



CEIAG Strategic Plan 2023 - 2026



Careers Education Information Advice Guidance

Approved by:	Principal/Governors
Date Approved:	March 2023
Last reviewed on:	First Version
Date:	February 2023
Next review due by:	February 2026



Contents

Vision	3
Strategic Objectives	3
Current State	4
Action Plan	5-7
Monitoring & Evaluation	8

Appendices

Appendix 1 - SWOT Analysis	9
Appendix 2 - Current State	10
Appendix 3 - Gatsby Benchmark Progress	11
Appendix 4 - Progression Framework	12-15
Appendix 5 - Careers Programme	16-17
Appendix 6 - Detailed Action Plan Year 1	18-20
Appendix 7 - Roles & Responsibilities	21
Appendix 8 – External Engagement Plan	22-23
Appendix 9 - Monitoring & Evaluation Plan	24-25



Vision

All students will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work.

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. As an academy we must ensure that high quality information and guidance enables our pupils to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

Delta Academies Trust has a statutory requirement when delivering careers education in its Academies, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. Therefore, at Melior Academy we aim to ensure that our programme:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

Strategic Objectives

Objective 1 - Promote and increase careers education in the curriculum across all year groups.

Benchmarks: 2, 3, 4, 7

- Encourage all staff to work in their faculties to lead CEIAG initiatives in their subject areas.
- All faculties to incorporate careers and LMI into SOW/knowledge organisers

Objective 2 - Increase student and parental involvement and confidence in career planning.

Benchmarks: 2, 3, 6

- Post 16 and post 18 pathways through termly events and meetings e.g. information sessions via coffee mornings.
- Embed our online platform (Start Profile) to allow students to build up a portfolio of achievements and successes to be used during and on leaving Melior.

Objective 3 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

- Develop an ALUMNI of support.
- Continue to develop links with organisations and build on existing relationships



Current State

Staffing includes SLT Link and an Associate SLT Careers Leader. SLT fully support the development of CEIAG at Melior Academy which aims to raise the aspirations of ALL students.

SWOT analysis of Melior Academy position see Appendix 1. Melior Academy is working hard towards embedding Careers throughout the school. We are part of the Greater Lincolnshire Careers HUB and have achieved all Gatsby Benchmarks outlined in the Statutory Guidance (Appendices 2 & 3). Careers has been introduced across our curriculum (Appendices 4 & 5). Melior have implemented the use of Knowledge Organisers (subject specific document incorporating key vocabulary, topics and links), however, by September 2024, each organiser must include Careers which is a positive move forward. The hope is to enhance the new curriculum by fully embedding Start Profile encompassing the 8 essential skills within the next academic year.

Destination Data

	Results	Changes	Results	Changes	Results	Changes	Results	Changes
Year 11	2019*	2018 - 2019	2020*	2019- 2020	2021*	2020- 2021	2022*	2021- 2022
DESTINATIONS:								
% School Sixth Form	2	0	2	0	0	-2	0	0
% Sixth Form College	17	-6	32	15	62	30	61	-1
% Further Education College	63	0	66	3	65	-1	67	2
% Apprenticeship	13	7	5	-8	3	-2	7	4
% Traineeship	0	0	0	0	0	0	0	0
% Training	0	0	0	0	0	0	0	0
% Employment with Training	2	1	0	-2	0	0	1	1
% NEET	2	-3	2	0	3	1	3	0

Areas for development:

- Create an ALUMNI of support – to help support Benchmarks 3, 6 & 7.
- Create and publicise careers on a school Twitter feed – to help support parental engagement and LMI Benchmark 2
- Identification of specific groups for the Ambitions Programme to inspire and reduce possible NEETs (Benchmarks 3, 7 & 8)

Action Plan

Strategic Objective 1 Promote and increase careers education in the curriculum across all year groups. Benchmarks: 1, 2, 3, 4, 7		
	Targets	Actions
Year One 2023 - 2024	Encourage all faculties to lead CEIAG initiatives within their subject areas.	Faculties to implement Knowledge organisers (KOs) for years 7-9 which reference careers and Labour Market Information (LMI). Lesson planning to incorporate careers. Staff receive CPD on CEIAG and Start Profile. Careers Logo used to introduce topics and career related learning across all faculties. Careers subject specific displays visible in all departments
Year Two 2024 - 2025	Faculties implementing CEIAG initiatives in their subject areas. Start Profile implemented by the whole school	KOs widely used across the school. Staff are talking about careers in lessons. Staff are delivering Start Profile session within EPC regularly Appoint careers champions to lead on subject projects relevant and create links with businesses.
Year Three 2025 - 2026	Faculties take ownership of and lead CEIAG initiatives in their subject areas. Start Profile widely used in school	KOs reviewed, developed to incorporate Start Profile Pledges Staff are using Careers Pledges in teaching. Links with business employers embedded and projects ongoing.

Strategic Objective 2 Increase student and parental involvement and confidence in career planning. Benchmarks: 2, 3, 6		
	Targets	Actions
Year One 2023 - 2024	Introduce Interactions on Start Profile to allow students to build a portfolio of achievements and successes Careers lesson in Year 7 to 10 Raise profile of Careers Education at Melior	Start Profile re-introduced to all students to produce their basic profile. Termly Careers Newsletters. Careers and LMI promoted at Parents Evenings. Termly information sessions for parents School website to be updated with LMI
Year Two 2024 - 2025	Raise awareness of post 16 and post 18 Pathways Careers lessons in Year 7 to 10 Increased number of parents attending info sessions	Students to take ownership of their profile and interactions on Start Profile Career Information Coffee mornings being held regularly Careers in attendance at all Parents Evenings events Bespoke employability workshops for year 11
Year Three 2025 - 2026	Students' confidence with Start Profile increases Increased awareness of pathways for all students Engagement/Attendance with 1:1 guidance meetings Increased number of parents at options and parents evenings/events	Student confidence using Start Profile and completing activities to gain their pledges Faculties display and use LMI in classrooms Employer encounters to be incorporated into lessons through employer links Possible celebration events for students to showcase talent and achievement Review careers programme

Strategic Objective 3

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

	Targets	Actions
Year One 2023 - 2024	<p>Develop links with organisations and build on existing relationships</p> <p>Increase variety of businesses/organisations we work with i.e. sector/size</p> <p>Track careers interactions to ensure coverage across all students in all year groups as appropriate</p>	<p>Meet with targeted organisations and get Memorandums of understanding in place (see external engagement plan – appendix 7)</p> <p>Review tracking system, identify and fill gaps</p> <p>Highlight students that need specific or individual support and put this in place</p> <p>Identify cohort for Ambitions Group</p>
Year Two 2024 - 2025	<p>Develop an ALUMNI of support</p> <p>Work more closely with Enterprise Advisor</p> <p>Continue to increase variety of businesses/organisations we work with</p> <p>Work more effectively across the MAT to share resources and contacts for the benefit of all students</p>	<p>Continue collecting data from leavers to keep in touch with them</p> <p>Develop Twitter account to attract/contact former students</p> <p>Maintain current external contacts</p>
Year Three 205 - 2026	<p>Increase employer and education links within curriculum areas (link to Objective 1)</p>	<p>Careers Champions to wok on implementing and embedding this</p> <p>Match up ALUMNI with faculties relating to experiences and interests</p>

See Appendix 6 for Detailed Action Plan, Appendix 7 for Roles and Responsibilities, Appendix 8 External Engagement Plan.



Monitoring & Evaluation Plan

The careers programme at Melior Academy is delivered through a variety of activities including; timetabled lessons in Years 7 to 10, as part of the tutorial programme, within curriculum areas as well as bespoke opportunities, activities and events ran by external agencies, businesses and employers.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by Melior Academy are:

- Learning walks
- Lesson observation
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Work scrutiny
- Knowledge organisers

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Melior Academy are:

- Analysis of whole school careers tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year the Careers Leader will write a Careers programme which will be reviewed annually and the provision on offer to students will be audited utilising the Compass tool.

See Appendix 9 for more detail.



Appendix 1 - SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> • Careers Leader has achieved CDI Level 6 in Careers Leadership • Enterprise Advisor is keen to get involved • Being part of the North Lincolnshire LEP and being accepted as a HUB school • Careers provision has been extended to cater for years 7-13 • SLT support • Links with employers • Knowledge of the school; context, stakeholders • Excellent relationships with stakeholders • Raised awareness amongst staff • Achieving ALL benchmarks • Careers Ambassadors • Business Advisors – ONGO and Lincoln University 	<ul style="list-style-type: none"> • Staff buy in – need to continue with whole staff training to develop their confidence with careers • Careers Leader working in isolation • Careers versus exams • NEET students • Time given to allow CL to provide the best possible CEIAG • Benchmark 5 - Encounters with employers and employees. What is meaningful? • Benchmark 6 – Experiences of workplaces in year 7-11.
Opportunities	Threats
<ul style="list-style-type: none"> • Being a HUB school within the North Lincolnshire LEP • Being able to work with other schools to share good practice • Developing partnerships with ALL stakeholders • Learning by doing and building on experience • Working with local agencies to promote links • More apprenticeship opportunities available to help support and reduce NEET figures • More links to business and curriculum areas • Teachers to celebrate CEIAG in their classrooms • Careers incorporated into Curriculum via Knowledge Organisers 	<ul style="list-style-type: none"> • Government changing the boundaries/focus on CEIAG • Ofsted – how consistently are they grading CEIAG



Appendix 2 - Current State (February 2023)

Benchmark	%	Areas to be addressed
1 A stable careers programme	100	Continue to update and review programme. Improve parental understanding LMI published on website
2 Learning from career and labour market information	100	Encourage parents and carers to use LMI to help inform study/career decisions Attendance at Parents' Evening Develop displays around school
3 Addressing the needs of each pupil	100	Embed Start Profile to encourage students to record their careers and enterprise experiences. Identify students for Ambitions Group
4 Linking curriculum learning to careers	100	Embed use of Start Profile within whole school curriculum Knowledge organisers incorporating careers to be introduced in all faculty areas including
5 Encounters with employers and employees	100	Increase meaningful encounters with employers from year 7-11. Working with Business Advisors to improve encounters with employers
6 Experience of workplaces	100	Virtual work experience in year 10. Develop alternative World of Work experiences.
7 Encounters with further and higher education	100	Introduce student to HE in year 8 via partnership with Hull University Introduce year 9 to apprenticeships and training providers. 2 Visits to universities to meet staff and students
8 Personal guidance	100	Collaboration with Progress Careers. Careers Advisor in school one day per week to carry out Personal Guidance



Appendix 3 - Gatsby Benchmark Progress

Benchmark	Sept 2018	Oct 2019	Nov 2020	July 2021	June 2022	% Schools completing nationally
1 A stable careers programme	58	94	100	94	100	55.6%
2 Learning from career and labour market information	20	100	100	100	100	73.8%
3 Addressing the needs of each pupil	100	100	90	90	100	47.3%
4 Linking curriculum learning to careers	43	100	100	100	100	70.3%
5 Encounters with employers and employees	50	100	100	100	100	73.1%
6 Experience of workplaces	50	75	50	100	100	57.6%
7 Encounters with further and higher education	91	95	100	100	100	46.5%
8 Personal guidance	100	100	100	100	100	71.8%



Appendix 4 - Progression Framework

This table shows the careers theme/focus for each year, the content, the outcomes and how student experiences will develop as they progress through school.

Year Group	Content	Objectives - Skills and Concepts	Measurable Outcomes
7 What makes me Unique? What Are My Dreams for the Future?	<p>Timetabled Lessons:</p> <ul style="list-style-type: none"> • Smart Targets Action Points • Finding Careers Information • Career Management • Character Trait and Skills • Personal Skills and Qualities • Careers and your Future • Transition Point In Your Life 	<p>Students will have addressed the following KS3 PSHE standards: H1, H2, H3, H4, H5, H6, H10, H13, H14, H16, H17, H18, H31, H34, L1 L2, L3, L6, L7, L8, L9, L10, L12, L14 , L15, L16</p> <p>Students will address the following sections of the KS3 CDI framework: “Describe strengths and preferences.” “Focus on positive aspects to progress and achieve.” “Give examples of different kinds of work.” “Recognise qualities and strengths.” “Students will demonstrate how to manage a budget</p> <p>The following criteria from the Wakefield SACRE document will be focused on “discuss and evaluate how religious beliefs and teachings inform answers to ultimate questions and ethical issues.”</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Communication • Listening • Resilience • Problem solving • Responsibility • Initiative • Confidence 	<ul style="list-style-type: none"> • To identify qualities and skills • To complete a basic personal statement.
8 Decisions, Decisions & LMI	<p>Timetabled Lessons:</p> <ul style="list-style-type: none"> • Careers Interests and Jobs • Labour Market Information • Exploring Careers • Making Decisions • Options and Pathways • Qualifications and Pathways • Skills and Qualities Revisited 	<p>Students will have addressed the following KS3 PSHE standards, L1, L2, L7, L8, L9. L10, L11, L12, L13, L14, L15, L16., L17, L18, L19</p> <p>The following criteria from the Wakefield SACRE document will be focused on: “reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments.” “Express their own beliefs and ideas, using a variety of forms of expression</p> <p>Students will also start to address the KS3 CDI framework: “describe themselves considering strengths and preferences.” Students will demonstrate how to manage a budget”</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Communication • Teamwork • Adaptability • Resilience • Reflection • Listening 	<ul style="list-style-type: none"> • To identify different pathways, post 16 and post 18 – What will I study? What options do I have? • To begin to research • To understand that bias exists • To understand the term LMI



<p>9 Job Awareness/ KS4 Choices</p>	<p>Timetabled Lessons:</p> <ul style="list-style-type: none"> • Understanding workplace • Jobs and Occupations • Business Structures • Work hierarchy • Equalities and Stereotypes • Occupation classifications • What is Enterprise? 	<p>Students will have addressed the following KS3 PSHE standards L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L14, L15, L16, L26</p> <p>The following criteria from the Wakefield SACRE document will be focused on: “reflect on the relationship between beliefs, teachings and ultimate questions, communicating their own ideas and using reasoned arguments and express insights into the significance and value of religion and other world views on human relationships personally, locally and globally.”</p> <p>Students will address the KS3 CDI framework: “describe different explanations of what careers are and how they can be developed, give examples of different kinds of work and why people’s satisfaction with their working lives can change, be aware of what labour market information (LMI) is and how it can be useful to you, recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable, know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need.” Students will also recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion. Students will be “be able to focus on the positive aspects of your wellbeing, progress and achievements, recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable, know how to identify and systematically explore the options open to you at a decision point.” describe different explanations of what careers are and how they can be developed, know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need, know how to prepare and present yourself well when going through a selection process, show that you can be positive, flexible and well-prepared at transition points in your life.” “know how to identify and systematically explore the options open to you at a decision point.” “show that you can manage your own budget and contribute to household and school budgets, show that you can be positive, flexible and well-prepared at transition points in your life.”</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Communication • Listening • Resilience • Problem solving • Financial Capability • Responsibility • Initiative 	<ul style="list-style-type: none"> • To gain experience of all subject choices before making decisions • To understand the routes available • To know what their choices are • To select their options relevant to their needs
--	--	---	--

<p>10 Exploring Possibilities Getting ready for Y11?</p>	<p>Timetabled Lessons:</p> <ul style="list-style-type: none"> • Employment and Financial Management • Importance of Saving Money • Consumer Protection & Rights • Employment Rights • Understanding a Payslip • What are enterprise skills • Targeted Advertising Online 	<p>Students will have addressed the following KS4 PSHE standards R5, R34, L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12, L13, L15, L16, L18, L21, L22, L23, L25, L26, L27, L28, L29</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on: “develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem solving and communication in a variety of media.”</p> <p>Students will address the KS4 CDI framework through: Recognising how they are changing, what they have to offer and what is important to them. Be positive about their own story and the responsibility of their own progress, achievements, and wellbeing. Explain key ideas about their career and career development. Find relevant job and labour market information (LMI) and know how to use it in your career planning Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion. Be aware of responsibilities and rights as a student, trainee, or employee for following safe working practices. Research education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals. Know how to make important plans and decisions, how to solve problems and deal appropriately with influences on you. • Know rights and responsibilities in a selection process and the strategies to use to improve chances of being chosen Review and reflect on previous transitions to help improve for future moves in education, training, and employment They will “explain how to manage wellbeing, progress and achievements” and “recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know their rights and responsibilities.” Review and reflect upon how they have benefitted as a learner from career, employability and enterprise learning activities and experiences. Find relevant job and labour market information (LMI) and know how to use it in career planning. Build and make the most of their personal network of support including how to identify and use a wide range of careers information, advice and guidance and distinguish between objectivity and bias. Develop qualities and skills to improve your employability. Show that you can manage their own money understand personal finance documents and how to access financial support for further study and training. Review and reflect on previous transitions to help improve in preparation for future moves in education, training, and employment</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Resilience • Reflection • Communication • Problem solving • Teamwork • Public Speaking • Researching 	<ul style="list-style-type: none"> • Experience of taster days • Understanding pathways • Word of Work Experiences
---	---	---	---

<p>11 What will I do after Y11?</p>	<p>Timetabled Lessons:</p> <ul style="list-style-type: none"> • Post 16 Options • Planning for the Future • Personal Branding • Making Applications • Interview Preparation • Writing a Personal Statement • CV Writing 	<p>Students will have addressed the following KS4 PSHE standards H4, H5, H6, H8, H13, H16, R36, L1, L2, L4, L6, L7, L8, L9, L10, L11, L12, L17, L18, L19, L20, L28, L29</p> <p>The following criteria from the Wakefield SACRE KS4 document will be focused on: “develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem solving and communication in a variety of media.”</p> <p>Students will address the KS4 CDI framework: Recognise how they are changing, what they have to offer and what is important to them. Be positive about their own story and the responsibility of their own progress, achievements, and wellbeing. Explain key ideas about their career and career development. Find relevant job and labour market information (LMI) and know how to use it in your career planning Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity, and inclusion. Be aware of responsibilities and rights as a student, trainee, or employee for following safe working practices. Research education, training, apprenticeship, employment, and volunteering options including information about the best progression pathways through to specific goals. Know how to make important plans and decisions, how to solve problems and deal appropriately with influences on you. Know rights and responsibilities in a selection process and the strategies to use to improve chances of being chosen Review and reflect on previous transitions to help improve for future moves in education, training, and employment. “Show that they can manage their own money.” Understand personal finance documents and know how to access financial support for further study and training.</p> <p>Recognise how they are changing, what they have to offer and what is important to them.</p> <p>Be positive about their own story and the responsibility they are taking for their own progress, achievements and wellbeing</p> <p>Skill focus</p> <ul style="list-style-type: none"> • Reflection • Communication • Problem solving • Researching • Financial Capability Responsibility 	<ul style="list-style-type: none"> • Application Writing • Preparing a CV • Interviews
--	--	---	---



Appendix 5 - Careers Programme

Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. The Academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The Academy is committed to not just fulfilling its statutory requirements in this area but providing for student exceptional support and guidance throughout their time at Melior Academy.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment;
- Helping students to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering students to plan and manage their own futures;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance; and
- Actively promoting equality and challenging gender stereotypes.

Methods

The methods by which the academy will accomplish these goals are:

- Providing a range of opportunities that enhance the curriculum;
- Promoting awareness of the world of work;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement;
- Promoting awareness and understanding of work, industry, the economy and community;
- Relating skills, attitudes and knowledge learned in the Academy to the wider world;
- Developing students' personal and social skills to relate to the world of work;
- Providing informed and impartial guidance;
- Enabling students' to make considered decisions in regard to future choices;
- Maintaining and developing effective links with key partners,
- To prepare students for transition to Further Education or employment with training.



- Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:
- The Academy website;
- Careers lessons in years 7-10;
- EPC lessons;
- Planned delivery of year group/transition specific activities (see Appendices 1 & 2);
- University Links;
- Industry specific talks and presentations;
- Face-to-face guidance with a qualified Level 6 Career Guidance practitioner;
- Assemblies and group activities for specific pathways (Apprenticeships); and

Management

CEIAG is currently led and managed by the Careers Leader who is responsible for:
The management and co-ordination of the various aspects of CEIAG;

- The activities at each Key Stage;
- Monitoring/evaluation;
- Liaison with SLT and Governing Body;
- Regular meeting with the School Enterprise Advisor and LEP Co-ordinator;
- Consulting with Heads of Faculty;
- Working with Careers Champions in each faculty;
- Sharing good practice at termly Careers Leaders meetings;
- Attendance at the Career Guidance Network meetings;
- Careers CPD.

Overview of careers calendar and main activities (subject to change).



Appendix 6 - Detailed Action Plan Year 1

Strategic Objective 1 Promote and increase careers education in the curriculum across all year groups Benchmarks: 1, 2, 3, 4, 7				
Success Indicators Term 1		Success Indicators Term 2		Success Indicators Term 3
Knowledge organisers being used across Academy		Students have a greater understanding of careers within each faculty		Students can confidently talk about pathways and skills
Action	Milestone & Timescales	Responsible	Resources	Reporting
Knowledge organisers implemented	September 2023 Review January 2024	SLT	CPD time for staff	SLT
Re-launch of Start Profile	September 2023	Careers Leader & SLT	CPD for staff Faculty meetings	Start Profile evidenced on KOs and in planning Posters/displays in faculties
Start Profile build into Curriculum (1 lesson per half term during EPC lesson)	September 2023	SLT Careers Leader	CPD for staff	Lessons Observations and Work Scrutiny
Use of Careers Logo	September 2023	All Staff	Image of Logo	Logo visible on resources during Lesson Observations/Work Scrutiny
Planning for careers	September 2023 Review January 2024	Faculty Leaders Careers Leader SLT	Coaching Group	QA Calendar, Curriculum Overview document
Displays	September 2023 Review January 2024	Faculty Leaders	Emailed resources	Learning Walks/Drop Ins



Strategic Objective 2 Increase student and parental involvement and confidence in career planning. Benchmarks: 2, 3, 6				
Success Indicators Term 1		Success Indicators Term 2		Success Indicators Term 3
Students & parents introduced to Start Profile		Students start to create individual profiles		Students taking ownership of their own interactions and activities to gain pledges
Action	Milestone & Timescales	Responsible	Resources	Reporting
Introductory sessions for each year group.	By December 2023	Faculty Leaders Careers Leader	Computer Access	Careers Leader to report to SLT
Information sessions for parents (Coffee Mornings)	TBA	Careers Leader Careers Advisor	Refreshments Attendance of businesses	Feedback from parents Attendance Lists
Publicity of Careers events	Ongoing	Careers Leader Subject teachers	Articles	Published articles in newsletter, website and plasma screens in college
Careers and LMI promoted at Parents Evenings	Ongoing	Careers Leader All Staff Careers Advisor	Information Booklets	Feedback from parents Attendance Lists
LMI on Website	December 2023	Careers Leader	LMI website	Careers leader to report to SLT



Strategic Objective 3				
Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.				
Benchmarks: 3, 4, 5, 6				
Success Indicators Term 1		Success Indicators Term 2		Success Indicators Term 3
New Enterprise Advisors to be established and working with Careers Leader		New contacts developed and new events in place to address gaps in provision		All students to have at least two meaningful encounters with an employer
Action	Milestone & Timescales	Responsible	Resources	Reporting
2 Enterprise Advisors appointed	Autumn 2022	Careers Leader	Meeting with LEP & EA	Enterprise Advisor introduced to SLT
iProgress Careers Tracker to be reviewed	September 2023	Careers Advisor Careers Leader	Time to meet with Careers Advisor to review	Careers Leader to prepare a report and present to SLT
iProgress Tracker to be updated	Monthly	Careers Advisor	Time	Careers Leader to check updates
Gaps in Careers Programme to be identified	Ongoing	Careers Leader Enterprise Coordinator Business Advisors	Time Meet with Enterprise Advisor/Business Advisor	Action plan to be produced if needed
Develop network of employers to cover all sectors	Ongoing	Careers Leader Enterprise Advisor	Meeting time	Update contacts list
Add to existing programme of events	Ongoing	Careers Leader Enterprise Advisor	Meeting & planning time	Update Careers Programme



Appendix 7 - Roles & Responsibilities

Job Title	Name	Responsibility
Governor responsible for Careers	Julie Fletcher	Responsible for strategic support and challenge of careers strategy at governor level.
Principal	Graeme Levitt	Responsible for strategic support and challenge of career leader decisions.
SLT Link	Steve Rae	Responsible for line management of Careers Leader regarding careers provision.
Careers Leader	Mel Nixon	Responsible for planning and setting the strategic direction of careers provision.
HOP	Laura Warburton	Responsible for planning and coordination of HOP events.
Enterprise Coordinator	Hayley Beardmore	Responsible for advising Careers Leader on strategic direction and developing the school's provision to meet all Gatsby Benchmarks.
Careers Advisor	Kim Gough	Responsible for the independent, impartial advice and guidance provided to students in 1-2-1 CEIAG interviews. Responsible for providing support to identified at risk of NEET students.
Enterprise Advisor	Farhan Ahmed	Responsible for ensuring schools have well designed, consistent, impactful and sustainable careers programme.



Appendix 8 – External Engagement Plan

Contact 1: Higher Education – HOP (Laura Warburton)

Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
Application and CVs – Year 11 Revision Skills – Year 11 Pathways Through Education – Year 9 Options and Pathways boardgame – Year 9 Futures Evening Support – Year 9 Introductory to HOP – Year 7 and 8 University of Hull Campus Visit – Year 10	Students to have a full programme of events so they can decide whether HE is for them. Increased activities with HOP	Need: To encourage students to raise their aspirations Interest: To engage and inform students of HE	Continue to develop the relationship with HOP. Develop the existing programme by adding additional sessions to the programme in years 9-11.	Careers Leader – Mel Nixon Subject Careers Champions Ongoing

Contact 2: Business Advisor – Lincoln University (Farhan Ahmed)

Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
ACE Day at University of Lincoln – Year 9	Support to engage with employers and provide all students with meaningful encounters	Need: To develop further employer links to increase student encounters with employers Interest: Develop skills and experiences of students	Meet to discuss further opportunities	Careers Leader – Mel Nixon Ongoing

Contact 3: Business Advisor – ONGO (Emma Freear)

Current State	Desired State	Needs & Interests	Next Steps	Contact & Deadline
Counselling and Self Esteem session with Ambitions Group (priority group for NEET)	Support to engage with employers and provide all students with meaningful encounters	Need: To develop further employer links to increase student encounters with employers Interest: Develop skills and experiences of students	Meet to discuss further opportunities	Careers Leader – Mel Nixon Ongoing



Parental Engagement with these three partners could be via:

- Business breakfast(s) – where parents are invited in the school to hear about the work each of the partners are involved in
- Attendance at parents evening – all partners could be represented at parents evening where appropriate.
- Information Coffee Mornings



Appendix 9 - Monitoring & Evaluation Plan

Monitoring Strategy

Monitoring of the careers provision at Melior Academy is carried out by SLT Link and Careers Leader to ensure the careers programme is being implemented and students are given the opportunity to access CEIAG. This is through learning walks, lesson observations, student voice and work scrutiny.

The careers programme in Key Stage 3 is monitored through teaching and learning via lesson observations, learning walks, work scrutiny and student voice.

Whole school tracking is completed by the Careers Leader to ensure all students are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers. Students are targeted depending on their needs and aspirations. Some events are targeted in terms specific groupings such as disadvantaged, SEND, High Attainers, Pupil Premium etc.

All career related events led by external organisations are authorised and monitored by the Careers Leader. At all events there will be at least one member of staff employed by Melior Academy to comply with equality and safeguarding regulations.

Monitoring Programme

Activity	Responsibility	Timing	Implementation
Careers Lessons	Careers Leader Senior Leader with responsibility of CEIAG	During timetabled careers lessons delivered within EPC lessons	Lesson observations Learning walks Student voice Work scrutiny
Careers in the Curriculum	Careers Leader Senior Leader with responsibility of CEIAG Faculty Leader	During departmental reviews and during observation cycles	Lesson observations Learning walks Student voice Work scrutiny
Careers event/activity internal	Careers Leader SLT School staff supervision	During the event/activity	Staff presence at event/activity Student voice Feedback questionnaires
Careers event/activity external	Careers Leader School staff attending event	During the event/activity	Staff presence at event/activity Student voice Feedback questionnaires



Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at Melior Academy. Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our students.

Questionnaires and student voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events.

External organisations provide their own evaluation forms and we receive feedback from them where appropriate.

Feedback is provided for SLT and Governors on a termly basis by the Career Leader and information is shared with parents and carers through the Academy website and Careers newsletters.

Evaluation Programme

Activity	Responsibility	Timing	Implementation
Careers Lessons	Careers Leader Senior Leader with responsibility of CEIAG	At the end of each carousel of teaching	Student voice Questionnaires
Careers in the Curriculum	Careers Leader Senior Leader with responsibility of CEIAG Learning Leaders of Faculty	During departmental reviews	Faculty & Student Voice Careers In Curriculum Audit
Careers event/activity internal	Careers Leader/Visit Leader	After the event/activity	Staff voice Student voice Feedback questionnaires
Careers event/activity external	Careers Leader/Visit Leader	After the event/activity	Staff voice Student voice Feedback questionnaires
Guidance interviews & Destination Data	Careers Leader Senior Leader with responsibility of CEIAG Careers Advisor	Ongoing during the year & at end of year	Student voice Careers Advisor voice Destination Data Trackers