

Careers Programme & Strategic Action Plan 2023-2024 - Forest Approach (FA)

- At Lime Academy Forest Approach, our learners are at the forefront of every decision that we make. We strongly believe that every lesson taught in school should equip our learners with the knowledge and skills to thrive in the outside world. Therefore, with every subject, topic and experience we offer, we strive to fulfil our fundamental curriculum goal: to learn and grow. Our schools are committed to providing students with experiential learning opportunities, independent advice and guidance
- Every lesson taught in school should equip our learners with the knowledge and skills to thrive in the outside world. Therefore, with every subject, topic and experience we offer, we strive to fulfil our fundamental curriculum goal: to shape lives, a lesson at a time.
- We understand that every learner is unique and will present with their own range of strengths and needs; therefore, our curriculum has been specifically designed to provide holistic support to learners with additional learning needs. Our adapted curriculum provides enriching experiences for our learners, to ensure that they receive an inspiring and broad education that develops them academically, socially, emotionally and physically.
- We provide an exciting, safe and challenging learning environment that recognises and adapts to the needs of every learner. Students are well cared for, guided and supported to make the best progress in all curriculum areas, including personal development and well-being. We encourage our learners to be positive contributors to the school, their families, their neighbourhood and the wider community.
- We are working with Careers & Enterprise to meet all the 8 Gatsby Benchmarks
- Highlighting Baker Clause allows our colleges and training partners to access every learner in Years 8 - 13, discussing non-academic routes
- Currently employers working with Redbridge Football Club, Barclays Bank Canary Wharf, Jacksons Café, Wellgate Community Farm – constantly looking to expand and widen opportunities
- Social Enterprise programme – Funded through Havering Borough

Our Plan is to work to meet on the 8 Gatsby Benchmarks

The 8 Gatsby Benchmarks are:

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

See Link for detailed explanation of the Gatsby Benchmarks [final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf \(gatsby.org.uk\)](https://www.gatsby.org.uk/wp-content/uploads/2016/06/final-0099-gcg-college-booklet-a5-4pp-rgb-aw1.pdf)

Programme to meet Gatsby Benchmark 1

The purpose of this document -

- To tackle inequalities in SEND - regarding progression options and working with employers to support disability awareness
- To improve the careers offer at the school
- To provide consistently high-quality career education, information, advice and guidance (CEIAG)
- To prepare learner for adulthood & skills for independent living (PFA)

How we do this:

- Careers Calendar of Activities through out the academic year
- Providing learners with experiences in the community i.e., Visits and trips to employers and training organisations
- Providing opportunities to volunteer in the community for learners
- Regularly reviewing and revising our Careers Programme & Strategic Action Plan.
- In house Careers Fairs / Practical Careers Workshops /virtual workshops
- Meeting with parents/guardians with 1:1's to discuss progression plans/Including Annual Reviews
- Learners having access to impartial Career Guidance
- Learner and Employer encounters
- Motivating learners to have high aspirations
- Promoting disability awareness of employers and disability scheme awareness to local employers
- Teachers and learners will have access to a range of Careers Resources i.e Launch My Career VR,
- Practical life skills workshops

The Careers Programme (Gatsby Benchmark 1) The programme below outlines the variety of activities built in across the school to provide CEIAG at all key stages. Pathways Seeds, Saplings, Trees Forest

Key stage 1 / Key Stage 2 Teachers to amend to support different pathways	Key Stage 3 Teachers to amend to support different pathways	Key Stage 4 Teachers to amend to support different pathways	Post 14 – Post 16 Teachers to amend to support different pathways
<ul style="list-style-type: none"> • Explore real world role play (e.g., teacher, doctor, builder). • Matching activities focused on life skills i.e., socks, jackets • Trips to the local community • Following instructions. • Playing and taking turns with other learners (developing teamwork skills). What jobs do people do? How do you have to behave in a job? • Learners will develop exploring real world play – shop keepers' customer • What jobs do people do? How do you have to behave in a job? • Learners will develop exploration of real world play – shop keepers/ customers • Enterprise activities – understanding how products are made and sold. • Exploring range of careers of interests and skills needed for work 	<p>Year 7</p> <ul style="list-style-type: none"> • What is a career and what skills do you need to get one? • Enterprise - New inventions and new ideas. Promoting the next big entrepreneur • Exploring community roles and who we call in an emergency? • Exploring confidence as a bus or train passenger? Do you know how to get around your area and arrive safe and happy? • Learners to consider real world jobs in emergency services and think about what they would like to do when they grow up <p>Year 8</p> <ul style="list-style-type: none"> • Careers - it's time to consider goals and the right qualities for our chosen career. • How does enterprise work? 	<p>Year 10</p> <ul style="list-style-type: none"> • How do teams work and what qualities do employees need to have? Time to revisit our vocational profiles. • Leadership skills / provides opportunities to evaluate performance. • Producing Social Enterprise Activity i.e., Stop bullying or Environmental • Exploring what makes a successful business • Design sessions to support social skills and communication through speaking and listening activities, group social and problem-solving tasks <p>Year 11</p> <ul style="list-style-type: none"> • Successful teamwork. • Identifying key health & safety information. • Teamwork (skill development sessions) <p><u>Employer encounters</u></p>	<p>Post 16 courses:</p> <ul style="list-style-type: none"> -complete Careers based Activity Journal -complete Vocational profiling Workbook -Qualifications Entry level 1/2/3 -WJEC friends relationship and community good health and wellbeing independent living my employment -More detailed Post 16 programme is also followed <p><u>Work experience</u></p> <ul style="list-style-type: none"> • Internal and external work placements days will be offered to appropriate learners • Work Skills session delivered by Mencap <u>Development of key work skills</u> <ul style="list-style-type: none"> - Reliability & time management, - Problem solving, -Transferable skills; teamwork, relationship building, communication and interaction - Positive attitude to work - Mock interviews – with a real work scenario. -Planning, carrying out & evaluating an Enterprise project. - <u>Career planning lessons:</u> - All About Me, (Activity) - Planning & preparation (Post 16), - Writing a CV and establishing long term goals, - Applying for college/interview skills,

<ul style="list-style-type: none">• <u>Development of key work skills</u>			Emphasis on way applying to that college and course
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<ul style="list-style-type: none"> • Job roles in class (e.g., handing out books, helping others). • Adapting to different environments. • Independence logs. <p><u>Employer encounters</u></p> <ul style="list-style-type: none"> • Meeting role models and learning about their careers (in class visits, Q&A's). • Using Launch My Career to have virtual encounters – Teachers to log the interactions • Real world visits (e.g., farm, supermarket, fire station). 	<p>do companies make money and grow?</p> <ul style="list-style-type: none"> • Let's explore how to get around our area and enjoy all it has to offer- but safely. <p>Year 9</p> <ul style="list-style-type: none"> • Revisit Year 8 goals; updating CVs. and to learn a bit about workers' rights. • Enterprise & entrepreneurialism. What famous entrepreneurs do and what have they produced and sold? <ul style="list-style-type: none"> • Getting out and about in Havering - let's explore journey planning and different ways to travel. <p><u>Employer encounters</u> •</p> <p>Visits to local workplaces.</p> <ul style="list-style-type: none"> • Employer talks. • Using Launch My Career to have Virtual encounters – Teachers log the interactions of encounters with employers <p><u>Developing work skills</u></p> <ul style="list-style-type: none"> • Helping others (charity & fundraising work). 	<ul style="list-style-type: none"> • Work experience/volunteering (1 day block at Year 10). • Individual work experience placements (1 day a week at Year 11). <p><u>Events & experiences</u></p> <ul style="list-style-type: none"> • My Futures event (in house careers fair) • Independent Travel Training. • College link days including vocational tasters. <p><u>Tools & resources</u></p> <ul style="list-style-type: none"> • Students make use of careers tools, resources, software and websites (e.g., Launch my Career VR, vocational profiles, college prospectuses, websites, etc). • Vocational profiling workbook <p><u>Independent Careers Adviser Input</u> • Careers exploration lessons (Year 10) facilitated by Careers Adviser.</p> <ul style="list-style-type: none"> • One-to-one careers advice sessions (Year 11). • What's after Yr 11 group session 	<p>-Role Play College & Job Interviews</p> <ul style="list-style-type: none"> - Developing independence skills at college. -speakers from universities to help explore different professions and settings -Meet People in their job areas i.e a Scientist training for certain professions. (In house) -Vocational profiling workbook <p><u>Life Skills curriculum:</u></p> <ul style="list-style-type: none"> - Daily living skills, Independence in the Community, - Community Action. • Links to external providers (e.g., Job Centre, Equals Employment Service, Adult Social Care etc) • Understanding benefits of employment. • 'Skills to Future Proof your Career' sessions. • One-to-one careers advice sessions. (This information will be stored on compass plus - all learners will have the opportunity to give feedback via ms forms) • Learners will have a careers action plans from 1:1 <p><u>Independent Careers Adviser Input</u></p> <ul style="list-style-type: none"> • One-to-one careers advice sessions (Year 12/13) also attending EHCP reviews when appropriate
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Resources teachers will have use of Launch My Career VR

Key action	Outcomes	Timescales	Careers Lead
Review and monitor Lime Academy FA Careers Plan and Programme ensuring both link to the whole school and campus development plans.	<p>Careers education and preparation for employment remain key priorities across the whole school.</p> <p>The school can demonstrate an approach of continuous improvement through an annual evaluation and regular reviews of the careers offer.</p>	Ongoing annually. Next review due January 2024.	Gain feedback from all staff – using surveys
Implement changes required (and plug any gaps) as identified through Compass Plus self-evaluations.	Lime Academy FA fully meets all 8 Gatsby Benchmarks.	Tool to be set up by the school October 2023	Reviewed by the Careers Lead and SLT
Work towards achieving the Quality Standards - Careers Award (the national quality award for careers education, information, advice and guidance- CEIAG) in schools, colleges and work-based learning.	The school is formally recognised as being fully aligned with the Gatsby Benchmarks with a “Good” grading by Ofsted. This identifying the school as being fully compliant with the Department for Education’s ‘statutory guidance’	1-3 years	Reviewed by the Careers Leader, Careers Advisor and SLT
Review and revise Lime Academy FA Employer Engagement Strategy ensuring this includes career and labour market information and link to offer/careers programme	The school’s Employer Engagement Strategy remains current and employer engagement activities are adjusted to consider changes and shifts in the career and labour market.	Work with Curriculum areas and Teachers Local employers 15 years	Reviewed by Careers Lead, Careers advisor and SLT
Fully embed Personal Development curriculum which comprises of both the Life & Work and PSHE curriculum plans and associated SMSC plans.	<p>Personal development at Lime Academy FA is a good resulting in an ‘good grade’ from Ofsted</p> <p>- “Careers education is delivered to all pupils throughout their time at the school. Pupils have opportunities to experience the world of work. They receive helpful information about making choices about their next stage.”</p>	1-2 years	Reviewed by Careers Lead and SLT

<p>Fully embed Personal Development curriculum which comprises of both the Life & Work and PSHE curriculum plans and associated SMSC plans – Continued...</p>	<ul style="list-style-type: none"> - There's a strong take-up by learners of the opportunities provided. The most disadvantaged learners consistently benefit from this excellent work - You provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen your school's offer - The way you go about developing pupils' character is exemplary and is worthy of being shared with others 	<p>1-2 years</p>	<p>Reviewed by Careers Lead and SLT</p>
<p>Continue to develop a network of alumni moving to a more formal approach and facilitate regular opportunities for graduate interns to remain involved in school activities (particularly those that aim to showcase their progression to current students).</p>	<p>To work with previous learners from Lime Academy FA School, who will help current learners to understand progression routes and the period of transition beyond LA FA. Creating an Alumni group, to capture case studies of progression pathways.</p> <p>The school can track progress of ex-students and graduate interns. Graduate interns received support via the Post Employment Support Service as required.</p> <p>Raised aspirations of interns and other students using real-life role models.</p>	<p>1-3 years</p>	<p>Reviewed by Careers Lead, Careers Advisor and SLT</p>
<p>Introduce 'Futures Career 'annual event/Fair</p>	<p>Students and their parents/carers can engage with relevant professionals and organisations that will support them to begin planning their next steps with regards</p>	<p>1 years</p>	<p>Reviewed by Careers Lead, Career Advisor and SLT</p>
<p>Introduce an annual programme of events to promote careers education, information, advice and guidance. (To include Kidzania-style events, FE marketplace, KS4/Post 16 Awards evenings, promote Moving On events, Careers Fairs, employer/employee encounters).</p>	<p>Students receive regular opportunities to engage with careers education and to receive information, advice and guidance relevant to their age range and key stage.</p>	<p>1-2 years</p>	<p>Reviewed by Careers Lead and SLT</p>

Monitoring & Reviewing Careers Programme 2023-2024

Measuring & Assessing Impact of the Careers Programme –To monitor the programme the school can use Compass plus to monitor and review all activities

	Quantitative data	Qualitative data
Careers Information -Advice & Guidance	<ul style="list-style-type: none"> ○ No. of learners accessing one to one Careers Guidance ○ No. of learners receiving Careers Group Sessions 	<ul style="list-style-type: none"> ○ Feedback from Learners through online Teams Google form ○ Careers interview - Comments from Careers Advisor Stored on a spreadsheet on Teams
Employer & Employee Encounters	<ul style="list-style-type: none"> ○ Number of encounters with employer and employees – Groups and Classes 	<ul style="list-style-type: none"> ○ Encounters interactions stored on spreadsheet ○ Encounters stored on Launch my Careers by Teachers ○ Learners Feedback stored on Teams folder from Google Forms
Progression to FE Colleges	<ul style="list-style-type: none"> ○ Number of learners progressing to college Year 12/13 ○ From Destination data – Leavers 	<ul style="list-style-type: none"> ○ Feedback from Learners ○ Feedback from Parents/Carers ○ Positive Destination data
Progression to supported work	<ul style="list-style-type: none"> ○ Learner gaining employment through supported work ○ From Destination data 	<ul style="list-style-type: none"> ○ Feedback from Learners ○ Feedback from Parent Carer ○ Positive destination data
Work experience & Volunteering	<ul style="list-style-type: none"> ○ Number of Learners accessing work experience & Volunteering opportunities ○ Learner's skills gained and improved through work experience & Volunteering ○ Progress to personalised work targets ○ Learner Completing work journal 	<ul style="list-style-type: none"> ○ Feedback From Learners ○ Feedback From Employers ○ Feedback From Teachers
Qualification Data	<ul style="list-style-type: none"> ○ Number of Learners receiving qualification i.e., Functional skills level 1/2 	<ul style="list-style-type: none"> ○ Review qualification offer at the schools from learner feedback, Parent / Guardian Feedback, Employers, Careers Lead and Teachers

Who at Forest Approach is in the Careers & Progression Team

The Careers Programme at FA will only be successful if all staff embody the Careers Programme

Post 16 Lead/Careers Leader - Tracey Greenhill tracey.greenhill@limetrust.org

Trust Careers Lead Advisor - Sam McCarthy – sam.mccarthy@limetrust.org