

CEIAG Strategy

July 2023

Haven High Academy
Authored by: Miss T Gallagher



Introduction

Purpose of the Strategic Action Plan

The Strategic Action Plan is produced, coordinated, and delivered by the Careers Lead and approved by the Headmaster of Haven High Academy.

This is a working document that outlines and summarises Haven High Academy's Careers Education, Information, Advice and Guidance (CEIAG) provision and the plans on how we are going to meet our vision and objectives.

This document is informed by statutory guidance and several key documents as listed below. This document is published on the school's website and is accessible to all stakeholders.

- Careers guidance and access for education and training providers – DfE September 2022
- Good Careers Guidance - The Gatsby Foundation 2013 and Compass
- Careers, employability and Enterprise framework, CDI April 2021
- The Education Act 2011 Duty to secure independent and impartial careers guidance for young people in schools – statutory guidance for head teachers, school staff, governing bodies, and local authorities - DfE March 2012
- Quality in Careers Standard and Career Mark 7.

Author	Miss Gallagher
Approved by:	Headteacher
Last reviewed on:	July 2023
Next review due by:	July 2024

Vision - Intent

School vision.

To provide a **world class education** for all students to enable them to reach their true potential in a safe and supported environment. They will graduate from Haven High Academy with the skills required to ensure they are **successful citizens** of the future.

Careers and Aspirations vision.

The intent of the careers team, guided by the Gatsby Benchmarks (GBM) and the Career Development Institute (CDI) Framework is to deliver a mix of opportunities, experiences, curriculum learning and personal guidance to empower and enable the students to establish the confidence and knowledge to make informed decisions about their future.

Haven High Academy has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in September 2022

The school will continue to maintain and make progress in all the 8 Gatsby Benchmarks and the Career Mark Award.

Strategic Objectives

- To maintain and progress in meeting all 8 Gatsby Benchmarks
- To retain the Career Mark Quality Award
- To ensure that the Provider Access Legislation is met as stated in the PAL policy (on school website)
- To embed careers learning across all curriculum areas, including tutor time and deliver a careers programme to all year groups.
- Increase parental awareness and interaction with careers and unifrog.
- Maintain and update school website, using the website as a signpost to information.
- Develop an alumnus of support.
- Introduce feedback from students, teaching staff, parents, and governors to ensure analysis of the careers programme can occur.

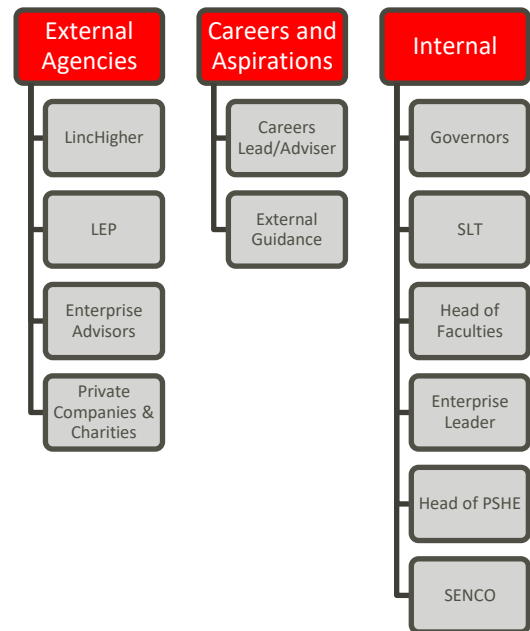
Operational Objectives

- To raise the aspirations of all students, regardless of ability, background, individual need, so all students can achieve positive destinations.
- For all students and parents to be aware of all post 16 and 18 progression opportunities available to them, including further and higher education, apprenticeships, and employment.
- To build, develop and maintain an employer engagement database from the local labour market to enhance experiences of the workplace for our young people, therefore supporting them to make informed decisions.
- To continue to develop a coordinated method and a collaborative approach to the whole school careers programme.

Current State

Staffing includes one full time member of staff who has overall responsibility as Careers Lead and Careers Adviser. CEIAG also benefits from the input from the Governors, SLT, Faculty Heads, the Enterprise Lead and PSHE Lead.

Haven High Academy continues to plan and implement a careers programme across all year groups. In 2022, the hard work was acknowledged when the school was allocated the Career Mark Award in recognition for efforts in implementing the Gatsby Benchmarks. This award recognises excellence in careers, employability, and enterprise.



A return of Work Experience was reinstated after the pandemic, with year 10 students given to opportunity to undertake a minimum of 1 week to maximum of 2 weeks work experience.

Careers related activities and trips are now starting to take place again and should be fully operational in 2023/24 onwards.

Appendix One highlights a SWOT analysis of current situation.

Gatsby Benchmarks

A compass evaluation is carried out 3 times a year with our Enterprise Advisors and LEP lead and support, this serves to assess how we are performing against all 8 benchmarks and informs our planning and development. The end of year evaluation can be seen in **Appendix 2**.

Destination Data

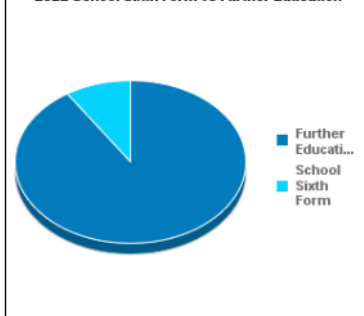
Last year our year 11 students progressed to a variety of destinations:

Year 11 Leaver Destinations

The table below shows a summary of the situation of the Year 11 leavers as at 1st November this year and historically over the previous 2 years.

Situation Name	2020	2021	2022
Apprenticeship	3	8	5
Employment without Training	1	2	
Employment with Training	1	2	
Further Education	141	167	167
NEET Available	2	3	
NEET Not Available	1		
Not Known	9	3	23
Other Training		1	
School Sixth Form	35	35	17
Work Experience Not Paid		6	1
	193	227	213

2022 School Sixth Form vs Further Education



Development Plan – Implementation

Using the results of our compass evaluation 2022/23 we can see current provision and highlight area for development, these areas will also contribute to our overall objectives and vision/intent for CEIAG at Haven High Academy in 2023/24.

Benchmark	Score	Actions	Lead	Others to support	Timescale
1. Stable Careers programme	100%	<ul style="list-style-type: none"> Maintain the programme. Develop systematic feedback from all parties. Continue to improve website 	Tracy Gallagher	Jenny Cartwright	On going
2. Learning from Careers and LMI	100%	<ul style="list-style-type: none"> Highlight to parents the website and using unifrog for careers information 	Tracy Gallagher		September 2023
3. Addressing the needs of each pupil	100%	<ul style="list-style-type: none"> Improve use of unifrog with students Increase working partnership with SEND department 	Tracy Gallagher	SEND Staff Claire Wilkinson	On going
4. Linking Curriculum learning to careers	50%	<ul style="list-style-type: none"> Collate subject audits and identify gaps. Support subject with careers information, employer contacts Increase awareness of GB4 with staff CPD 	Tracy Gallagher	All faculty leads	2023/24
5. Encounters with employers	100%	<ul style="list-style-type: none"> Build into school programme opportunities to increase employer engagement across all year groups. Ensure PAL is fulfilled 	Tracy Gallagher	Enterprise advisors Charlotte Reynolds – Enterprise Lead	2023/24
6. Experiences of workplaces	75%	<ul style="list-style-type: none"> Increase uptake of WEX Look at ways of arranging workplace visits throughout school year, or use existing trips to fulfil this 	Tracy Gallagher		2023/24
7. Encounters with FE/HE	95%	<ul style="list-style-type: none"> Provide opportunities for learners to access HE settings. Post-16 event to include HE providers 	Tracy Gallagher		Sept-Nov 2023
8. Personal Guidance	100%	<ul style="list-style-type: none"> Maintain access to personal guidance 	Tracy Gallagher	External guidance	2023/24

Monitoring, Review and Evaluation - Impact

The careers programme (see Appendix 3) at Haven High Academy is delivered through a variety of activities including timetable lessons as part of tutor time, PHSE and within all curriculum areas. Students are given bespoke opportunities, activities and events ran by external agencies, businesses, and employers.

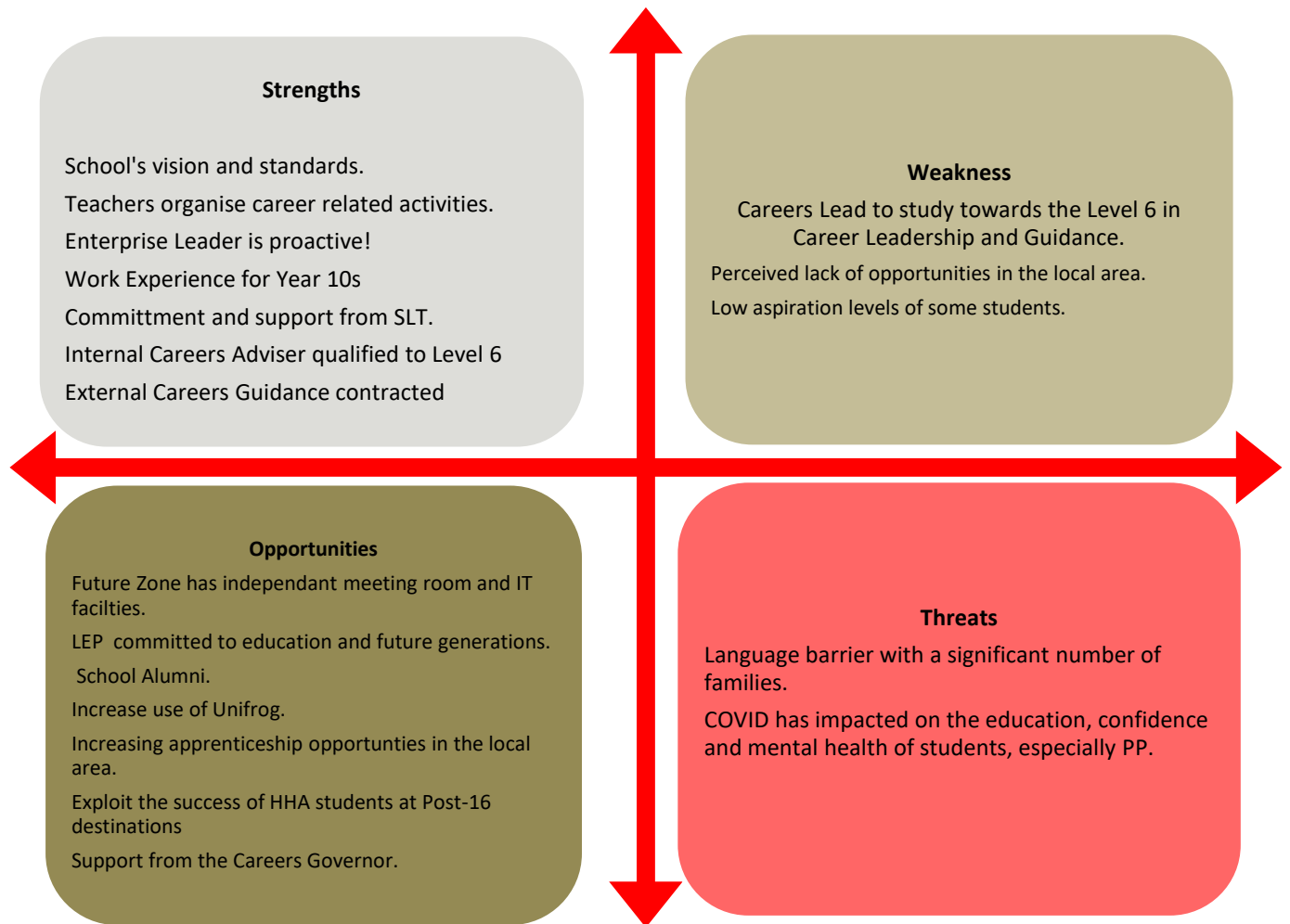
By having a structured programme of events, monitoring and evaluation will allow the careers team and teaching staff to plan effectively. At present the evaluation of careers activities and lessons is implemented through the following monitoring activities:

- Questionnaires (managed via Microsoft forms)
- Student/Parent Voice
- Informal feedback via Teams
- Feedback from employers after events/activities
- Meetings with relevant colleagues, SENCO, PSHE, Enterprise
- Meetings with Assistant head responsible for Personal Development
- Unifrog interaction
- Compass+ Reviews and Student Reports
- Tracking Destinations reports and analysis of any NEET.
- Career Mark Quality Award

Roles and Responsibilities

Name	Title	Main responsibilities
Jenny Cartwright	Assistant Head – Personal Development	To support the careers advisor/lead and develop a whole school approach to personal development which includes CEIAG
Tracy Gallagher	Careers Adviser/Lead	To ensure implementation of whole school CEIAG strategy. To co-ordinate personal guidance meetings To support all staff in developing careers links To co-ordinate work experience and relevant admin
Lili Mitchell	Careers Adviser (External)	To conduct and hold careers meetings to relevant students
Claire Wilkinson and team	SENCO	To liaise with careers on the provision and support for students with additional needs, including any students at alternative provision
Donna Garrard	LEP enterprise Co-ordinator	Supporting the school in achieving Gatsby benchmarks Supporting employer engagement for careers and enterprise activities
Sophie Kitchen and Richard Chambers	Enterprise Adviser	To be a support and to help suggest areas for development
TBC	Link Governor	To be aware of governors' responsibilities in relation to CEIAG

Appendix 1 - Institutional Analysis



Appendix 2 - Gatsby Benchmarks Progress

This graph shows your latest evaluation results along with your progress and how your plans are impacting your Compass score.

Gatsby Benchmark	Latest Evaluation	Total achievement
1-A stable careers programme	100%	100%
2-Learning from career and labour market information	100%	100%
3-Addressing the needs of each pupil	100%	100%
4-Linking curriculum learning to careers	50%	50%
5-Encounters with employers and employees	100%	100%
6-Experiences of workplaces	75%	75%
7-Encounters with further and higher education	95%	95%
8-Personal guidance	100%	100%

◆ Reached 1% - 99%
 ◆ Reached 100%

Appendix 3 - Careers Programme

Purpose and Aim

The aim 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 Haven High Academy.

Methods

The delivery of CEIAG will achieve these goals by providing a range of opportunities that enhance the curriculum.

- Promoting awareness and understanding of self-awareness and skill sets.
- Promoting awareness and understanding of the workplace.
- Empowering students to plan and manage their own futures.
- Offering a responsive service that utilises IT and allows for face-to-face guidance.
- Relating skills, attitudes and knowledge learned in the classroom to the wider world.
- Developing personal and social skills.
- Providing informed and impartial guidance.
- Maintaining effective links with LincHigher, LEP, and local businesses.

Delivery Methods

Effective use of various delivery methods is key.

- ✓ Academy website.
- ✓ Academy social media, including teams.
- ✓ PHSE lessons.
- ✓ Career sessions delivered during tutor time.
- ✓ Assemblies.
- ✓ Weduc.
- ✓ Face to face in the Future Zone.
- ✓ Display Boards