



CEIAG

(Careers, Enterprise, Information, Advice and Guidance)

Strategic Action Plan

Policy Lead:	Mrs E Abberley
Last Review Date:	April 2022
Next Review Date:	April 2023
Approval needed by:	Headteacher



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Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever changing world of work. The intent of our Careers Curriculum at The Oaks Academy is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop 8 employability skills and enhance knowledge of labour market information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance. The Oaks Academy has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks by 2023.

Strategic Objectives

Objective 1

Promote and increase careers education in the curriculum across all year groups.

Benchmarks: 2, 3, 4, 7

- Encourage all staff to work in their faculties to lead CEIAG initiatives in their subject areas.
- All faculties to incorporate careers and LMI into SOW/knowledge organisers by September 2023.

Objective 2

Increase student and parental involvement and confidence in career planning. Benchmarks:

2, 3, 6

- Post 16 pathways through termly events and meetings e.g. information sessions, assembly programme, PSICHE programme, monthly newsletter, school website
- Introduce online platform to allow students to build up a portfolio of achievements and successes to be used during and on leaving TOA

Objective 3

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning. Benchmarks: 3, 4, 5, 6

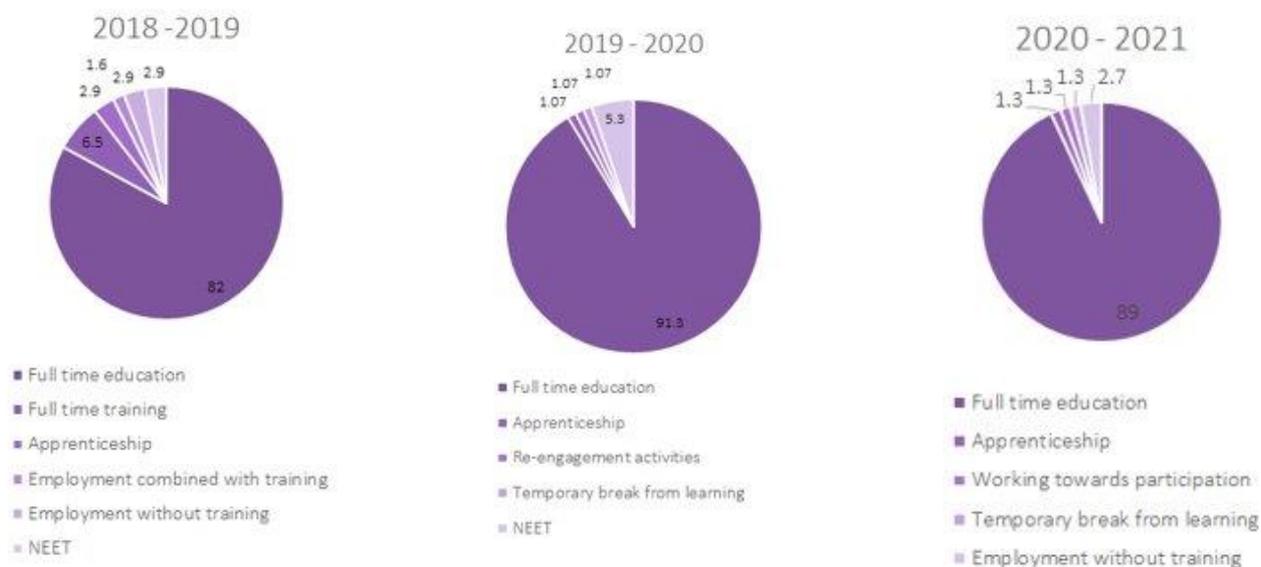
- Develop an ALUMNI of support.
- Continue to develop links with organisations and build on existing relationships

Current State

Staffing includes one full time member of staff who is a member of SLT and has overall responsibility as Careers Leader for the school, one full time member of staff who is on the pastoral team and provides administrative support. The school currently uses Mploy Solutions to provide impartial careers guidance to students in year 11. The school has established links with The Cheshire and Warrington Pledge Partnership and Higher Horizons and is working with their Enterprise Advisor to embed Compass+ as a mechanism for reviewing and evaluating its careers programme. Compass+ was first implemented into the school in September 2021. SLT fully support the development of CEIAG at TOA which aims to raise the aspirations of ALL students

SWOT analysis of Academy position see Appendix 1. TOA is working hard towards embedding Careers throughout the school. We are part of the Cheshire and Warrington HUB and have achieved two of the Gatsby Benchmarks in 2022 and working towards achieving the full eight by 2023 as outlined in the Statutory Guidance (Appendices 2 & 3). Careers is taught through the PSCHE programme in year 7-11 and supported through the form time and assembly programme. Overall responsibility for the PSCHE programme currently sits with the Curriculum Lead for Humanities, from September 2022 this will be lead and coordinated by the careers lead to ensure a cohesive approach to planning. In September 2019 the school amended its curriculum and implemented Knowledge Organisers to support subject specific retention. From September 2022 staff will amend planning documents and KO to incorporate Careers which is a positive move forward.

Destination Data Destination



Action Plan

Objective 1		
Promote and increase careers education in the curriculum across all year groups. Benchmarks: 2, 3, 4, 7		
	Targets	Actions
Year 1 2021-2022	<p>Empower all staff with knowledge of current CEIAG framework, statutory expectations and knowledge around Gatsby benchmarks</p> <p>Encourage all faculties to lead CEIAG initiatives within their subject areas through MTP and KO</p>	<p>Staff receive CPD on CEIAG</p> <p>Survey staff on their knowledge and understanding of CEIAG</p> <p>Undertake a basic review of current careers in the curriculum provision</p> <p>Staff are talking about careers in lessons.</p>
Year 2 2022-2023	<p>Faculties implementing CEIAG initiatives in their subject areas.</p> <p>Skills Builder introduced to the whole school</p> <p>Skills Builder implemented by the whole school</p>	<p>Faculties to amend Knowledge organisers (KOs) to reference careers and Labour Market Information (LMI).</p> <p>Curriculum Maps for year 7-9 to incorporate careers.</p> <p>KOs widely used across the school.</p> <p>Skills builder CPD for all staff</p> <p>Skill Builder logos used to introduce topics and career related learning across all faculties.</p> <p>Careers to form part of the Student leadership team</p> <p>Appoint careers champions to lead on subject projects relevant and create links with businesses.</p> <p>Employer encounters to be incorporated into lessons through employer links</p>
Year 3 2023-2024	<p>Faculties take ownership of and lead CEIAG initiatives in their subject areas.</p> <p>Skills Builder widely used in school</p>	<p>KOs reviewed, developed to incorporate LMI and Skills Builder skills.</p> <p>Staff are using Skill Builder logos in teaching.</p>

		Links with business employers embedded and projects ongoing
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Objective 2		
Increase student and parental involvement and confidence in career planning. Benchmarks: 2, 3, 6		
	Targets	Actions
Year 1 2021-2022	<p>Explicit careers lessons mapped in to the PSCHE programme</p> <p>Raise the profile of careers education at TOA</p> <p>Develop and improve student aspirations post 16</p>	<p>Promote CEIAG in the newsletter.</p> <p>Careers and LMI promoted at Parent Information Evenings and Curriculum parent evenings (when in the building)</p> <p>School website to be updated</p> <p>Assembly and form time programme for all years groups with explicit careers reference</p> <p>Re-map PSCHE careers programme from year 7-11 that works in conjunction with the form time and assembly programme</p> <p>Ensure careers week / enterprise week are high profile</p> <p>Set up a Careers Hub in the newly formed LRC</p> <p>Student and parent surveys on CEIAG</p>
Year 2 2022-2023	<p>Introduce Unifrog / Start to allow students to build a career platform</p> <p>Raise awareness of Post 16 / HE pathways</p> <p>Increase student engagement in PSCHE programme</p> <p>Increase parental engagement in information evenings</p> <p>Year 11 Post 16 Pathways demonstrate greater aspirations</p> <p>Develop a raising aspirations programme (RAP) with targeted students</p>	<p>Students to develop ownership of Unifrog / Start profile</p> <p>Review of PSCHE Careers curriculum planning</p> <p>Student and parent surveys on CEIAG</p> <p>Calendared programme of events linked in with national initiatives</p> <p>CEIAG focus on aspirations Post 16 and Higher Education</p> <p>Promote the use of the LRC careers Hub</p> <p>Identify RAP students (HAL and potential NEET)</p>

		Implement a targeted programme for sub groups of students
Year 3 2023-2024	<p>Increased awareness of pathways by all stakeholders</p> <p>Increased engagement with the LRC and its resources to support post 16 and HE pathways</p> <p>Increased numbers of parents at information evenings and parent evenings</p> <p>Student confidence with Unifrog / Start increases</p>	<p>Review of PSCHE Careers curriculum planning</p> <p>Student and parent surveys on CEIAG</p> <p>Student confidence in using Unifrog / Start profile</p> <p>Faculties display LMI in classrooms</p>

Objective 3

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning. Benchmarks: 3, 4, 5, 6

	Targets	Actions
Year 1 2021-2022	<p>Develop links with organisations and build on existing relationships</p> <p>Track careers interactions to ensure coverage across all students in all year groups as appropriate</p> <p>Increase variety of businesses we work with</p> <p>Develop an Alumni</p>	<p>Embed Compass+ as a tool for tracking student engagement</p> <p>Work with C&W Hub for the planning and delivery of 'drop down' careers day that involves a range of local employers</p> <p>Collate and promote student Alumni information</p>
Year 2 2022-2023	<p>Continue to increase variety of businesses / organisations we work with</p> <p>Develop the use of Alumni</p> <p>Promote the use of employer links to support lesson planning and delivery</p>	<p>Identify and record preferred student pathways to support choice of employer activities</p> <p>Plan and deliver careers fair with a range of employers FE and HE providers</p> <p>Alumni to form part of raising aspirations programme</p> <p>Collect data from students to keep in touch with them</p> <p>Set up data capture process for collecting and storing data for 3 years</p>

		Set up social media platform for keeping in touch with ex students Liaise with HOF around use of LMI to support curriculum
Year 3 2023-2024	Increase employer and education links within the curriculum area Work more effectively across the MAT to share resources and contacts	Careers champions to support with this Potential to look into a MAT Careers fair

Monitoring & Evaluation Plan

The careers programme at The Oaks Academy is delivered through a variety of activities including; timetabled PSCE lessons, as part of the tutorial programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by The Oaks Academy are:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole college careers tracking
- Work scrutiny

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by The Oaks Academy are:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies

- Student voice
- Destination data

Each academic year the Careers Leader will write an Action Plan which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool

Appendix 1 - SWOT Analysis

Strengths	Weaknesses
<p>Careers Leader is working towards CDI Level 6 in Careers Leadership</p> <p>Enterprise Advisor is keen to get involved</p> <p>Careers link Governor keen to get involved</p> <p>Being part of the C&W Pledge</p> <p>Careers provision is mapped across year 7-11 through PSICHE lessons</p> <p>Local accessibility to FE providers</p> <p>SLT support</p> <p>Links with employers</p> <p>Knowledge of the school; context, stakeholders</p> <p>Excellent relationships with stakeholders</p> <p>Raised awareness amongst staff</p>	<p>Staff buy in – need to do some whole staff training.</p> <p>Curriculum implementation</p> <p>Clarity around job role for admin support</p> <p>Careers versus exams</p> <p>NEET students – students off role</p> <p>Tracking of destinations</p> <p>Time given to allow CL to provide the best possible CEIAG</p> <p>No careers provision at school for previous 3-4 years</p> <p>External provider for CEIAG advice means hours / funding is limited which prevents regular access by all students</p> <p>Gatsby Benchmarks 4,5 & 7</p>
Opportunities	Threats
<p>Careers incorporated into Curriculum via Knowledge Organiser and Curriculum Map</p> <p>Being a HUB school within Cheshire & Warrington</p> <p>Being able to work with other schools to share good practice</p> <p>Developing partnerships with ALL stakeholders</p> <p>Learning by doing and building on experience</p> <p>Working with local agencies to promote links</p>	<p>Changing the mindset of external stakeholders to raise aspiration</p> <p>Geeting whole school buy in to develop meaningful careers education in the curriculum</p>

<p>More apprenticeship opportunities available to help support and reduce NEET figure</p> <p>More links to business and curriculum areas</p> <p>Teachers to celebrate CEIAG in their classroom</p> <p>Achieve all benchmarks</p>	
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Appendix 2 - Current State (April 2022)

Benchmark	% RAG	Area to be addressed
1 A stable careers programme	58	<ul style="list-style-type: none"> • A stable programme that is routed in the school and students needs • Evaluation of the programme by parents and students
2 Learning from career and labour market information	60	<ul style="list-style-type: none"> • Raise awareness of career pathways • Students to track and log their progress through an online platform • Parents fully informed of the appropriate pathways • Local LMI shared with students and parents
3 Addressing the needs of each pupil	72	<ul style="list-style-type: none"> • Emphasis on raising aspiration for all • Student access to personal careers guidance information • Tracking and monitoring 3 year trends
4 Linking curriculum learning to careers	25	<ul style="list-style-type: none"> • Explicit referencing of careers across all subject areas • Subject careers planning for inform lesson delivery
5 Encounters with employers and employees	0	<ul style="list-style-type: none"> • Embed meaningful encounters with employers across all year groups
6 Experience of workplaces	100	<ul style="list-style-type: none"> • Evaluate current work experience programme
7 Encounters with further and higher education	45	<ul style="list-style-type: none"> • Strategic approach to assembly delivery by FE providers • Ensure encounters are from a wide range of providers
8 Personal guidance	100	<ul style="list-style-type: none"> • Targeted students to achieve more than one careers guidance interview

Appendix 3 - Gatsby Benchmark Progress

Benchmark	September 2021	December 2022	March 2022	% of schools who have achieved benchmark in C&W LEP	% of schools who have achieved benchmark nationally
1 A stable careers programme	29	52	58	17	27
2 Learning from career and labour market information	0	60	60	37	52
3 Addressing the needs of each pupil	45	36	72	24	25
4 Linking curriculum learning to careers	18	0	25	37	45
5 Encounters with employers and employees	0	25	0	51	58
6 Experience of workplaces	100	100	100	44	52
7 Encounters with further and higher education	40	85	45	13	30
8 Personal guidance	100	100	100	63	61

Appendix4-ProgressionFramework

This table shows the planned careers theme/focus for each year for teaching from September 2022, the content, the outcomes and how student their experiences will develop as they progress through school

Year group	Content	Objective	Measurable Outcome
7 I discover	<ul style="list-style-type: none"> Future Aspirations Skills & Attributes Goals, Steps & Targets Future Selves 	<ul style="list-style-type: none"> To discover their own skills and qualities. To understand how skills and qualities can assist students when considering job choices 	<ul style="list-style-type: none"> To identify qualities and skills To complete a basic personal statement

<p>8 I explore</p>	<ul style="list-style-type: none"> • Goals, Targets & Determination • Key Skills • Aspirations for the Future • START Introduction • Discrimination in the workplace • Communication & interpersonal skills 	<ul style="list-style-type: none"> • To explore routes and pathways available • To relate these pathways to their decision making 	<ul style="list-style-type: none"> • To identify different pathways, post 16 and post 18 – What will I study? What options do I have? • To begin to research • To understand that bias exists
<p>9 I focus</p>	<ul style="list-style-type: none"> • START Research • Employability • Budgeting • Savings and Pensions • Credit & Debt • Careers – Vocational and Academic Courses 	<ul style="list-style-type: none"> • To focus research and visits to meet individual needs • To be aware of all routes available • To be prepared to make appropriate option choices • To make informed option choices 	<ul style="list-style-type: none"> • To gain experience of all subject choice before making decisions. • To understand the routes available. • To know what their choices are. • To select options relevant to their needs.
<p>10 I plan</p>	<ul style="list-style-type: none"> • Intro to Employability • Aspirations & Employability • CV Writing Prep • Interview techniques • Rights & Responsibilities • Equal Opportunities 	<ul style="list-style-type: none"> • To plan their future by focussing their decisions. 	<ul style="list-style-type: none"> • Complete Building My Skills programme. • Prepare a CV.
<p>11 I decide</p>	<ul style="list-style-type: none"> • College Research and Applications • Preparing for next steps • Personal Statement for college application • Aspirational thinking 	<ul style="list-style-type: none"> • To decide what they are going to do post 16 and apply for this 	<ul style="list-style-type: none"> • Personal Guidance interviews. • Applications to education, apprenticeship or training course.

Appendix 5 - Careers Programme

Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The Academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The Academy is committed to not just fulfilling its statutory requirements in this area but providing for student exceptional support and guidance throughout their time at The Oaks Academy.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment;
- Helping students to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering students to plan and manage their own futures;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance; and
- Actively promoting equality and challenging gender stereotypes.

Methods

The methods by which the CEIAG team will accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum;
- Promoting awareness of the world of work;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement;
- Promoting awareness and understanding of work, industry, the economy and community; Relating skills, attitudes and knowledge learned in the Academy to the wider world;
- Developing students' personal and social skills to relate to the world of work;
- Providing informed and impartial guidance;
- Enabling students' to make considered decisions in regard to future choices;

- Maintaining and developing effective links with key partners, including Mploy, Higher Horizons, Crewe Pledge, Local FE Providers
- To prepare students for transition to Further Education or employment with training

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- The Academy websites;
- Careers lessons in years 7-11 through PSCE timetabled lessons;
- Planned delivery of year group/transition specific activities;
- University Links;
- Industry specific talks and presentations;
- Face-to-face guidance with a qualified Level 6 Career Guidance practitioner;
- Assemblies and group activities for specific pathways (Apprenticeships); and
- Display boards including job vacancy boards for Year 11 & Post 16 and careers posters. (developing in LRC)

Management CEIAG is currently led and managed by the Careers Leader who is responsible for: The management and co-ordination of the various aspects of CEIAG;

- The activities at each Key Stage;
- Monitoring/evaluation;
- Liaison with SLT and Governing Body
- Regular meeting with the School Enterprise Adviser and LEP Co-ordinator;
- Consulting with Heads of Faculty;
- Sharing good practice at termly Careers Leaders meetings;
- Attendance at the Cheshire & Warrington Career Guidance Network;
- Careers CPD

Overview of careers calendar and main activities 2021 - 2022

(subject to change).

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Higher Horizons workshops in conjunction with Crewe Lyceum</p> <p>PSCHE Programme My Dream Career Aspirational thinking Incomings and Outgoings Higher Horizons</p>	<p>Careers and aspirations assembly</p> <p>Virtual work experience day – Crewe Pledge</p> <p>Careers Fair (bi-annually)</p>	<p>Virtual form tutor sessions on careers, aiming high and pathways post 16</p> <p>NCS, workshops, talks and team building</p>
Year 8	<p>Virtual form tutor sessions on careers, aiming high and pathways post 16</p>	<p>Higher Horizons future selves workshop</p> <p>PSCHE programme Communication & Interpersonal skills Discriminations in the workplace Employment law</p> <p>Virtual work experience day – Crewe Pledge</p> <p>Careers Fair (bi-annually)</p>	<p>Higher Horizons assembly - careers of the future</p>
Year 9	<p>Higher Horizons Assembly - further education & Higher Education opportunities</p> <p>Higher Horizons Day - Medical Mavericks (roles in the NHS) & aspirational speakers</p>	<p>Careers Fair (bi-annually)</p> <p>Virtual work experience day – Crewe Pledge</p> <p>Higher Horizons Forest Schools Workshop – Team Building</p> <p>Options Evening – aspirational talks from industry experts</p> <p>PSCHE Programme Personal skills & qualities Start Profile Preparing for options</p>	

<p style="text-align: center;">Year 10</p>	<p>Higher Horizons Day - Medical Mavericks (roles in the NHS) & aspirational speakers</p> <p>PSHE Programme Planning and writing CVs Progression routes and course options Interview techniques</p>	<p>Careers Fair (bi-annually)</p> <p>Higher Horizons Assembly - budgeting</p> <p>Independent careers advice provided by MPLOY</p> <p>Mock Interviews with outside providers and businesses</p> <p>Higher Horizons Forest Schools Workshop – team Building</p>	<p>Year 10 work experience week</p> <p>College and Sixth form taster days</p>
<p style="text-align: center;">Year 11</p>	<p>Independent careers advice provided by MPLOY</p> <p>In school aspirational workshops with NCS and Higher Horizons</p> <p>Sixth form and college assemblies and drop in sessions</p> <p>PSCHE Programme My dream career Personal statements College research & applications</p> <p>College Taster Afternoon CCSW</p> <p>Lunch time drop in sessions from feeder colleges, help filling in application forms and impartial advice</p>	<p>Independent careers advice provided by MPLOY</p> <p>Careers Fair (bi-annually)</p> <p>Revision evening with aspirational speakers and people from industry</p> <p>College and sixth form drop in sessions</p>	<p>Independent careers advice provided by MPLOY</p> <p>NCS 2 week summer programme to include Virtual work experience Team building Public speaking 1 week residential</p>

Appendix 6 - Detailed Action Plan Year 1 (2021 – 2022)

Objective 1		
Promote and increase careers education in the curriculum across all year groups. Benchmarks: 2, 3, 4, 7		
Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
Careers leader is aware of statutory guidance and effective implementation	Careers leader completing Level 6 certificate in careers Education and knowledge used to deliver effective CPD to all teaching staff	Mapping of new PSCHE curriculum developed. Staff beginning to use strategies from CPD in lesson delivery

Action	Milestone & Timescales	Responsible	Resources	Reporting
Review and refine careers plan for the year	Dec 2021	Careers Leader	Meeting with Enterprise Advisor and governor	Line management meetings
Quality assure PSCHE curriculum	April 2022	PSCHE Lead	Time for meeting between careers leads and PSCHE lead	Careers leader to report at SLT and governor level
Collate current careers in the curriculum implementation from subject teachers	April 2022	Careers Leader	Time in CPD session	Collate for careers strategy
Rewrite PSCHE curriculum map and individual lessons	September 2022	Careers Leader	Time to meet with SENCO	New PSCHE Curriculum maps devised for all 5 strands
Staff CPD on CEIAG	April 2022	Careers Leader	CPD planning and delivery time	Careers leader to plan and collate feedback
Staff survey on understanding of CEIAG before and after CPD	April 2022	Careers Leader	Forms survey – allow enough time for staff to complete	Careers leader to use data to plan for CPD
Student survey on CEIAG	July 2022	Careers Leader	Future Skills questionnaire – time to complete in PSCHE	Careers leader to use data to plan for upcoming activities

Objective 2

Increase student and parental involvement and confidence in career planning. Benchmarks: 2, 3, 6

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
Careers feature in half termly newsletter	Careers section of website updated	Mapping of assembly and from time programme alongside PSCE

Action	Milestone & Timescales	Responsible	Resources	Reporting
Half termly newsletter to have a careers feature	ongoing	Careers Leader	Time with admin staff to collate and write newsletter	Published articles
Careers and LMI section at yr 11 revision evening and yr 9 option evening	April 2022	Careers Leader & Data and Progress SLT lead	Presentation for parents	
Update website	Marc 2022	Careers Leader	Time with Enterprise Advisor & Governor	SLT and COC
Mapping of form time and assembly programme against PSCE lessons	July 2022	Careers Leader alongside SENCO / Safeguarding lead	Time to meet with SENCO	Report for Governors
High profile careers and enterprise week	March 22	Careers Leader	Assembly, form time & curriculum time	Curriculum maps created for each strand of the PSCE plan

Objective 3

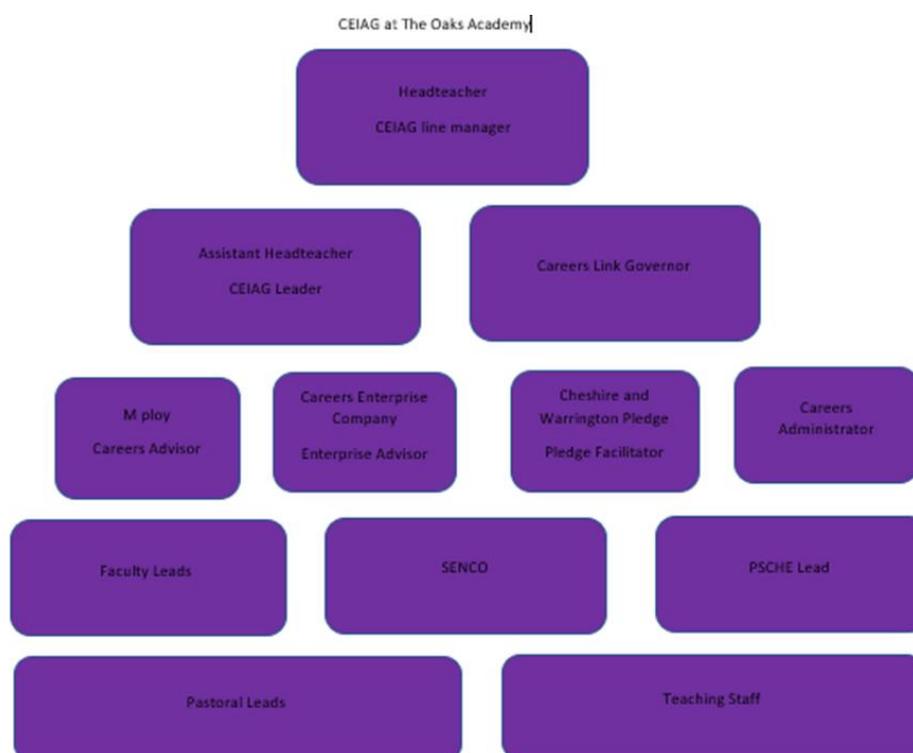
Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning. Benchmarks: 3, 4, 5, 6

Success Indicators Term 1	Success Indicators Term 2	Success Indicators Term 3
Compass+ account is used a tool to monitor and evaluate progress	Planned for opportunities for students to engage with employers	System devised for collating and tracking ex students

Action	Milestone & Timescales	Responsible	Resources	Reporting
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Add all student careers activities to Compass+	ongoing	Careers leader	Compass+	Compass+ evaluation report
Engage with South Cheshire Chamber of Commerce and C&W Hub for local LMI	ongoing	Careers leader	Meeting time	Collation of LMI information
Devise and plan a work experience drop down day with C & W hub	Feb 2022	Careers leader	Meeting time	Action plan to be produced
Devise a system for capturing student aspirations that can be used to support careers events	July 2022	Careers leader	Forms survey	Information collated and shared with all staff
Advertise and promote Alumni	Dec 2021	Careers leader	Online presence through social media	Ongoing bank of resources shared with SLT / Governing Body

Appendix 7 - Roles & Responsibilities



Job title	Name	Responsibility
Headteacher	Peter Kingdom	Responsible for strategic support and challenge of career leader decisions
Careers Leader	Emily Abberley	Responsible for planning and setting the strategic direction of careers provision at TOA. Responsible for community engagement.
Careers Governor	Angela Wilkinson	Responsible for strategic support and challenge of careers strategy at governor level
Enterprise Advisor	Mark Bosworth	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks
Pledge Facilitator	Stuart Manifold	Fulfil employer engagement events and ensure the young people have meaningful engagements with employers.
Careers Administrator	Nina Lockett	Responsible for the administrative support of Career Leader role and data entry into tracking sheet. Responsible for general administrative assistance.
Careers Advisor	Mploy	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 NEETstudents
Faculty leads	Matt Barlow Jo Piggin Rachel Byron Kevin Street Emma Wright	Responsible for the planning and implementation of careers within faculty areas
SENCO	Laura Bailey	Responsible for ensuring that children with SEND have their needs and aspirations met through the careers programme
PSCHE Lead	Kevin Street	Responsible for planning and quality assuring of the PSCHE curriculum
Pastoral leads	Rebecca Mathars Alison Harding Nina Lockett	Responsible for ensuring that students pastoral needs are met so they are able to effectively access guidance and support
Teaching Staff	See school website	Responsible for the implementation of career in day to day lessons and promoting careers on a subject level

Appendix 8 - Monitoring & Evaluation Plan

Monitoring Strategy

Monitoring of the careers provision at The Oaks Academy is carried out by SLT to ensure the careers programme is being implemented and students are given the opportunity to access CEIAG. This is through learning walks, lesson observations, student voice and work scrutiny.

The careers programme in Key Stage 3 & 4 is monitored through teaching and learning via lesson observations, learning walks, work scrutiny and student voice.

Whole college tracking is completed by the Careers Leader to ensure all students are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers. Students are targeted depending on their needs and aspirations. Some events are targeted in terms specific groupings such as disadvantaged, SEND, High Attainers, Pupil Premium etc.

All career related events led by external organisations are authorised and monitored by the Careers Leader. At all events there will be at least one member of staff employed by The Oaks Academy to comply with equality and safeguarding regulations.

Monitoring Programme

Activity	Responsibility	Timing	Implementation
Careers Lessons	PSCHE lead and Careers leader	Ongoing in line with whole school QA	Lesson observations Learning walks Student voice Work scrutiny
Careers in the curriculum	Faculty Leads	During departmental reviews and during the academy observation cycle	Lesson observations Learning walks Student voice Work scrutiny
Careers event/activity in school	Careers Leader SLT School staff supervision	During the event / activity	Staff presence at event/activity Student voice Feedback questionnaires
Careers event/activity outside school	Careers leader Staff attending event / activity	During the event / activity	Staff presence at event/activity Student voice Feedback questionnaires

Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at The Oaks Academy. Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our students. Questionnaires and

student voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events. External organisations provide their own evaluation forms and we receive feedback from them where appropriate. Feedback is provided for SLT and Governors by the Career Leader and information is shared with parents and carers through the school website and newsletters.

Evaluation Programme

Activity	Responsibility	Timing	Implementation
Careers lessons	Careers Leader	At the end of academic year	Student voice Questionnaires
Careers in the Curriculum	SLT Faculty link & Heads of Faculty	During departmental reviews	Faculty Student Voice
Careers event/activity in school	Careers Leader	After the event/activity	Staff voice Student voice Feedback questionnaires
Careers event/activity outside school	Careers Leader	After the event/activity	Staff voice Student voice Feedback questionnaires
Guidance interviews & Destination Data	Careers Leader	Ongoing during the year & at end of year	Student voice Careers Adviser voice Destination Data