



Solihull Academy Careers Strategy 26 - 27

Our Commitment to Careers

Our core purpose, through all centres and pathways, is to secure positive destinations for our students. The ultimate goal is for students to secure further education or training post 16.

Career aspirations are regularly discussed with both students and their families and are integral when we are considering bespoke curriculums and opportunities.

We have a level 6 Careers Lead in school who works alongside the leadership team to develop a range of opportunities for our young people.

Our careers education supports the achievement of the Gatsby Benchmarks.

Key Aims

- ✓ Ensure students are well informed of the opportunities that are available to them post 16 and are supported by the whole team to be aspirational in their personal goals.
- ✓ To grow awareness of the changing job market – both locally and nationally – and to ensure our students are equipped for the future.
- ✓ To monitor and track students access to, and engagement with, careers opportunities to further develop our personalised approach.
- ✓ Continue to build our network of employers, charities and FE providers to develop the breadth and quantity of opportunities available to our learners.

Key features of our Careers Programme

- ✓ Weekly form time sessions focused on careers.
- ✓ 1:1 support from a level 6 qualified careers advisor – either our in school careers lead or an advisor from Skills for Success.
- ✓ Flexible approach to timetabling allows frequent off site visits to employers and in school visits.
- ✓ The SENDCO and the lead for our specialist provision work closely with the careers need to ensure the needs of learners with SEND are carefully considered and catered for.



- ✓ 1:1 meetings with the Vice Principal for Quality of Education are undertaken before students select options and families are included in the planning of each curriculum.
- ✓ The Personal Development approach is aligned closely with our careers provision.
- ✓ Vocational options are carefully selected for students by the Assistant Principal for Personal Development. These offer the opportunity to study for qualifications in environments that more closely resemble post 16 provision or workplaces. Student attendance and engagement with these are closely monitored to ensure a good fit and to support positive outcomes.
- ✓ Our careers lead works closely with the Local Authority who are investing in growing the opportunities for young people at risk of being NEET.
- ✓ Work Experience opportunities are carefully targeted and risk assessed, balancing the need for meaningful encounters with the needs of our cohort.

SA Careers Action Plan

	What We Want To Achieve	What Success Looks Like
Autumn	A stable careers programme with careers taught discretely through form and PSHE, in the context of curriculum areas and through meaningful encounters. (Gatsby 1, 4 and 5) Improved tracking and monitoring of student engagement with careers experiences to inform future planning. (Gatsby 3, 5, 6 and 7) Support for our Summers 26 leavers to prevent students becoming NEET. (Gatsby 8)	QA of form time careers resources will show improved and sustained engagement. Jigsaw will allow us to assess engagement with PSHE objectives. Half termly Careers Weeks will be evident through book looks and other QA processes. The Careers Calendar will be populated with employer encounters. Launch of Compass+ by AP for PD and training for key staff enlisted to support with the data input for this. Schedule of calls and support from previous y11 form tutors so that early identification of concerns



	All students in Key Stage 4 have access to personalised, impartial careers guidance. (Gatsby 3 and 8) EHCP review process begins for year 11 students to ensure these students have their needs carefully considered by their post 16 provider. All staff working with our young people have access to the Local Labour Market Information and are confident to discuss the local picture with our students. (Gatsby 2)	allows us to put further support in place. Update trackers with key information from meetings. Clear processes for assigning students to either our Careers Lead or Sarah (Skills for Success.) The SENCO has access to the Compass+ data and works alongside the careers lead to allow for a positive transition. A termly LMI (Labour Market Information) update is shared by our careers lead and displayed in classrooms. Inclusion of relevant information in form time resources.
Spring	Work Experience Engagement will be offered through a range of encounters with local employers or through personalised placements coordinated with careful thought given to outcome, safeguarding and student needs. (Gatsby 5 and 6) Students will have a clear understanding of the local post 16 offer and will be supported to aim high. (Gatsby 7)	Work Experience encounters will be tracked on Compass+ and we will identify students who need further support. Form time programme to cover local college offers and showcase successful alumni. Local colleges to visit SA and talk to students about the application process.



	Prevention of NEETS in current 26/27 cohort. EHCPs for current y11 finalised with post 16 providers named. Students feel confident about their upcoming transition. (Gatsby 3 and 8)	We will have clear data from compass+, 1:1 careers guidance, form tutors and pastoral teams to identify students at risk of NEET and individual action plans will be written to support these. Students to be supported to set up personal email addresses to facilitate the college application process. This will be done by tutors and pastoral teams. Key staff will support students with site visits and attendance to college interviews. Provision mapper facilitates the sharing of pertinent and relevant information for our young people.
Summer	Curriculum decisions – both on site and at vocational placements – are carefully considered with careers aspirations at the heart of the conversation. (Gatsby 3 and 8) Prevention/Reduction of NEETS through supportive approaches to the college application process. (Gatsby 1, 3 and 8)	The VP for Quality of Education and the AP for Personal Development meet students 1:1 in year 10 to carefully consider the best curriculum for their needs. The SENCO and the Lead Teacher for CLA (children looked after) also advise. Our FSW (Family Support Worker) also supports this process. Advice is shared with families and their input is encouraged and recorded. Led by the AP for PD, and informed by Compass+ data and the careers lead, form tutors work closely with their tutees to ensure all students have engaged with the application



	Preparation for 27/28 will take into account key successes and areas for development of the 26/27 programme. (Gatsby 1)	process for local colleges and apprenticeships. Planning for the next academic year will refer to the data from compass+, the assessment features in Jigsaw, information from Book Looks and Learning walks to help us continue to grow our careers programme.
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