Kingswood Secondary Academy Careers Strategy January 2025

Our Vision

For students to have knowledge of a range of careers, education and training opportunities including apprenticeships across all curriculum areas that will help them to make informed decisions at each transition stage (end of Key Stages 3, 4 and 5) supporting them to successfully achieve their personal career goals.

To further raise the aspirations of our students, we intentionally expose our students to, and engage them in, a range of Aspiration and Career opportunities throughout our planned curriculum. Why: The biggest single challenge KSA faces is the lack of aspiration amongst many of the students and families we are privileged to serve. We recognise that "You can't be what you can't see". In 2019 Corby Kingswood ranks as the 2nd most deprived LSOA in Northamptonshire by Income / Education / Employment / Health / Crime and Housing. Nationally we rank in the 2% most deprived LSOAs in England in 2019. https://www.northamptonshire.gov.uk/councilservices/health/health-and-wellbeing-board/northamptonshire-jsna/Documents/IMD%20Profile%20NORTHAMPTONSHIRE%20-%20Oct%202019.pdf

By having this as our first Principle of Design we are determined to encourage and support greater ambition in our students' future employment, training and education choices.

Aims

1. To provide students with the relevant careers advice and guidance so they can make the most appropriate choices for their future

2. To give and help our students develop the core competencies (skills) they need to work in any role in any job sector they choose

3. To provide students with relevant, up-to-date local labour market information (through an online learning platform)

4. To develop and strengthen links between the Academy and primary academies within the town; between the Academy and education providers (including Further Education colleges) and between the Academy and local employers.

Priorities

1. Provide meaningful careers encounters with local employers and education and training providers

2. Provide appropriate personal careers advice and guidance to students in Years 11 and 13

3. Develop cross-curricular careers opportunities

4. Develop and use an online learning platform for careers to enable students to independently plan and track their career-related learning

5. To embed core competencies across the curriculum and raise awareness of these skills within the Academy

6. To develop Aspiration and Careers material to be delivered within the PSHE framework (form time)

Meeting our priorities

a) Careers fair for Years 7-11, sixth form and local primary academies **(Priority 1)**

b) Continue working with Prospects to provide personal careers guidance to students in Years 11 and 13 (Year 9 and 10 as appropriate and according to need) **(Priority 2)**

c) Work with Curriculum Leads to develop and further embed potential careers in different sectors **(Priority 3)**

d) Use UNIFROG online learning programme for careers and create opportunities for students to use this within form time and outside of school **(Priority 4)**

e) Continue to work with curriculum areas to embed core competencies throughout the academy **(Priority 5)**

f) Develop materials for use across Key Stages 3 and 4 to be delivered in PSHE time **(Priority 6)**

Measuring impact

(i) Data from UNIFROG (online careers programme) on student access and use of the platform

(ii) Student engagement with ID and Aspiration and Careers events / activities

(iii) NEET figures

(iv) Compass+ reference to Gatsby Benchmarks – Future Skills Questionnaire responses

(v) Audit using the CDI framework – participation in the CEC Pilot Study and ILR process

Who is responsible for the strategy

Aspiration and Careers Lead: Beth Hardy, SLT link: Jon Lawson

Staff within the Academy are responsible for the delivery of Aspiration and Careers information across the curriculum and within PSHE

Careers Advisor: Prospects – Ian Doherty

Updated: September 2024

Next review: September 2025