2021-22

Careers and employability at Sandhill View is a collective responsibility. Here are the roles and detailed responsibilities linked to careers of each member of staff in school.

Assistant Head: Anthony Blake

- Strategic leadership of Careers
- Prepare and implement the Academy Careers strategy and the Careers programme including schemes of work for careers education
- Responsible for the delivery and monitoring of careers education in SMSC time and the development of programme of high quality Careers Education to develop students' resilience, self-esteem and aspiration.
- Develop and monitor all areas of Careers, including: 'Careers Education', 'Careers Information', 'Careers Advice' and 'Careers Guidance'
- Develop external links, e.g. employer engagement programme, apprenticeship providers, colleges and universities
- Ensure that the provision meets the quality of a dedicated CEIAG award
- Utilise destination measures data and LMI information to inform future planning
- Consult with young people, parents, staff, employers and training providers on Careers provision.
- Ensure students develop their employability skills and encourage young people to take ownership of their career plans.
- Promote careers across the curriculum. Lead in house training and CPD for staff. Liaise with Heads of Year to implement intervention strategies for potential NEET students
- Report to and Advise SLT and Governors on policy, strategy and resources for Careers

<p>Trust Careers Adviser: Julia Robinson</p> <ul style="list-style-type: none"> • Conducting Careers Guidance interviews for all students • Work experience management for Year 10 • Development of external links with employers, apprenticeship providers, college and universities • Developing and establishing the Academy's annual careers fair • Liaising with parents and staff to give Careers advice. 		<p>Deputy Headteacher: Allison Johnston</p> <ul style="list-style-type: none"> • Promote good work skills across the Academy, especially attendance punctuality and 'behaviours for the work place'. • Promote post 16 pathways and support the Careers programmes. • Line manager for the Assistant Head: Personal Development 		<p>Heads of Year: Wendy Clarkson, Eleanor Wright, Lorraine Scott, Sarah Herdman, Russell Lax Support the CEIAG programmes and activities</p> <ul style="list-style-type: none"> • Co-ordinate students' Careers Portfolio (CV and personal statement) • Support the work experience and mock interview process • Support the options process <p style="text-align: center;">Year 11 tutors</p> <ul style="list-style-type: none"> • Deliver the Y11 SMSC programme for careers education • Support the writing of CVs and FE application process <p style="text-align: center;">Year 10 tutors</p> <ul style="list-style-type: none"> • Deliver the Y10 Personal Development programme for careers education • Support the work experience and mock interview process <p style="text-align: center;">Year 7-9 tutors</p> <ul style="list-style-type: none"> • Deliver the SMSC programme for careers education • Support the Y9 option process • Help prepare students for the world of work. • Provide careers advice and respond to questions • Signpost to sources of advice 	
<p>Raising Aspirations and OxNet Coordinator: Claire Ungley</p> <ul style="list-style-type: none"> • Establish links across the Trust and with Russell Group Universities • Delivery of the Aspirations and Insight programme in primary schools 		<p>Raising Aspirations Coordinator: Rachel Moody</p> <ul style="list-style-type: none"> • Raising the aspirations of pupils to increase social mobility through promotion of further/higher education by mentoring/supporting and offering a range of internal and external experiences to broaden knowledge and horizons. • Promotion of the wide range of progression routes available including: sixth forms, colleges, further education, higher education with a focus on raising aspirations for the more-able cohort. 		<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Connexions Personal Advisor: Tanya Smallwood</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Link CEIAG Governor: Hilary Akien</p> </div>	
<p style="text-align: center;">Pupil Achievement Mentors (PAM)</p> <ul style="list-style-type: none"> • Encourage students to think positively about their future exams and career prospects and how they can enhance their life chances, and raise aspirations and self esteem • Feedback specific student needs (or opportunities) to the CEIAG team • Signpost students to appropriate CEIAG advice and information • Support the CV building and letter of application 					
<p>SENCO: Ashleigh Summerside Work closely with the LA & other professionals to support planned transition for SEND students from school into appropriate post-16 opportunities</p>	<p>STEM co-ordinator: Glen Bunn Promote STEM activities/events and opportunities and STEM careers</p>	<p>Attendance officer: Amy O'Donnell Monitor/promote attendance and punctuality and link to world of work</p>			
<p>All teaching staff (including Careers Champions): •Encourage students to think positively about their career prospects •Link subject areas to different work opportunities, jobs and careers (during curriculum time and Careers Focus Days) • Help develop students employability skills within lessons • Promote progression routes within the subject areas. • Help prepare students for the world of work. • Develop external links whenever possible.</p>					



Careers at Sandhill View Academy

APPENDIX 5: Monitoring & Evaluation Programme

Following this simple plan means that the needs of all learners can be considered and provided for when new opportunities arise, and external agencies offer their support, time and expertise.

Monitoring strategy

To monitor whether the students have been able to access up-to-date, relevant CEIAG material we intend to continue monitoring the quality of delivery through the personal development system. Learning walks, observations and student voice are the main routes by which monitoring this aspect of the programme will be carried out. This allows us to help students track their thoughts, participation and planning about their future. Monitoring of external agencies and their role in providing effective CEIAG is carried out by the Careers Leader and by the staff who accompany such visits and events. Monitoring of Careers Guidance interviews will be conducted both internally and externally and electronic copies of these action plans are provided for students and parents / carers, so they can build on them in the future. This makes them easily accessible and gives a clear structure to base plans on.

As a team we select the external agencies and organisations we feel fit with our aims most appropriately. Activities from these providers are encouraged and our external provider agreement is published on our website. To monitor the content of this provision and to ensure we meet our safeguarding responsibilities discussions between all parties involved take place prior to any booking regardless of cost or staffing. As a staff we operate in collaboration with each other to monitor all agencies whilst they are ongoing; external agency staff are accompanied by Academy staff and this allows us to effectively monitor the quality of provision and delivery.

Activity to be monitored	Responsibility for monitoring	Timing	Implementation
Careers Education as part of the Personal Development curriculum	Assistant Head: Personal Development Deputy Head: Pastoral	Weekly Once per term as part of the observation cycle	Learning walks Formal lesson observations for appraisal, including student voice
Provision of careers activities within the school day (external agencies)	Assistant Head: Personal Development Staff who attend the events Careers Advisor	Ongoing throughout the time the external agency is working with the school	Staff presence with student groups Questionnaire by staff and students Observations
Participation in careers related activities external to the school	Assistant Head: Personal Development Staff who lead/attend the visit	Ongoing throughout the event	Staff presence with student groups Student voice questionnaires
Quality of Careers Guidance interviews delivered by internal Careers Advisor	Assistant Head: Personal Development External Reviewer	Every half term – sample of interviews	Observation of interviews and feedback

Evaluation strategy

The most important and valuable approach to evaluation is listening to the views of participants in activities organised both internally and externally to the Academy. As a school, staff invest a great deal of time planning, resourcing and delivering activities to allow students the opportunity to learn from visitors and their planned experiences, and therefore finding out their views on both the quality of content and the organisation of the activity is essential in future planning and moving forward and ensuring the quality of careers provision across the Academy. We use a variety of methods including Microsoft Forms and paper-based feedback questionnaires. Questions include those about the careers content and quality of CEIAG and the suitability and accessibility of the activities for all. The questions also give the opportunity to see whether the content has had an impact on students' future pathway decisions.

The evaluations we provide for our students are designed to be as simple as possible to complete, using multiple-choice responses where possible to reduce the time taken to complete them. Where an open-ended question is provided, students are required to be honest about their experience and clear about how they think the activity could be improved and whether they would recommend the activity for a future year group or specific student cohort. Asking students to explain their views is essential, particularly because students of different ages have specific needs related to careers and ways of expressing their views that we need to respond to ensure high-quality CEIAG – employer and further / higher education engagement and experiences of the world of work.

Most of the organisations we work with provide their own evaluation process whether online or in paper format and we receive feedback from them as appropriate as part of their own monitoring and evaluation processes. This evaluation informs our own plans and decisions regarding future participation.

Activity to be evaluated	Responsibility for evaluation	Timing	Implementation
Careers education as part of the SMSC curriculum	Assistant Head: Personal Development Deputy Head: Pastoral	At the end of each half term (alternating student and staff)	Staff and student voice and questionnaires
Provision of careers activities within the school day (external agencies)	Assistant Head: Personal Development Deputy Head: Pastoral Students who participated Members of staff who supervised activity	After the event (normally within the same day) – data collated into summary report	Student participation and evaluation of the event Evaluation form Data / summary report used to inform future planning
Participation in careers related activities external to the school	Assistant Head: Personal Development Deputy Head: Pastoral Students who participated Members of staff who supervised activity	After the activity (normally within the same day) – data collated into summary report	Student and staff evaluation Online evaluations – provided by external agency Data collated into summary report for future planning.
Quality of work experience placements	Assistant Head: Personal Development Careers Advisor Students involved	At the end of work placement period	Student evaluation with data collated into summary report for future planning