



Northstowe

Martin Bacon Academy

MBA Strategic Careers Plan 2023 - 2024

Vision

A concise, ambitious, and inspiring statement that articulates the wider vision of what the school's careers provision aims to achieve for students. This should reflect 'who you ultimately want students to be'. This vision should make reference to school's vision statement. If your school has an Enterprise Adviser, please involve them and the link governor in the process of shaping and clarifying the vision for your careers provision.

School, Special School or College Vision Statement/Values:

My Future as part of My Journey will enable pupils to develop the skills or behaviours they require to enjoy the best possible outcomes. Pupils will be effectively prepared for an adult life where they can be happy, communicate as well as they can, and be as independent as possible.

Vision for Careers Provision Ideas:

Careers Provision that incorporates a diverse and inclusive range of opportunities, experiences and interactions linked to the development of children and students as well as the world of work across the whole school Curriculum Pathways to provide careers related learning.

Student experiences are tracked and evidenced (on EFL).

To increase pupil and student awareness of and exposure to opportunities in preparation for a meaningful future and life beyond MBA.

To support families to find and access the information and support they need for their child to widen their future horizons.

Vision for Careers Provision Statement:

My Future will support pupils to develop the skills or behaviours they require to be aspirational about their future and enjoy the best possible outcomes. Pupils will be effectively prepared for an adult life where they can be happy, communicate as well as they can, and be as independent as possible, through the removal of barriers, increase in opportunities and exposure to a breadth of experiences and guidance.

Reviewing Current Provision

Review the current provision of your school, special school, or college's careers provision through:

- Completing Compass.
- Carrying out a SOAR analysis (looking at its existing Strengths, Opportunities, Aspirations and Results).
- Local context: LMI, growth sectors, FE/HE provision, etc.
- Collecting and Reviewing Evidence, including Feedback, Careers Knowledge & Skills, Education Engagement and Destinations Data.

<p>Compass - Current Compass Score:</p>	<table border="1"> <thead> <tr> <th></th> <th>BM1</th> <th>BM2</th> <th>BM3</th> <th>BM4</th> <th>BM5</th> <th>BM6</th> <th>BM7</th> <th>BM8</th> </tr> </thead> <tbody> <tr> <td>Current score %</td> <td>58</td> <td>20</td> <td>72</td> <td>18</td> <td>75</td> <td>0</td> <td>6</td> <td>0</td> </tr> <tr> <td>Previous score %</td> <td>64</td> <td>80</td> <td>100</td> <td>100</td> <td>100</td> <td>75</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		BM1	BM2	BM3	BM4	BM5	BM6	BM7	BM8	Current score %	58	20	72	18	75	0	6	0	Previous score %	64	80	100	100	100	75	0	0
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<p>Compass - Priority Benchmarks:</p>	<p>Significant changes in scores with new careers lead taking over provision, and undertaking the Level 6 careers qualification has a better knowledge and understanding of the Gatsby benchmarks and the expectations for each one.</p> <p>As a result of more rigorous expectations from the audit in January 2023 and quality of evidence, all benchmarks have gone down. Part of the strategic plan is now to rebuild and develop in those areas the evidence needed to improve for the next audit.</p>																											
<p>LMI - Local and Regional Context:</p>	<p>Local Careers Hub has been established with some awareness of the needs of SEND. Growth Works provides access to an Enterprise Co-ordinator who sends out LMI for the local area. Few opportunities exist for students with SEND working below the entry requirements for apprenticeships.</p> <p>Local labour market is limited for students.</p> <p>Transition needs advisor supports with work experience opportunities.</p>																											

Strength of Careers Provision SOAR

Consider:

- Time/Resource of Careers Leader, Role of EA/Link Governor, Parental Engagement, SLT Buy-in, Staff CPD, Whole School Responsibility for Careers.
- Benchmark progress: LMI, Tracking at Student Level, Careers within Subject Areas, Employer Engagement, Experiences of the World of Work, Encounters with FE/HE, 1:1 guidance.
- Reviewing Evidence: Feedback, Careers Skills & Knowledge, Education Engagement and Destinations Data.

<p style="text-align: center;"><u>Strengths</u></p> <ul style="list-style-type: none"> • SLT buy in • Member of SLT is careers lead and is completing the Level 6 qualification • Trust values Careers and the importance of it as part of curriculum • Strand of the curriculum overview 'My future' as part of every child's My Journey starting at the EYFS stage • Accreditation and qualifications explored and ready to implement within the curriculum 	<p style="text-align: center;"><u>Opportunities</u></p> <ul style="list-style-type: none"> • Part of the whole school SDP to embed careers • CPD for staff planned • Training at L6 for advice • Trust careers lead for advice • External links wanting to support
<p style="text-align: center;"><u>Aspirations</u></p> <ul style="list-style-type: none"> • Work experience inc. wider employee base • Wider range of external providers offering support to the school and able to provide opportunities for pupils • Raising aspirations for pupils futures including all stakeholders e.g. parents, staff etc. • High quality EHCP outcomes taking into account PfA, CDI and other literature to support 	<p style="text-align: center;"><u>Results</u></p> <ul style="list-style-type: none"> • Gatsby progress • Qualified careers advisor for school • Long term tracking of student destinations/work/futures

Key strategic objectives

- Identify between 3-5 priorities for your Strategic Careers Plan.
- We recommend that you identify objectives, which relate to the development of careers provision in your school, special school, or college and that you identify at least one 'whole school, special school, or college's objective.

Key Strategic Objectives	
1	<p>AFI 5: Continue to develop the qualification, accreditation and work experience/work-related learning and KS4 curriculum offer for pupils that is meaningful to their PfA.</p> <ul style="list-style-type: none"> • Links with Angie Vickery for work experience • Form the future • ASDAN • Moving on events • Fully embed our CEIAG and achieve the Careers Mark by: • Significant progress towards the Careers Mark • Fully engaged and understand the CAP process for our Yr11

Martin Bacon Academy Strategic Careers Plan

Date of last review: July 2023

Date of next review: July 2024

MBA: Key Strategic Objectives	
1	<p>AFI 5: Continue to develop the qualification, accreditation and work experience/work-related learning and KS4 curriculum offer for pupils that is meaningful to their PfA.</p> <ul style="list-style-type: none"> • Links with Angie Vickery for work experience • Form the future • ASDAN • Moving on events • Fully embed our CEIAG and achieve the Careers Mark by: • Significant progress towards the Careers Mark • - Fully engaged and understand the CAP process for our Yr11

<p>School, Special School or College Name: MBA</p> <p>Career Leader Name: Sarah Mepham</p>	<p>Date Strategic Careers Plan Created: July 2023</p>	<p>Date approved by SLT:</p>	<p>Date approved by Governors:</p>	<p>Proposed Review Date: July 2024</p>	
<p>Strategic Careers Plan - Academic Year: 23-24</p>					
<p>Objectives</p> <p><i>“What are the problems you are trying to solve?”</i></p>	<p>Actions, including CPD</p> <p><i>“What would solve the problem?”</i></p>	<p>Responsible</p> <p><i>“Who is responsible for each action?”</i></p>	<p>Time</p> <p><i>“When do you aim to have this completed by?”</i></p>	<p>Outcomes</p> <p><i>“What would success look like?”</i></p>	<p>Progress</p>
<p>Achieve Level 6 Careers Guidance qualification (to be compliant with Gatsby 8).</p>	<p>Explore the training required in addition to the Level 6 available - and where this is suitable for a Special School.</p> <p>Identify appropriate training provider</p> <p>Identify linked costs</p> <p>Staff member to enrol and take part in training so that we are compliant with the Gatsby 8 requirements for careers.</p>	<p>SME</p>	<p>Summer 2023</p>	<p>School will meet all statutory requirements according to the Gatsby Benchmarks (8).</p> <p>A member of staff identified for the Level 6 course.</p>	<p>Training identified is free and funded by the CEC through a grant successfully applied for from the DfE.</p> <p>SME started L6 course with RGG associates Sept 22. Completion due Feb23. SME on maternity leave Jan 2023. Agreed extension with RGG.</p>

<p>Staff to understand, use and apply Gatsby Benchmarks within students learning.</p>	<p>Meet with identified Pathway staff. Introduce Gatsby, CDI, vision for careers at MBA. CPD training to be calendared.</p> <p>Develop the schools My Future programme based through the 6 areas of the CDI framework</p> <p>Work with classes and identify in their curriculum where the links are to careers.</p> <p>Support staff how to use EFL to evidence My Future (careers) for their Pathway. Establish initial working group, to support in the development.</p>	<p>SME</p> <p>SME/CM/Teachers</p> <p>Teachers</p> <p>SME/CM/All staff</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Spring 2024</p> <p>Summer 2024</p>	<p>Training will have taken place</p> <p>Staff will know what and how to use the Gatsby Benchmarks to link student's work to careers.</p> <p>More visual evidence around school and awareness among staff and students</p> <p>Evidence will be added to EFL that are tagged using the Gatsby Benchmarks, My Future and PfA tags. Work evidenced will accumulate to build a profile of student's interests which can be incorporated into a vocational profile before they leave MBA.</p> <p>EHCP and PLG outcomes will be SMART, evidencing strong links to Gatsby, PfA and CDI I can statement.</p>	
<p>For students and parents to be aware of and informed about careers at MBA</p>	<p>Add relevant information linked to the Gatsby Benchmarks to the Careers section of the website.</p> <p>Create a My Future information sheet for students and parents that can be sent home and also used by students in school.</p> <p>Continue to signpost parents to college and careers open days.</p> <p>Hold an Open event for parents</p>	<p>SME</p> <p>CM</p> <p>SME</p> <p>SME/CM</p>	<p>Autumn 2023</p> <p>Autumn 2023</p> <p>Autumn 2023/Summer 2024</p>	<p>Leaflet available for students made in co-production with students.</p> <p>Information sent home to parents (each term)</p> <p>Key and statutory information available on the website</p>	

				<p>Key college and careers events signposted to parents via;</p> <ul style="list-style-type: none"> • Newsletter • Social media platforms <p>Open event identified and held for parents and students</p> <p>School will be meeting statutory requirements for careers</p>	
Develop stronger relationships with external stakeholders to be able to offer a breadth of opportunities for our pupils	<p>Continue to develop our working relationship with our LA SEND Transition Advisor, to ensure pupils transition onto appropriate Post-16 pathways inc vocational profiles and travel training etc.</p> <p>Further develop our 'Moving On' events for Post 16, apprenticeship, further education etc providers. Combination of open events and talks etc.</p> <p>MBA part of the CAP process for Post-16 processes.</p> <p><u>Work experience</u></p> <p>Embed Project Choice online WEX opportunities for pupils</p> <p>MBA to develop and implement WEX processes. Cohort of pupils identified to complete external WEX.</p> <p>Further establish links with Form the Future to deliver bespoke careers guidance and mentoring.</p>	<p>SME</p> <p>SME/CM</p> <p>SME/ CM</p> <p>CM</p>	<p>Summer 2024</p> <p>October 2023 – Yr 11 – Transition reviews to be completed.</p> <p>Summer 2024 – Yr9/10</p> <p>Spring 2024 – Processes finalised & placements confirmed</p> <p>Summer 2024 – Work experience completed</p> <p>Spring 2024</p>	<p>Minutes/logs of meetings with Angie Vickery</p> <p>Yr11 Destination data</p> <p>EFL evidence linked to careers frameworks, Gatsby, CDI</p> <p>CAP/Moving on events</p> <p>Stakeholder feedback</p> <p>% of Yr10/11 pupils completing work experience</p> <p>Compass + data/ log of events</p>	

<p>Qualifications and accreditations that support the acknowledgement of pupils' achievements linked to careers, PfA and EHCP outcomes</p>	<p>ASDAN employability qualification taught September 2024, with the first cohort of pupils achieving qualification.</p>	<p>CM</p>	<p>Autumn 2023 Summer 2024 – results</p>	<p>Curriculum planning, Portfolio of work 100% pass rate at appropriate level</p>	
<p>MBA to achieve the Careers Mark, to acknowledge the HQLE being provided linked to careers</p>	<p>Careers lead to liaise with Trust careers lead and other schools who have achieved the Careers Mark</p> <p>Careers lead to comprehend the Careers Mark criteria and evaluate where MBA is at and what next steps are needed.</p> <p>MBA to create strategic plan to support its steps to achieving the Careers Mark</p>	<p>SME, CM</p> <p>SME</p> <p>SME All staff - implementation</p>	<p>Spring 2024</p> <p>Spring 2024</p> <p>Summer 2024</p>	<p>Evidence of visits and minutes and feedback to SLT of lessons learnt to support development of My Future programme</p> <p>Strategic and implementation plan shared and understood by all to support in the achievement of the mark.</p>	