



CAREERS STRATEGY

MOSSBOURNE VICTORIA PARK ACADEMY



Mossbourne Victoria Park Academy

Careers Strategy 2021-2024

School Context

Mossbourne Victoria Park Academy is was recently formed in 2014. It is a state secondary school accommodating mixed students aged 11-16 in the London Borough of Hackney. We pride ourselves in the raising of expectations and widening of opportunities for Hackney children.

Our students are from a diverse range of backgrounds with 42% of our students in receipt the Pupil Premium and 46% come from communities where English is only one of several languages spoken at home.

Despite faces these challenges our students of 2021 achieved the following outstanding GCSE exam results:-

- The average GCSE grade was 6.14 (in 2019 the national average GCSE grade was 4.3)
- 17% of all GCSE grades were 9
- 48% of all GCSE grades were 7+
- 75% all GCSE grades were 5+
- 85% of all GCSE grades were 4+
- **5+ in English & Maths (Basics): 64%**
- **4+ in English & Maths (Basics): 77%**
- **5+ Ebacc: 59% (92% entered)**
- **7+ in English: 53%**
- **7+ in Mathematics: 45%**
- **7+ in Science: 48%**
- **7+ in Languages: 48%**
- **7+ in Humanities: 53%**
- **7+ in Biology: 100%**
- **7+ in Physics: 96%**
- **7+ in Chemistry: 96%**
- **9 in History: 29% (7+ 55%)**
- **9 in Psychology: 26% (7+ 74%)**
- **9 in Economics: 25% (7+ 75%)**
- **50% or more of students achieved a 7+ in the following subjects: Geography (51%), Music (54%), and Physical Education (71%)**
- 2 students achieved **grade 9 for every single grade**
- **At least 1 grade 9: 69 students (41% of the cohort)**
- **A8 of 9.00: 7 students (4.2% of the cohort)**
- **A8 of 8.00 or better: 44 students (27% of the cohort)**
- **A8 of 7.00 or better: 73 students (44% of the cohort)**

• Ofsted School Report

Inspection dates 6–7 October 2016

Overall effectiveness Good

Effectiveness of leadership and management Good

Quality of teaching, learning and assessment Good

Personal development, behaviour and welfare Good

Outcomes for pupils Good

Overall effectiveness at previous inspection Not previously inspected

Why is Careers Education so important to us?

CEIAG (Careers Education, Information, Advice and Guidance) plays a crucial role in our school, and even more so now, because of the current economic climate and challenges facing our pupils. It makes an important contribution to the education of all students enabling them to make an effective transition from school to adulthood and employment. Mossbourne Victoria Park Academy recognises the importance that CEIAG plays in an individual's education and will therefore provide a range of opportunities for students to learn about the world of work, career pathways, and develop their employability skills. As an Academy we strive to ensure that the decisions our pupils make about their futures are well thought through and informed by CEIAG and, therefore, can increase participation in learning and, in turn, raise attainment and support further progression. Qualifications such as GCSE and A level are changing, opportunities in higher education now extend beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions; they need good quality careers education, information, advice and guidance. Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent and impartial information, advice and guidance regarding all options both within the school and after leaving the school, to best highlight all career pathways available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work we aim to prepare them for life after school whichever path they choose. Staff within the academy understand the importance of CEIAG and we are committed to ensuring that learning within the classroom links to the world of work. This strategy, is underpinned by the eight Gatsby Benchmarks on good career guidance. It has been compiled with support from Teach First and sets out our vision for enhancing the current careers guidance activities and participation opportunities already available to our students. Mossbourne Victoria Park Academy has already established a range of effective careers guidance activities, which we hope, will guide and support our students to achieve positive destinations such as Sixth Form, College, Apprenticeships and then onto Higher Education, Degree Apprenticeships or Employment. This strategy sets out our whole school approach to delivering careers guidance to every student in year 7 through to year 11. We are proud of the existing links that we hold with employers both on a local and national level. We have fantastic links with organisations such as Cambridge University, Queen Mary University, Amazing Apprenticeships & Morgan Stanley. We do however recognise the importance of showcasing a wide variety of careers and this strategy highlights our areas for development to ensure that every learner's needs are catered for.

Vision and Strategic Objectives

Vision

Vision for Mossbourne Federation

Every young person at Mossbourne can effectively manage their own career journeys to respond to an ever-changing job market, they are ambitious, driven individuals who are well prepared and excited to pursue pathways that are suited to their talents, interests and motivations.

| Strategic Objective 1 | Strategic Objective 2 | Strategic Objective 3 |
|--|---|---|
| Ensure every pupil obtains a clear understanding of the various pathways available to them at Post 16 and Post 18 during their time at MVPA so that they can make informed choices about their future. | Enhance the range of external employers who engage with Mossbourne Victoria Park Academy's careers programme to ensure every student has a meaningful encounter with an employer each year and understand the up to date LMI in a variety of roles. | Link subjects to the world of work so students understand the value of their studies and know how it will help them in their future careers |
| <i>Links to BM 1, 3 & 8</i> | <i>Links to BM 2 & 5</i> | <i>Links to BM 4</i> |

What are the Gatsby Benchmarks?

They are a framework of eight guidelines as set out below that define the best careers provision in schools and colleges. Our Careers Strategy is being built around them and we will continue to look to them as we evaluate, develop and improve our careers provision in a bid to meet each of them fully and score 100% against each one by using Compass Tracker.

The eight benchmarks are:

| | | | |
|--|---|---|---|
| <p style="text-align: center; font-size: 48px;">1</p> <p style="text-align: center;">A STABLE CAREERS PROGRAMME</p> | <p style="text-align: center; font-size: 48px;">2</p> <p style="text-align: center;">LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p> | <p style="text-align: center; font-size: 48px;">3</p> <p style="text-align: center;">ADDRESSING THE NEEDS OF EACH PUPIL</p> | <p style="text-align: center; font-size: 48px;">4</p> <p style="text-align: center;">LINKING CURRICULUM LEARNING TO CAREERS</p> |
| <p style="text-align: center; font-size: 48px;">5</p> <p style="text-align: center;">ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p> | <p style="text-align: center; font-size: 48px;">6</p> <p style="text-align: center;">EXPERIENCES OF WORKPLACES</p> | <p style="text-align: center; font-size: 48px;">7</p> <p style="text-align: center;">ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p> | <p style="text-align: center; font-size: 48px;">8</p> <p style="text-align: center;">PERSONAL GUIDANCE</p> |

How are we currently meeting these Benchmarks?

Benchmark 1

A stable careers programme

Your school has met 58% of the 17 assessment areas in benchmark 1

58%

Percentage of schools nationally meeting this benchmark

2020

27%

Benchmark 2

Learning from career & labour market information

Your school has met 60% of the 2 assessment areas in benchmark 2

60%

Show details

Percentage of schools nationally meeting this benchmark

2020

52%

Benchmark 3

Addressing the needs of each pupil

Your school has met 90% of the 7 assessment areas in benchmark 3

90%

Show details

Percentage of schools nationally meeting this benchmark

2020

25%

Benchmark 4

Linking curriculum learning to careers

Your school has met 50% of the 4 assessment areas in benchmark 4

50%

Show details

Percentage of schools nationally meeting this benchmark

2020

45%

Benchmark 5

Encounters with employers & employees

Your school has met 50% of the single assessment area in benchmark 5

50%

Show details

Percentage of schools nationally meeting this benchmark

2020

58%

Benchmark 6

Experiences of workplaces

Your school has met 25% of the single assessment area in benchmark 6

25%

Show details

Percentage of schools nationally meeting this benchmark

2020

52%

Benchmark 7

Encounters with further and higher education

Your school has met 70% of the 5 assessment areas in benchmark 7

70%

Show details

Percentage of schools nationally meeting this benchmark

2020

30%

Benchmark 8

Personal guidance

Your school has met 100% of the single assessment area in benchmark 8

100%

Percentage of schools nationally meeting this benchmark

2020

61%

Current Destinations Data of MVPA Year 11 School Leavers in 2020

| Destination | 2020 | % |
|-------------------------------------|-------------|------------|
| Continuing in Education | 130 | 97.0% |
| Full Time Training (not employed) | 0 | 0.0% |
| Apprenticeships | 1 | 0.7% |
| Employment with Training | 0 | 0.0% |
| Jobs without Training | 0 | 0.0% |
| Part Time Learning & Employment | 0 | 0.0% |
| Not settled in a Full Time Activity | 1 | 0.7% |
| Not Active/Not Available | 0 | 0.0% |
| Moved out of contact | 0 | 0.0% |
| No response | 2 | 1.5% |
| TOTAL | 134 | 100 |

As shown in the data above, MVPA's current careers programme is successful in ensuring that there are no NEETS and the whole cohort have been placed, mainly in sixth form or colleges. A tiny proportion went on to complete an apprenticeship post 16. It is our aim to ensure that these figures continue to be maintained so that all students have a placement for their crucial Post-16 step and that they are given strong career advice and guidance so that an informed decision can be made.

Careers Framework

To ensure that continuing development and improvement of our Careers provision takes place we have gathered the following monitoring and evaluation plan so that we can improve on our current Gatsby Benchmark percentages as shown above and bridge the gaps that we currently have.

| GATSBY BENCHMARK | MONITORING | RESPONSIBILITY | EVALUATION ACTIVITY | RESPONSIBILITY |
|--|--|---|---|---|
| A stable Careers Programme | <ul style="list-style-type: none"> Reviewing the careers programme to determine timing of activities Monitoring careers CPD activities which staff undertake | Careers Lead SLT with responsibility for careers | Feedback sheets after CPD events from staff Reviewing progression data against careers strategy | Careers Lead SLT with responsibility for careers |
| Learning from Career and Labour Market Information | <ul style="list-style-type: none"> Meet with Careers Champions to see how LMI is being incorporated in learning areas Implementing Compass + (KS4) and BeReady (KS3) to monitor number of students accessing LMI on the system | Careers Lead SLT with responsibility for careers | Survey to determine the way students use information from resources provided to them and how this can be improved | Careers Lead |
| Addressing the needs of each pupils | <ul style="list-style-type: none"> Using data to identify PP students for particular trips, visits and interventions Use STEM activities data to identify students participation | Careers Lead HOYs HOLAs | Reviewing Pupil Premium activities to determine the extent to which number to FE and HE have increased Analyse progression data to see impact of STEM career initiatives | Careers Lead/ SLT |

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| Linking Curriculum to Careers | <ul style="list-style-type: none"> Identify students who have engaged with curriculum lead careers intervention/s support | Careers Lead Careers Champions | Hold student focus group to obtain how these interventions have affected their Post 16 pathways considerations | Careers Lead |
| Encounters with employers and employees | <ul style="list-style-type: none"> Use Compass Track to find out the number of encounters a students has had by Y11 | Careers Lead | Survey to be completed by Y11 students to identify benefits of these encounters and to obtain feedback on how to improve this provision | Careers Lead |
| Experiences of workplaces | <ul style="list-style-type: none"> Use Compass Track to find out the number of encounters a students has had by Y11 | Careers Lead | Review the organisations network of employers to identify any gaps in provision Analyse the data from questionnaires after experiences of workplaces | Careers Lead |
| Encounters with FE and HE education | <ul style="list-style-type: none"> Use Compass Track to find out the number of encounters a students has had by Y11 | Careers lead | Collate feedback from visits Compare the destinations of learners with the visits to FE and HE providers | Careers Lead |
| Personal Guidance | <ul style="list-style-type: none"> Keep up to date and accurate records of careers interviews | Careers lead | Student focus group to determine how they rate the careers interviews Survey all school staff to determine their career guidance needs | |

Careers Programme

Mossbourne Victoria Park Academy offer its students a programme of Careers Education, Information, Advice, and Guidance (CEIAG) from Year 7 right up to Year 11. Students have access to a range of resources and opportunities, and dedicated staff are available to support them. The table below outlines the careers activities and who they are offered to. This provision forms part of our stable careers programme. In addition to this, all students in Years 10-11 have the opportunity to receive independent and impartial careers guidance from our Careers Advisors Ms Judd and a Careers Adviser from Prospects. There are also additional trips, visits and events that are organised academic year.

| | Autumn Term | Spring Term | Summer Term |
|---------------------------|---|---|---|
| Year 7 Core | Signed onto BEREADY to access Career information Careers Assembly | Money Management – PSHCE Day National Careers Week -Personal Development Workshop – Identifying Career Goals | |
| Year 8 Core | Careers Assembly | National Careers Week - STEAM Employer Panel Options Evening | Signed onto BEREADY to access Career Passport |
| Year 9 Core | Careers Assembly | National Careers Week - Information on post-16 and post-18 pathways Year 9 Workplace Visits | Signed onto BEREADY to access Career Passport |
| Year 10 Core | Careers Assembly | National Careers Week -Employer Carousel | PSHCE Day 'Money Management' and 'Thinking about careers' Signed onto BEREADY to access Career passport Post-16 Information Evening and provider fair |
| Year 10 Additional | Morgan Stanley Mentoring – 20 students Apprenticeship Fair – 15 students | | |
| Year 11 Core | Careers Assembly | One to one careers interview/application support | One to one careers interview/application support |

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| | <p>PSHCE Day - Employability and Careers</p> <p>One to one careers interview/appli cation support</p> <p>Sixth Form Experience Afternoon</p> | | |
| <p>Year 11 Additional</p> | <p>Apprenticeship Fair – 15 students Careers Talk from The Bank of England – All Y11 students studying Economics/Business</p> | | |

Yearly Milestones Plan for 3 Years

| <p>Long-Term Strategic Objective One: Ensure every pupil obtains a clear understanding of the various pathways available to them at Post 16 and Post 18 during their time at MVPa so that they can make informed choices about their future</p> <p>Why our school believes this objective is important: It is important that students reflect on their personal experiences, trips and events to help develop their own careers management skills. By doing this students have the opportunity to reflect on their strengths, weaknesses, likes and dislikes which will help them to make informed decisions about their future. A rigorous system of monitoring our careers programme will in turn help us address the needs of each pupils and help evaluate the effectiveness of our provision.</p> <p>Link to Benchmarks: 1, 3 and 8</p> | | |
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| <p>What will success look like (Targets)? What do we need to achieve?</p> | | <p>What actions we will take as a school to achieve these targets?</p> |
| <p>Year One 2021-2022</p> | <ul style="list-style-type: none"> All students to use BEREADY to monitor their own career progression through years 7-11 All staff know the importance of students developing career management skills and can help advise students about their futures | <ul style="list-style-type: none"> Training to Careers Team (CL and SLT Career Lead) and Career Champions and VP for Curriculum. Meeting to establish implementation plan (CL & SLT) Training embedded on PHSCE day HOLAs to build in time for KS3 to sign up to BEREADY by end of academic year Year 10 & Y11 PHSCE day to have time built in to allow students to sign up and start using BEREADY |
| <p>Year Two 2022-2023</p> | <ul style="list-style-type: none"> Tracking and feedback importance embedded within trips training Curriculum time allocated to updating BEREADY profiles Careers lead to target trips and events to particular students | <ul style="list-style-type: none"> Year 7 Induction - CL to liaise with HOY 7 to build BEREADY time into induction programme Trips training – to include BEREADY tracking and monitoring information – what teachers need to do as part of their trip Careers Champions – termly meeting with CL to ensure that accurate records are kept of activities within departments Every year group to be given 1 Prep period per term to update BEREADY profiles |

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|--|---|---|
| | | <ul style="list-style-type: none"> • Year 10s & Year 11s enrolled on to BEREADY during PHSCE day |
| <p style="text-align: center;">Year Three 2023-2024</p> | <ul style="list-style-type: none"> • All students are independently accessing and updating their student profiles on BEREADY • BEREADY is embedded within the school's curriculum • Data used from SIMS & In house data base helps to select students to meet targets for all careers activities and interventions | <ul style="list-style-type: none"> • Students are enrolled onto BEREADY as part of an embedded careers programme • Refresher information delivered in tutor time and assemblies • All staff receive training on BEREADY and this is embedded within the school's training calendar • CL to keep track of all data from all activities to use for future reference and evaluation purposes |

Long-Term Strategic Objective Two:

Enhance the range of external employers who engage with Mossbourne Victoria Park Academy's careers programme to ensure every student has a meaningful encounter with an employer each year and understand the up to date LMI in a variety of roles

Why our school believes this objective is important:

Research from the Education and Employers Taskforce shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.

Employer encounters also strengthens students aspirations and attainment; it supports students to take action to achieve their full potential.

Link to Benchmarks: 2 & 5

| | What will success look like (Targets)? What do we need to achieve? | What actions we will take as a school to achieve these targets? |
|--------------------|--|--|
| Year One 2021-2022 | School to provide an additional meaningful encounter for every student in Year 7, Year 8 and Year 9 (Years 10 and 11 already receive this) | <ul style="list-style-type: none"> • Careers Lead to submit proposal for whole year group workplace visit to SLT • Careers Lead to secure workplace visits with a range of employers • Logistics to be arranged in collaboration with HOY and SENCO • Evaluation of trips by Careers Lead • Provide opportunities for Year 11s to access speakers on a regular basis (one per term) • For encounters already embedded as part of the careers programme, offer employers explicit guidance around sharing LMI with students |
| Year Two 2022-2023 | CL to establish new links with corporate companies and to explore all opportunities available for students | <ul style="list-style-type: none"> • Secure links with City & Dockland based corporate companies • Map the provision of employer engagements across the academy • Analysis of current employer engagements • Arrange for targeted trips/meetings with corporate companies |
| Y Three 2023-2024 | A broad range of employers supporting the school's career programme in a number of ways (talks/ careers fairs/ workplace visits) | <ul style="list-style-type: none"> • Regular evaluation of careers programme to identify areas for employer engagement • Maintain relationships with new and existing employer contacts |

Long-Term Strategic Objective Three:

Link subjects to the world of work so students understand the value of their studies and know how it will help them in their future careers

Why our school believes this objective is important:

Subject teachers are highly influential; students more likely to be motivated to learn if their teachers know their hopes and dreams. There needs to be an understanding from the student as to where the subject they are studying could possibly take them and will engage them more. Aspirations and goals will grow too as the students obtain a deeper understanding of how the world of work relates to their studies.

Link to Benchmarks: 4

| What will success look like (Targets)? What do we need to achieve? | | What actions we will take as a school to achieve these targets? |
|--|---|---|
| Year One 2021-2022 | Careers Champions identified for each Learning Area | <ul style="list-style-type: none">• Staff training on careers delivered in AM briefing slot and in ELT meeting• Profile of careers champions raised by principal and HOLAs to identify Careers Champions• CL to meet with each Careers Champion by end of academic year and establish action plans for next academic year |
| Year Two 2022-2023 | Careers Champions delivering 3 careers related 'interventions' per year in Year 7, 8 and 9 with 75% of pupils demonstrating knowledge of different routes and careers available through different subjects. These will be shared with Learning Areas. | <ul style="list-style-type: none">• Careers Champions share action plans with HOLAs and Learning Areas• Careers lead to monitor and evaluate effectiveness of these interventions• Careers and LMI information available at all parents' events. |

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| <p style="text-align: center;">Year Three 2023-2024</p> | <p>Careers links to curriculum are embedded within schemes of learning and 100% of pupils understand the importance of their subjects and how they relate to the world of work</p> | <ul style="list-style-type: none"> • Each departmental Careers Champion to be responsible for updated displays and screens within their faculty area. • Careers Champions to feedback at regular department meetings and to meet as a separate entity to share good practice. • CL to regularly share this good practice through training and bulletins sent to Careers Champions 'job of the week' etc. |
|---|--|---|

Action Plan 2021-2022

Strategic Objective One:

Ensure every pupil obtains a clear understanding of the various pathways available to them at Post 16 and Post 18 during their time at MVPA so that they can make informed choices about their future

Links to Gatsby benchmarks 1, 3 and 8

End of Year Targets

- All year groups have signed into BEREADY and are accessing careers information
- Careers staff and teachers are using SIMS & in-house database to help select students for trips and events
- Curriculum time allocated for students to have “Careers lesson” and to learn about BEREADY.

| Success Indicators Term 1 | Success Indicators Term 2 | Success Indicators Term 3 |
|---|--|--|
| <ul style="list-style-type: none"> • Year 7 have registered and signed into their BEREADY profile • 50% of Year 8,9 and 11 students are independently accessing their BEREADY account • Trips training includes importance of updating BEREADY | <ul style="list-style-type: none"> • 5 trips to have used the information from SIMS & in-house database to assist with planning and student selection • Careers Week activities recorded on students BEREADY account | <ul style="list-style-type: none"> • All year groups registered on BEREADY • 75% of registered students are accessing their BEREADY profiles independently • BEREADY information being used to prioritise students for careers interviews and interventions |

| Actions required to achieve 2021-2022 targets | Responsibility | Reporting |
|--|-------------------------|--|
| Time allocated in Year 7 induction programme for BEREADY registration | Careers Lead/Trips Lead | n/a |
| Trips lead to include information on BEREADY in start of year trips training | Careers Lead/Trips Lead | All staff attended training |
| Monitoring of use of BEREADY on a monthly basis | Careers Lead | Careers lead to feedback to SLT about use of BEREADY by students and staff. Issues identified on monthly basis and followed up as soon as possible |
| Form time resources created to help facilitate use of BEREADY for students | Careers Lead | |

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|--|--------------|---|
| SIMS/in-house database reports to inform 50% of the selection of employers to visit for Year 9 employer visits | Careers Lead | Student survey after workplace visit to demonstrate impact/meaningful encounter |
|--|--------------|---|

Strategic Objective Two:

Enhance the range of external employers who engage with Mossbourne Victoria Park Academy's careers programme to ensure every student has a meaningful encounter with an employer each year and understands the up to date LMI in a variety of roles.

Links to Gatsby benchmarks 2 and 5

End of Year Targets

- Establish links with corporate firms in the City & Canary Wharf
- Secure additional encounters for Year 7 and Year 8 with local employers
- Year 11 have access to a range of speakers who share up to date LMI

| Success Indicators Term 1 | Success Indicators Term 2 | Success Indicators Term 3 |
|--|--|--|
| <ul style="list-style-type: none"> • Corporate firms link established and employer engagement audit complete • Year 11 speaker programme to commence and 100% of Year 11s have had a meaningful encounter with an employer | <ul style="list-style-type: none"> • 2 new local employers links have been established and offered experiences for students • 100% of Year 7 and Year 8 have a meaningful employer encounter | <ul style="list-style-type: none"> • Increased awareness of different careers • 100% of students continue to have meaningful encounters with employers |

| Actions required to achieve 21-22 targets | Responsibility | Reporting |
|---|----------------|--|
| Corporate firms link established | Careers Lead | n/a |
| Source speakers for speaker programme | Careers Lead/ | |
| Build in time for feedback from students via BEREADY | Careers Lead | Careers lead to feedback to SLT about use of BEREADY by students and staff. Issues identified on fortnightly basis and followed up as soon as possible |
| Employer audit to identify gaps in current engagement | Careers Lead | Report to LEA |
| Contact 10 local businesses to establish new local links with employers | Careers Lead | Update SLT on progress |

| | | |
|--|--------------|--|
| Organise meaningful encounters with new employer links | Careers Lead | |
| Student survey to establish what students have learned from CEIAG in the academic year | Careers Lead | CL to analyse what the students have learnt? |

Strategic Objective Three:

Link subjects to the world of work so students understand the value of their studies and know how it will help them in their future careers

Links to Gatsby benchmarks 4

End of Year Targets

- Careers Champions in all learning areas
- Every career champion delivering 2-3 career activities per academic year
- 50% of students in Year 8 and Year 9 understand how their subjects link to the world of work

| Success Indicators Term 1 | Success Indicators Term 2 | Success Indicators Term 3 |
|---|---|--|
| <ul style="list-style-type: none"> • Identify Careers Champions in every learning area • Careers Lead to determine the 'must do' list of activities per term for each career champion | <ul style="list-style-type: none"> • 50% of learning areas delivered 2 careers-related activities • Staff have an increased understanding of how they can support students to learn about the world of work | <ul style="list-style-type: none"> • 100% of learning areas delivered 2 careers-related activities • 50% of students understand how their learning relates to future careers |

| Actions required to achieve 21-22 targets | Responsibility | Reporting |
|--|------------------------------------|--------------------|
| Source Careers Champions in every learning area | Careers Lead | SLT |
| Map out academic year and careers activities for every learning area | Careers Lead/ Careers Champions | Report to HECM/SLT |
| Deliver staff training on careers | Careers Lead | |
| Survey sample of students at end of year to evaluate interventions | Careers Lead | Report to HECM/SLT |