



Woodlands Academy Careers Strategy



Introduction

Woodlands Academy is a specialist provision for pupils with Social, Emotional and Mental Health needs. We are situated in small market town roughly 30 miles from Lincoln. We have a dedicated staff team which provide outstanding teaching and learning opportunities and offer relevant and timely support for all pupils.

Staff are aspirational and work tirelessly to ensure our pupils fulfil their potential and reach our vision of ensuring our pupils are prepared academically, socially and emotionally for their future beyond the school gates. A future in Post-16 education and or training and the wider world of work. We do this by creating opportunities for personal development and preparation for working life. Staff work as a team to enhance and develop resilience, promote positive mental health and apply multiple strategies to improve both academic and social and emotional outcomes. Through carefully planned lessons, enthusiasm, care, kindness and inspiration we develop pupils' resilience, mental wellbeing and both social skills and academic knowledge to enhance their opportunities to become active and worthwhile members of their local and the wider community.

By creating and embedding a positive relational climate; an environment which is kind and caring, nurturing and supportive we are able to reach this goal.

At Woodlands Academy we strive to help young people develop and recognise their potential; through quality first teaching, structured and differentiated lessons, meeting the needs of all pupils. By doing this we endeavour to increase understanding, knowledge and skills for transitions through learning and life. Through a robust, exciting curriculum, well-planned activities and stimulating discussions

pupils are inspired to push themselves and develop their understanding of the importance of education, thus ensuring that pupils are prepared and resilient for Post-16 education and or training and employment.

The programme is an integral part of the whole school and incorporates both formal careers education, information, advice and guidance activities, as well as other opportunities linked to subject areas.

Statutory Guidance from the Government was recently updated to ensure that all secondary school students receive excellent careers advice and guidance. To achieve this, it is best practice for the Academy to adopt the eight Gatsby Benchmarks, which is a set of criteria based on the best national and international research on careers provision.

Current picture

Where we're at?	Where we're going...
<ul style="list-style-type: none"> • Individual pupils' needs are met through a robust curriculum offer. This includes a variety of accredited courses at Key Stage Four including; GCSE and Functional Skills. • Regular visits from experienced and qualified careers guidance advisors. • 1:1 careers guidance in year 11. • All pupils have access to impartial careers advice. 	<ul style="list-style-type: none"> • Curriculum offer includes discreet careers lessons year 11 pupils • 1:1 careers advice for Key Stage Four pupils, including year 10. • Develop greater links with local charities and industry. • Greater analysis of data – NEET, destination, careers guidance meetings held. • Continue to embed CEIAG across the whole curriculum.

<ul style="list-style-type: none"> • Timely annual reviews in year 11 to ensure successful and well-planned transition in to Post-16 learning. • Positive relationships with FE destinations. • Work experience programme in year 10. • School website shares careers IAG and up to date workforce information. 	<ul style="list-style-type: none"> • Further engagement with parents and carers regarding Post-16 education. • Opportunities to engage further with employers and interactions with employers. • School website needs further development to ensure all careers information is up to date and presented in an accessible manner.
<p>Opportunities</p>	<p>Threats</p>
<ul style="list-style-type: none"> • Meaningful encounters with employers, professionals and FE providers. • Develop links with local organisations and charities. • Provide extended work experiences – these are personalised to the individual needs of the pupil. 	<ul style="list-style-type: none"> • Parents/carers lack understanding and fail to communicate meaning planning and support is limited. • ‘Buy in’ from whole staff team towards careers curriculum. • Staff workload and pressures elsewhere direct attention away from careers education. • Communication and interaction skills can hold pupils back. • Pupil anxiety. • Long term impact of Covid-19 on lower key stage 4 and key stage pupils – e.g unable to partake in work experience.

Strategic objectives

- To enhance the profile of careers education across the academy.
- To ensure the academy meets all Gatsby Benchmarks.
- To enhance the knowledge of careers education of ALL staff.

Progression framework

Woodlands Academy has a careers progression framework which ensures that pupils are challenged and make informed decisions which will help them with future opportunities both in learning and work life.

Year	Year group aim	Measurable outcome	Link to Gatsby Benchmark
7	<ul style="list-style-type: none">• To raise the profile of careers education and introduce year 7 pupils to careers education.	<ul style="list-style-type: none">• Careers links included alongside SMSC focus within lessons.• Pupils provided opportunity to discuss careers and experience varying skills linked to a wide range of job roles.	1, 4, 8

8	<ul style="list-style-type: none"> • Introduce discussion opportunities for option-based subject areas, focusing on positive development for skills for the wider world and preparation for working life. 	<ul style="list-style-type: none"> • Discussion about option subjects/qualifications observed during learning walks. • Displays around the school related to careers education, labour workforce and careers opportunities. 	3, 4, 8
9	<ul style="list-style-type: none"> • Provide opportunities for pupils to explore option subjects, ensuring fluidity across the subjects to provide the best possible experience. 	<ul style="list-style-type: none"> • All year 9 pupils choose 2 option subjects. • Ensure flexibility in the curriculum to respond to a change in pupils' interests/career path through adapting option choices where appropriate. 	1, 3, 4
10	<ul style="list-style-type: none"> • All year 10 pupils provided an opportunity to complete a work experience placement. 	<ul style="list-style-type: none"> • Pupils provided opportunity to discuss work experience interests/preferences with careers lead – this will link with career aspirations as much as possible. • Pupils complete work experience diary log. 	2, 3, 5, 6, 8

11	<ul style="list-style-type: none"> Targeted careers support; 1:1 session with qualified careers advisor, support for pupils and parents/carers. 	<ul style="list-style-type: none"> 1:1 Careers interview documented. Parents/carers invited to careers interviews. Pupils have opportunity to visit FE events. EHCP Annual review ensures targets are appropriately set and personalised for Post-16 education and preparation for working life. 	1, 2, 3, 5, 6, 7, 8
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Action plan

<ul style="list-style-type: none"> <u>Objective</u> - To enhance the profile of careers education across the academy. 	
<ul style="list-style-type: none"> Staff receive CPD delivered by careers lead around incorporating Careers within SMSC. Careers Education policy is shared among staff. Pupil friendly Careers Education policy is displayed around school. Careers section added to academy planning format to raise profile within lessons. 	

• **Objective** - To ensure the academy meets all Gatsby Benchmarks

- Ensure that school create and implement Gatsby Benchmark document.
- Display Gatsby Benchmarks on careers education display board.

• **Objective** - To enhance the knowledge of careers education of ALL staff.

- Careers CPD delivered by careers lead.
- Share Careers Education strategy with staff.
- Members of wider workforce and FE establishments deliver CPD events.