



Careers Strategy and Implementation Plan Document:

The Parker E-Act Academy 2021

Introduction

The Parker E-ACT Academy is an 11–18 secondary school with academy status situated in Daventry, Northamptonshire, England. The school is sponsored by E-ACT, and there are 1135 students within the academy, this includes a Sixth Form which is shared with the other local secondary school within the E-Act trust. The school is currently working to improve on the last Ofsted rating of Requires Improvement; significant progress has been made and the most recent section 5 monitoring visit in 2020 reported that improvements were being made. The school's Careers Leader has recently taken part in the Teach First Careers Leader programme. The school has a nominated Parent Ambassador link for careers.

At The Parker E-ACT Academy the motto, 'Work Hard, Stay Humble, Dream Big' is central to careers education. The careers programme aims to support pupils to follow this 'Dream Big' ethos from the beginning of Year 7 all the way through to Year 11 and on to their next steps. Pupils are introduced to careers education from the start of Year 7 as we believe it gives them context to their learning and opens their eyes to the possibilities that lie ahead of them. Pupils experience a range of career interactions during their time at The Parker E-ACT Academy, with a specific focus applied as appropriate to their school stage. Every student at every key stage, every ability and from every background is given equality of opportunity and are encompassed within the whole school careers culture. Our current position is that there is a need for development within certain areas of our careers programme, specifically, within curriculum areas and the need to provide different career guidance at different stages of a student's school life.

The Daventry area experiences higher levels of employment than the national average, however there are statistically less people within the higher socio-economic categories of managers, directors and professional occupations, qualification levels. Manufacturing, transportation and storage, wholesale and retail trade are key industries for employment within the local area with weekly and hourly rates of pay being lower than the national average. The population of the district is expected to grow by 15% by 2035 and in the last census, almost 50% of households were experiencing some sort of deprivation. The school is highly committed to excellent careers provision for all students to ensure aspirations are high and to drive students to consider more diverse careers and opportunities for their futures.

Strategy Summary

The ambition of the school careers programme is to develop high expectations, provide inspiration, raise aspirations and improve onward destinations for all students. Our students are talented, enthusiastic and have potential for success; it is our whole school responsibility to ensure that they are encouraged, motivated, challenged, supported and inspired to aim for positive futures. To ensure our careers education is compliant we will follow the statutory guidance and eight Gatsby Benchmarks, use the guidance available to us from the Careers and Enterprise company as well as proactively identify our own areas for improvement and take appropriate action.

We actively encourage the involvement and contributions of our stakeholders and have undertaken extensive auditing to identify the current areas for development within our careers provision. This has identified a number of points, including staff knowledge and training needs, widening stakeholder engagement and student perception of whole school careers advice and guidance. Steps have been introduced to develop these areas including staff training, student assemblies and access to careers software and the initial stages of developing external industry contacts.

Our school motto is “Work Hard, Stay Humble, Dream Big”; to enhance this message our vision is to develop and embed a consistent and constant focus on careers both within our CEIAG and our academic curriculum, ensuring that opportunities are actively sought and information conveyed is current, valid and inspiring. To ensure this is developed, our key strategic objectives are:

- 1 To introduce careers and enterprise education links across the whole academy and at each key stage of the curriculum.
- 2 To develop an inclusive career education programme which enables all students the opportunity to access appropriate careers education, promotes ambition and ensures a successful education and fulfilling future for every individual.
- 3 To provide our students with a broad range of opportunities and experiences which will raise their aspirations, widen their experiences, prepare them for their next steps and encourage success.

Careers Team

The Parker E-Act Academy team is made up of the following colleagues. All members of the team will communicate regularly and will meet at critical points throughout the academic year to ensure implementation, monitoring and development of the whole school careers provision takes place.

Careers Team Member	Role	Responsibility
Mr Simon Cox	Executive Headteacher	Governance
Ms Emma Reed	Deputy Headteacher: Teaching & Learning	Staff careers CPD
Mr Andrew Dunkley	Personal Development Lead	Whole school CEIAG
Mr Kieron Bailey	Assistant Headteacher: Curriculum	Careers and Curriculum Learning
Mrs Emma Butler	Assistant Headteacher: SEND	Inclusion within Careers provision
Ms Kristina Collins	External Careers Advisor	CEIAG Meetings
Ms Leigh Taylor	Parent Ambassador	Careers Link

Signature of Executive Headteacher:

Date: _____

Mr Simon. Cox

Signature of Careers Leader:

Date: _____

Mr Andrew Dunkley

Signature of E-Act Ambassador:

Date: _____

Ms. Leigh Taylor

REVIEW DATE: July 2022

There have been some significant challenges during the past academic year due to the Coronavirus pandemic which has meant that students have missed extended periods of time in school, live trips and visits were not able to go ahead and guest speakers have not been able to deliver live sessions; this situation also posed notable obstacles for work experience. Many planned activities were cancelled or took place virtually, however progress has been made in certain areas, particularly that of our careers curriculum and working partnerships with external employers which are detailed below.

- Careers and enterprise education links are being developed across the whole academy and at each key stage of the curriculum. To begin work on this objective, and following a staff survey, all members of the teaching and support team received training from the Careers Leader on Gatsby Benchmarks and current labour market information. Feedback from this session determined that staff were now fully aware of Gatsby benchmarks and changes in labour market information. In addition to this, it was identified that staff would like training on Apprenticeships, T-Levels and traineeships. This will be a focus for staff CPD and CIEAG training for 2021-2022. Further to the staff CPD, a careers taskforce has been established which consists of a team of staff from each faculty who work holistically to support, and develop opportunities and to raise the profile of careers within teaching and learning.
- A survey of Years 9, 10 and 11 resulted in 270 responses and identified that students required a more focused approach to careers inspirations and aspirations, detailing who they could gain information from in school, qualifications, levels and pathways available to them, and how labour market information can help support them. As a follow up to this, a weekly careers drop-in session with the school careers leader was set up and promoted across all year groups, virtual assemblies were delivered on aspirations and choosing a career as well as a live session with SEMLEP on local labour market information. In addition to this, the school careers lead worked closely with the PSHRE lead to ensure that students in all year groups from 7 to 11 received a careers session as part of the school drop-down day timetable. The 2021-2022 CIEAG plan will focus on educating students on pathways, links to employers, apprenticeships and, to ensure compliance with the Baker Clause, assemblies and visits with local F.E. providers.
- To begin development of careers in the curriculum, the careers lead has met with the Associate Assistant Headteacher of Curriculum to discuss how to embed careers and enterprise links into planning, use of careers and enterprise images on documentation and in delivery of subjects across all faculties. This will form part of an ongoing whole school curriculum planning project.
- The careers lead has worked closely with external partners including the South East Midlands Local Enterprise Partnership, Aspire Higher and the school Enterprise Advisor; this had led to the school being able to access many opportunities including guest speakers delivering sessions remotely, British Army Work Experience days, Women in Steam Event, Car Crash Careers resources and a Year 10 Virtual Work Experience week with support and input from industry. Additionally, working relationships with local FE providers are being

continually developed and this academic year the school was able to participate in a Bake Off competition with Moulton College as well as an Ignite Digital Skills event delivered in partnership with Northampton College. In addition to these external partnerships, the careers lead delivered a session on careers to parents as part of the termly Parent Partnership forum.

Our latest Compass evaluation identifies that significant improvements have been made across all benchmarks, however in areas such as GB1, GB2 and GB6, there are still areas requiring improvement. These include a more focused approach to supporting students with SEND and SEMH needs, developing a wider network and scope of employers and industries to work with, reinstating of trips and visits to workplaces, universities and other training providers, and developing a more prominent in-school presence of the contracted school careers advisor within Key Stage 4