

# Co-op Academy Swinton Careers Strategic Plan



September 2024- July 2027



## **Vision**

Our academy is committed to ensuring all of our students have access to highly impartial careers advice and to a range of employers who can support them in considering their future. To help us do this we align our CEIAG Plan to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) the Statutory Guidance for careers (January 2018) and aligns to the delivery of independent careers guidance to year 8-13 pupils in accordance with section 42A of the Education Act 1997.

The vision for the development of CEIAG across our academy is to provide the very best opportunities to enable our students to make informed and incisive decisions throughout, and beyond, their school life. By using the Gatsby benchmarks as a framework of best practice we have a CEIAG programme that meets the needs of our ever-changing cohort of students, providers and labour market landscape. Our plan promotes equality of opportunity, celebrates diversity and challenges stereotypes whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of work. We will also work proactively to ensure the needs of all disadvantaged students are met to the highest possible ability.

## **Co-op Values**

### Do what matters most

What matters most is ensuring that our students achieve the best possible outcomes.

### Be yourself, always

We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

### Show you care

We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.

### Succeed together

Co-operating is what makes us different; we're better and stronger when we work together.

## **Our core purpose**

- To have strong and inspiring Career leadership, vision and ambition that offer high quality modern Career provision with clear intent, implementation and impact evaluation leading to continual robust planning for strategic improvements .
- To have clear and transparent student 'career learning journeys' that demonstrate progressive and well planned intended learning outcomes to support each and every student to:
  - Make informed and aspirational decisions
  - Make effective and sustained transitions
  - Be 'careers' ready
- To ensure that all students and especially our disadvantaged students have aspirational career information and guidance.

### Key strategic objectives

1. All middle leaders to have strong knowledge and understanding of student pathway and be able to articulate how their subject curriculum supports all staff to incorporate strong careers links within teaching and learning
2. Have in place a meaningful employer directory that can add high quality value to the CEIAG programme stored and shared through UNIFROG
3. Be able to demonstrate high levels of parental engagement that support all pupils, with emphasis on those from disadvantaged backgrounds, with making fully informed careers decisions
4. Embed employer encounters and experiences of the workplace throughout the student 5 year journey at Coop Academy Swinton with a particular focus on year 10 VWEX
5. Carry out high level quality assurance, including the use of FSQ, to provide valuable feedback on the CEIAG programme that informs future development

## Strategic Development Plan

### Strategic objective 1 : Utilise Unifrog by ensuring it holds all current employer information (Business Dictionary) so accessible to staff.

Item	Area for development	Actions	Success criteria	Milestones	Monitoring / responsibility
1.1	Staff understanding of UNIFROG as a valuable resource	UNIFROG CPD delivered by Dan as a refresher	All staff to be competent in the use of UNIFROG and its use to develop their curriculum	- Delivery of CPD (Term 2 2024) - Staff engagement UNIFROG (Term 2)	Unifrog in liaison with CL

<b>Strategic objective 2 :</b> To further develop experience of the work place with a specific focus on year 10 VWEX					
2.1	Year 10 VWEX to be further developed	To review current offer and ensure it aligns with local/regional LMI and key growth areas	To have five key sectors represented to develop students knowledge, understanding and skills of the world of work	By June 2025 to have at least three growth areas represented By 2026 to have four growth areas represented By 2027 to have five growth areas represented	CL and careers advisor
<b>Strategic objective 3 :</b> Be able to demonstrate high levels of parental engagement that support all pupils, with emphasis on those from disadvantaged backgrounds, with making fully informed careers decisions					
3.1	Expand use of the academy website to promote careers	Promote jobs of the week, share local apprenticeship information for leavers/parents. Parental links for further information eg GM higher paths into higher education	More parental joint communication with regards to careers.	Autumn term jobs of the week shared  Autumn term GM higher careers information evening shared	CL
3.2	Unifrog to be promoted to parents	Further promote unifrog to all parents via email. Direct parents to key areas of the platform	Parent log in to unifrog. Increase parental engagement year on year	Autumn term each year.	CL
3.3	Events to be fully publicised on school website	Maintain high levels of attendance at careers evening/options evening	Attendance figures	Maintain 80-90% attendance at events	CL/year 9 year team
<b>Strategic objective 4 :</b> All middle leaders to have strong knowledge and understanding of student pathways post 16/198 and be able to articulate how their subject curriculum supports all staff to incorporate strong careers links within teaching and learning					
4.1	Subject related topics and pathways	Developing middle leaders knowledge and understanding of post 16 pathways using mypath video links	Three topics a year minimum in each year group per subject.	By end of 2025 core to have this embedded and evidenced in DAP By end of 2026 pot 2 and pot 3 evidenced in DAP	CL to quality assure through learning walks, curriculum reviews

4.2	Employer related links to subjects	One employer encounters every subject per key stage.	Tracked on compass+ Promoted to the wider community	By end of 2025 core to have this embedded and evidenced in DAP By end of 2026 pot 2 and pot 3 evidenced in DAP	CL to quality assure through learning walks, curriculum review
4.3	Staff wider understanding of Career pathways available from the modern climate	Use MyPath to share with the all staff through the coaching structure a "job of the week"	To expand staff knowledge to enable subjects to link careers to their specialism	-Include "Job of the week" with staff and with parents through social media ( <i>Term 1 2024</i> )	

**Strategic objective 5 :** Carry out high level quality assurance, including the use of FSQ, to provide valuable feedback on the CEIAG programme that informs future development

5.1	Year 7, 9 and 11 to complete the FSQ with analysis done by FFA to perform future provision	Year 7 autumn term in IT lesson Year 9 summer term in IT lesson Year 11 autumn term in Strive time	Analysis of results to inform future plans and life learning	Autumn/summer terms	CL, RTO, Year 11 year team
5.2	Completion of CIS in bi annual basis	CL to complete and take it to SLT for consideration	Incorporating post CIS actions into strategic plan	bi annual	CL and shared with governor
5.3	Destination data over time	Consistent tracking of year 11 using arbor mark sheet	NEET below 2% by 2027	Three data drops to the trust via arbor	CL

Additional information

We ensure that all of our students have a positive destination set up before they leave the academy. This applies to all students including those on AP. This destinations data is submitted to the trust in October and March. Student numbers for further education, 6th form, apprenticeships and employment with training are submitted along with neet figures

For year 11 students 23-24 the following intended destinations from March 2024 are:

% moving to positive	% applying	% applying	% applying	% applying	% not moving to	% of NEET	% not known
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destination	for college	for 6th form	for apprenticeship	for work with training	positive destination		
98.80%	73.0%	21.5%	1.2%	3.1%	1.20%	1.2%	0.0%

We are currently on 100% for all of our Gatsby benchmarks.: