





4. Consistent and Focussed Learning Journey

We ensure that students have access to a sequence of learning opportunities which are progressive and strengthens the impact of careers. Students at SCA can develop resilience as they progress through the career programme while becoming aspirational young people. Through each year of study students will focus on all competencies from the CDI framework and will build on these strengths annually.

1.2 Contextual Background

SCA has 1527 students aged 11-19 years. It is in Sandwell; a socio-economically deprived area of the West Midlands. 38% of students access free school meals and the Academy has 15 out of 17 possible ethnic groups. The proportion of students that are eligible for pupil premium is above the national average. There are several students who require additional support either through being identified as requiring additional SEND provision or EHCP plans. The careers provision at SCA acknowledges this and utilises a variety of opportunities to reduce barriers and support students' lifelong ambitions.

1.3 Rationale for the curriculum

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 7 (11-12 year olds) to year 13 (17-18 year olds). This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

- be impartial

- include information on a range of pathways, including university options or apprenticeships





Year 11 students work closely with the career's adviser during the Autumn Term to discuss the various course options available to them at Key StKey qee





3.6 EAL Provision

Students at SCA speak a broad range of different languages and it is important to recognise that for the majority of our students this does not limit their access to the curriculum. For a small number of students who arrive to the academy with no or limited English language we provide students with specialised careers advice through the INA centre.

3.7 Work experience

The academy recognises the importance of work experience which takes place in KS4 and KS5.

Work experience plays a central part in students forming realistic and sensible career ideas. Experience in the workplace better informs our student decisions and will increase aspirational career goals.

The Work Experience programme is modified annually as the economic climate changes to provide an opportunity for a meaningful experience for all students at the Academy.

3.8 Assessment and accreditation

At KS3 and 4 SCA implements the use of a competency structure mapped against the new CDI framework. Students develop their skills in line with a skills passport which enables them to identify and recognise the transferable skills they have developed while at school.

3.9 Destinations

KS4 and KS5 destination pathways are recorded. Alumni students visit school to support in annual careers and subject specific events.

4.0 Implementation

4.1 Management

Staffing includes one member of SLT with responsibility for the strategic overview of Careers. A recently appointed Senior Teacher (Careers) starts their role in September 2020. In addition, The Head of Faculty for Business is the Key Stage 4 Work Experience co-ordinator. There is currently a Connexions Careers Adviser contracted for one day a week.

The CEIAG team comprises:

Miss Emma Scott – Governor
 Mr Liam Fletcher – Vice Principal - Careers Leader
 Azra Begum - L6 Independent Careers Adviser

4.2 Staffing

Staff name	Designated careers role	Responsibilities
Moira Green	Principal	Strategic support and challenge of careers leader decisions
Liam Fletcher	Vice Principal Careers Leader	Strategic leadership of careers across the Academy Prepare and implement careers strategy Development of careers action plan Analysis of destination data Review, monitor and evaluate careers Report to SLT and Governors on careers



Advise SLT and Governors on policy, strategy and resources for careers
Academy's careers strategy and action plan
Provision of a planned and progressive careers programme
Devise schemes of work for careers education
Monitor careers provision and student engagement with the careers programme
Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance
Secure student access to independent, timely, personal careers guidance
Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
Promote careers across the curriculum; liaise with Heads of Year, Heads of Department, Senior Teachers and Careers Champions to plan careers education
Lead careers CPD for staff
Brief and support staff involved with delivery of careers programmes
Secure student access to independent, timely, personal careers guidance
Extra-curricular and enrichment tracking and analysis; termly reports to SLT and Governors



Alison Danks	Black Country LEP Enterprise coordinator	To support the Academy in meeting the Gatsby Benchmarks To support and advise inclusion as part of the Black Country Hub To support and advise on developing employer links through the Black Country Open Doors Initiative
Emma Scott	Governor (Careers)	Actively promoting the career strategy and programme with the governors and wider stakeholders
Inclusion	Support for students - inclusion	Generate individual career action plans as part of the Education Health and Care plan Liaise with senior teacher (careers) to ensure that students with special educational needs and disabilities can access the careers programme Provide support to SEN students to help them generate their individual careers action plans Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
L4L, Years 9,10,11,12, 13 and Inclusion staff	Personal Development – Careers provision delivery	Ensure they are familiar with the Academy's action plan and its 4 strategic objectives Engage with Academy careers CPD Work with the senior teacher (careers) to deliver 'passport to careers' (L4L), 'Transition toolkit' (Years 10, 11) and 'professional pathways' (Year 12, 13) Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances To work with the Senior teacher (careers) in identifying to provide additional support for targeted groups; identifying vulnerable groups and students at risk of becoming NEET Feedback specific student needs (or opportunities) to the senior teacher (careers) Support students with accessing Careers Adviser personal guidance
Key Stage 3, 4, and 5 teaching staff	Subject teachers ensure curriculum learning links to careers	Ensure they are familiar with the Academy's h



