

Rationale

At King's Leadership Academy Liverpool we passionately believe that all young people should develop highly aspirational career and life goals. We work hard to ensure that, regardless of the route our pupils choose to take, we put in place a supportive and bespoke programme of careers education to ensure that they access the best quality provision to meet their chosen objectives. Our aim is that local, national and international employers, businesses, HE and training providers consider our pupils as outstanding candidates for any positions they have available.

Careers Information, Education, Advice and Guidance (CIEAG) makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood by:

- Supporting young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- Promoting equality, diversity, social mobility and challenging stereotypes
- Enabling young people to sustain employment and achieve personal and economic wellbeing throughout their lives

All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives.

Commitment

King's Liverpool is committed to providing all its' students with a planned programme of careers education and work-related learning activities throughout their school career, with opportunities at key transition points to access up-to-date, impartial information and expert advice and guidance (IAG) for all students in Years 7-11. King's Liverpool is committed to maximising the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.

King's Leadership Academy Liverpool has established a careers programme which will guide and support our students to achieve positive destinations in Higher Education, Apprenticeships, Technical routes or Employment. We have a strong and growing network of contacts and partnerships at a local and national level, ensuring that all of our pupils have access to the best possible post 16 provision.

This careers strategy sets out our key approaches internally and externally to enhance the current careers guidance activities and participation opportunities already available to our students. The aim is to ensure that students are fully prepared for and informed effectively about their next steps and can therefore aspire to achieve their full potential

High quality careers guidance is a crucial part of improving social mobility. Young people make choices based on what they know and what they think is available to them. If our young people are made fully aware of the career pathways and opportunities available to them, they will be more able to make informed choices about which qualifications and career pathways will enable them to achieve their goals.

The strategy includes measures to further develop and improve the current provision on offer to students and will ensure that KLAL will meet the eight "Gatsby Benchmarks", set out within the Department for Education's careers strategy by August 2022.

Strategic Careers Leader

As set out within the Department for Education's Careers Strategy, KLAL is required to have a designated member of staff named as our school's Strategic Careers Lead.

The Strategic Careers Lead will have the responsibility to make sure that we as a school meet our mandatory requirements and work towards achieving all eight of the Gatsby Benchmarks by August 2022.

Mrs. P. Osorio-Esparza has agreed to undertake this role and will provide both the Head Teacher and the board of governors with regular updates on our progress and will work closely with the Careers and Enterprise Network, our assigned Enterprise Adviser and local employers to ensure we deliver this strategy.

Equality and Diversity

Careers education information, advice and guidance is provided to all students and provision is made to allow all students to access the programme on offer. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Staff Development

To ensure that our students receive the best possible careers education, information, advice and guidance we are dedicated to sourcing high quality continuing professional development for all who have responsibility for delivering CIEAG to our students.

Our Enterprise Adviser

Stephen Okoro is our assigned Enterprise Adviser and will be supporting our careers team to assist us to facilitate careers related activity which will help us achieve Gatsby Benchmarks 5 and 6.

Current position at King's Leadership Academy Liverpool

Students are currently receiving the following careers related support or participating within the activities listed below during their journey through school:

Year 7	<ul style="list-style-type: none"> ● Weekly careers lesson during form time lesson 0 ● Careers Assemblies ● 1:1 careers interview with careers advisor (on request) ● National Careers Week
Year 8	<ul style="list-style-type: none"> ● Weekly careers lesson during form time lesson 0 ● Careers Assemblies ● 1:1 careers interview with careers advisor (on request) ● National Careers Week
Year 9	<ul style="list-style-type: none"> ● Weekly careers lesson during form time lesson 0 ● Careers Assemblies ● 1:1 careers interview with careers advisor (on request) ● Options evening ● If Chloe can – partnership charity focussed on increasing aspirations of girls ● National Careers Week
Year 10	<ul style="list-style-type: none"> ● Weekly careers lesson during form time lesson 0 ● Careers Assemblies ● 1:1 careers interview with careers advisor ● National Careers Week
Year 11	<ul style="list-style-type: none"> ● Weekly careers lesson during form time lesson 0 ● Careers Assemblies ● 1:1 careers interview with careers advisor ● Enterprise exhibition visit ● National Apprenticeship Week ● National Careers Week

The Academy's CIEAG programme is designed to meet the needs of all students at KLAL. It is differentiated and personalised to meet the needs of key groups, including statemented students, students with Special Educational Needs, Looked after Children, students with attendance issues, Traveller children and students from Black Minority and Ethnic groups. It aims to support transitions and ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Students are entitled to CIEAG which meets professional standards of practice and which is person-centred, impartial and confidential. CIEAG will be integrated into students' experience of the whole curriculum and will be based on a partnership with students and their parents or carers.

The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

All staff are expected to contribute to CIEAG through their roles as form tutors, subject teachers and support staff. Careers Education sessions in Years 7-8 are delivered during assemblies, form time and ASPIRE lessons.

Lessons are enriched by relevant external visitors and trips such as representatives from HE/FE, the National Apprenticeships Service and local employers. Impartial and accurate IAG at transition points, such as the Year 8 options process, is the responsibility of all teaching and support staff.

One-to-one guidance is given to all KS4 students during a personalised careers interview.

The Careers Strategy

In December 2017 the government's Department for Education launched the latest version of their "Careers Strategy". This new strategy places the Careers and Enterprise Company at the heart of driving forward careers provision for young people.

This new strategy adopted the Gatsby Benchmarks, which were originally developed by the Gatsby Foundation in 2014 by the Gatsby Charitable Foundation. These benchmarks were based on international research and helped identify best practice and guidance for education establishments in order for them to deliver high quality careers guidance to young people across England. These benchmarks have also formally been adopted by OFSTED and will now form part of their school inspection process.

The Eight Gatsby Benchmarks of Good Career Guidance are:

- 1) A stable careers programme
- 2) Learning from career and labour market information
- 3) Addressing the needs of each pupil
- 4) Linking curriculum learning to careers
- 5) Encounters with employers and employees
- 6) Experience of workplaces
- 7) Encounters with further higher education
- 8) Personal guidance

Our Objectives Moving Forward

1. A Stable Careers Programme

- To ensure the careers programme is delivered by individuals with the right skills and experience; the academy will, wherever possible, use qualified careers professionals to offer advice and guidance to all or the majority of students.
- To enable students to understand the full range of opportunities available to them, the skills that are valued within the workplace and to have first-hand experience of a work environment.
- To develop and publish a careers programme that will raise the aspirations of all students regardless of academic ability and is tailored to meet their individual needs wherever possible.
- Ensure our Careers Strategy is fully supported by the Senior Leadership team within school and is approved by the board of governors
- To ensure there is a clear focus on the activities which support enterprise, employability skills, workplace experiences and qualifications which employers' value.
- Regularly evaluate our careers strategy to determine the impact of our careers related activity based on the feedback provided to us by students, teachers, employers and where appropriate parents.
- To maintain high quality careers provision endorsed by the Careers and Enterprise Company and to review the improvement of our programme by using the Compass evaluation and Tracker tools.

2. Learning from Career and Labour Market Information

- To encourage and increase the use of online careers tools and packages across all year groups. Working with our own careers team, key partners, stakeholders, local and national professional bodies.
- To utilise and then support the development of labour market information to ensure staff and students are informed in their decisions and the advice being given. Work with the Careers and Enterprise Company to help establish key priority areas which need to be developed.
- To promote the values of labour market information to parents /carers (where appropriate) to access and understand this information. To investigate careers and opportunities in learning, work and apprenticeships and how these meet the local and national priorities.

3. Addressing the Needs of the Pupil

- To develop mechanisms to report, track and monitor compliance in relation to the Careers Strategy objectives.
- To develop accurate tracking systems to ensure students are able to keep track of their own journey, record and access the advice they have received and monitor the agreed actions and next steps
- Ensure that a programme of activity takes place which raises the aspirations of all students and challenges stereotypical thinking in terms of equality and gender.
- To ensure that vulnerable students and those who are at risk are appropriately supported and identified through close working relationships with the full range of educational and support agencies.
- To ensure that careers guidance for learners with special educational needs and disabilities (SEND) is differentiated, where appropriate, and based on high aspirations and

a personalised approach. Careers guidance for learners with SEND should be based on the students' own aspirations, abilities and needs.

4. Linking Curriculum Learning to Careers

- To ensure that subject teachers across the whole school support the delivery of careers education and guidance and are able to link the content of curriculum with careers, even in lessons which are not specifically occupation led. Subject specialist staff can be powerful role models to attract students towards their field and the careers that flow from it.
- To integrate national initiatives and project opportunities within the curriculum to enhance that range of careers related activity taking place within the academy. E.g. Young Enterprise, Cadets.
- To ensure that careers related activities are built in throughout the school year and not just towards the end of any given topic / subject being delivered.
- Specific focus will initially be placed on linking curriculum to careers in ASPIRE lessons.

5. Encounters with Employers and Employees

- To ensure that students receive at least ONE meaningful encounter with an employer during every year they are at the academy.
- Increase the number of activities which are conducted within school with the support of local employers.
- To ensure that students have the opportunity to improve employability skills and their understanding of and awareness of entrepreneurship.
- To enable learners to gain the confidence to compete in the labour market by providing opportunities to gain the practical know-how and attributes that are relevant to gaining employment.
- Develop marketing materials for employers which will help them easily understand the impact of their involvement, the breadth of options available to them and the ways in which they can show they meet their corporate social responsibility.
- Create mechanisms where parents and alumni can express their interest to actively support employer related activity taking place within the academy.
- The academy will also encourage students and parents to attend careers events such as the Careers Fair.

6. Experiences of the Workplace

- To increase the number of employer workplace visits which will take place to enable students to gain more of an understanding of the wide range of employment opportunities available both locally and further afield.
- To strengthen our links with local employers and support our Enterprise Adviser to facilitate careers related activities within school.

7. Encounters with Further and Higher Education

- Ensure all students receives at least ONE meaningful encounter with Sixth Form Colleges and FE Colleges.

