

## Career Policy BPA Local Variations

### Bower Park Academy

#### Appendix 1 – CEIAG Curriculum and Operating Plan 2020/21

##### **Year 7**

Through CPSHE lessons students will understand the essential skills that are required for the workplace and will plan how to ensure they will meet these skills during their time at Bower Park Academy. All students will conduct a personality career test to identify how their personal attributes could lead to an appropriate career path; they will have a clear understanding of transitional points and how they will be supported during these key times. Within LEADER lessons students will develop their oracy skills and confidence in expression, communication and presenting. They will also be introduced to Start Profile and online careers platform where they can log interactions and complete personal development activities.

##### **Year 8**

Through CPSHE lessons students will understand and challenge stereotypes within the workplace, such as girls entering Science, Technology, Engineering and Mathematics (STEM) industries, and will understand the link between education, skills and pay levels. Within LEADER lessons students will focus on developing autonomy and determination. Individual students are selected by the Head of Student Futures to take part in a raising aspirations and participation project with Access HE. This is targeted at students in receipt of free school meals and/or who have indicated that there is no history of higher education in their immediate family. Target pupils and groups may also take part in workshops and webinars run by the University of east London. We are offered this as are one of their 'podium' schools. Students will continue to complete personal development activities on Start Profile website.

##### **Year 9**

Through CPSHE lessons students will be given key information regarding options and career pathways, explore personal finance and discrimination in the workplace. They begin to look at routes into these careers and explore what qualifications are needed to enter the workplace at different levels. Within LEADER lessons students will focus on developing their leadership attributes in practice in addition to enterprise and endeavour. Students selected in Year 8 for the raising aspirations project continue the programme. Another cohort are selected for the programme. The Vice Principal responsible for the curriculum and learner journey begins the information and guidance process for options. This includes a number of assemblies, an options booklet, group meetings with the Independent Careers Adviser and 1:1 interviews for all students with a member of the pastoral team. Students will also be able to continue to explore their option choices on the Start profile website. Target pupils and groups may also take part in workshops and webinars run by the University of East London. We are offered this as are one of their 'podium' schools. Students will continue to complete personal development activities on Start Profile website.

##### **Year 10**

Through CPSHE lessons students will understand and challenge topical workplace issues such as 'the glass ceiling' and 'The Gender Pay Gap'. They will also take part in a one-day programme including work on developing work place and employability skills such as; CV writing, interview skills, team work and independence. Students also spend time at local post-16 providers undertaking taster sessions\*. The Head of Student Futures provides information on Apprenticeships with assemblies delivered by ASK. All students join a Personal Development Teams which provides a range of information and opportunities. Students are encouraged to visit college open days in Year 10 to ensure choices are fully research and details of these are sent via Edulink to inform parents. The second cohort of the Access HE project complete the programme and other individual students and groups will take place in various workshops and opportunities provided by our part partnership with UEL as one if their 'podium' schools. Students begin individual Careers interview with our impartial career advisor, who works across the ELAT MAT. Those at risk of being Not in Education, Employment or Training (NEET) are identified using the Targeting Toolkit and the list produced is reviewed by senior leaders and the pastoral team to ensure the extra support provided by Prospects is correctly targeted. In Year 10 students attend the Havering Raising of

Participation Age event (RPA) which brings them into contact with providers and organisations from a range of post-16 institutions and career areas. High prior attaining students take part in the Aiming Higher Programme with Havering College. Students will continue to utilise the start profile website.

### Year 11

Through CPSHE lessons students will understand the application processes for college, work and apprenticeships and compile their WRL & Enterprise profile. They will develop their decision-making skills and set targets to help them achieve their post-16 goals. All students have a member of staff as a mentor to help guide them through the process.

Individual Careers interview with our impartial career advisor, who works across the ELAT MAT, will begin after October Half Term through TEAMS. The Head of Student Futures publishes information about Open Days for Local Post 16 providers and this year we will run and promote 'virtual' open events. If students remain unsure of their future direction additional careers interviewed are offered to assist their research and planning. Students also take part in college interviews with partner institutions and their chosen institution. During Year 11 NEET intervention session for identified individual run on a weekly basis.

### Whole School

Students across all year groups benefit from a range of opportunities annually including Enterprise Day, Academy Careers Fair and Activity Week. This year we are reviewing this provision due to Covid-19, but there will be a virtual careers fair. Assemblies and virtual events may also provide further information on aspects of various careers, led by outside speakers and organisations. The Head of Student Futures publishes and monitors a careers calendar outlining events across years and the Academy.

	<b>Actions/Priorities</b>	<b>Met?</b>
<b>1</b>	<b>Consolidate the systems and approaches to the monitoring and evaluation of CEIAG</b>	
1.1	Evaluate the three-tier (universal; targeted; personalised) approach	
1.2	Review the operating cycle, yearly and 5 yearly careers calendar	
1.3	Create an Alumni database with targeting models	
1.4	Establish a pupil voice group to drive, monitor and evaluate provision	
<b>2</b>	<b>Increase the diversity and range of voices who engage with students in the careers programme and raise the aspirations of all students.</b>	
2.1	Use of Alumni, parent and local contacts to widen opportunities and involvement	
2.2	Increase involvement of parents and local businesses in CEIAG and mentoring	
2.3	Review provision from Prospects and other external agencies	
2.4	Investigate WRL opportunities outside of current system e.g. internships, summer work etc.	
2.5	Increase employer engagement through digital routes	
2.6	Increase involvement with the Enterprise Adviser Network	
<b>3</b>	<b>Ensure every teacher is considered a teacher of careers and is clear about the role that they play</b>	
3.1	Audit CEIAG across the curriculum; identify areas of development	
3.2	Identify a career champion from each school of learning	
3.3	All departments to include explicit CEIAG links in at least one scheme of learning	
3.4	Increase the involvement of targeted students in curriculum based CEIAG activities	
3.5	Increase the involvement of CEIAG within current systems, e.g. Assemblies, Form Time	
<b>4</b>	<b>Develop employability skills through the delivery of LEADER and ensure this is tracked and student's progression is accessible by all.</b>	
4.1	Students and staff trained in LEADER and how to log progress	
4.2	All departments to include explicit LEADER links in at least one scheme of learning	
4.3	Trial START/GROFAR to more clearly track student progression	
4.4	Pledge opportunities identified and planned by departments	
<b>5</b>	<b>Improve parental involvement and knowledge</b>	
5.1	Develop use of technology especially social media and TEAMS	
5.2	Develop Parental Education and Careers input at Parent Evenings	
5.3	Establish Parent Briefing newsletter – termly	
5.4	Run parent voice exercises to help determine development areas	