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| School Vision Statement |
| Our vision is to prepare pupils for a safe, happy, and productive adult life.  The school prides itself on building strong and trusting relationships, through an attachment aware approach.  As a small school with a high ratio of support, we know all our pupils very well and are therefore able to meet their individual needs and work together to overcome challenges and reach goals.  Pupils feel that the school is a safe environment that supports them in accessing the curriculum that promotes their academic and personal, social, and emotional development. |
| Vision for Careers Provision |
| To prepare pupils for a safe, happy, and productive adult life. |
| Vision for Careers Provision Statement: |
| To offer transformational opportunities to the students through a wide range of classroom and offsite careers learning that encapsulates the importance of the development of a wide range of knowledge and skills and their relation to adult working life. This includes the development of character alongside academic and vocational qualifications.  To Inspire students through the curriculum and broader mentoring, as well as engagement with external providers.  To Succeed by embedding strategies that focus on pathways and the student’s future in the Labour market such as interview preparation, CV writing, workshops and work experience. |

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| Compass - Priority Benchmarks: | **Benchmarks 4 - Linking curriculum learning to careers.** All teachers should link curriculum learning with careers for example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.  **Benchmark 6 – Experiences of work places.** Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. |

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| **Strengths**  All pupils receive 1-1 guidance.  All pupils experience employer encounters.  Careers is a thread through all curriculum subjects.  School vision clearly indicates intent linked to CIAG.  Parental engagement via EHCPs- very positive.  Parents also includes with CIAG destination meetings. | **Opportunities**  Growing links to businesses and external providers.  Network of support via university and business improving.  Development of our own supported internship pathways. |
| **Aspirations**  Embed and develop further career links through PSHE and broader sequenced curriculum related to CDI framework.  Develop schools own Post 16 opportunity aimed at supporting SEMH students.  To move from ‘most’ to ‘all’ pupils complete work experience in Year 10. | **Results**  All students experience a CIAG rich curriculum.  Post 16 opportunities, supporting SEMH available for students.  All KS4 pupils access work experience. |
| **Key priority/action areas from SOAR:**  Embedded and further develop cross curricular links – related to the CDI framework.  Move from ‘Most’ to ‘all’ pupils complete work experience in Year 10.  Develop a Post 16 opportunity at the school to support SEMH students leading to employment or further training. | |

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| **Iford Academy: Key Strategic Objectives** | |
| 1 | Embed and further develop cross curricular links – related to the CDI framework |
| 2 | Move from ‘Most’ to ‘all’ pupils complete work experience in Year 10. |
| 3 | Develop a Post 16 opportunity at the school to support SEMH students leading to employment or further training |

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| **School Name:**  Iford Academy  **Career Leader Name:**  Irene Smith | **Date Strategic Careers Plan Created**:  March 2022 | | **Date approved by SLT:** | **Date approved by Governors:** | | | **Proposed Review Date:**  March 2023 |
|  | | **Strategic Careers Plan - Academic Year: 2022** | | | | | |
| **Objectives**   * Embed and further develop cross curricular links – related to the CDI framework. * Move from ‘Most’ to all pupils in Year 10 complete work experience. * Develop Post 16 opportunity at the school to support SEMH students leading to employment or further training. | **Actions, including CPD**  CIAG Lead, Teaching & Learning Lead, PSHE Lead to review current curriculum and develop further opportunities linked to CDI Framework.  Explore alternate to on site placements (Virtual, single day experiences) to enable all pupils regardless of need can complete work experience.  CIAG team to organise placements throughout the year.  Liaise with SLT in initial development plans to submit to LA.  Once agreed develop a strategic plan for Post 16 CIAG. | | **Responsible**  CIAG Lead  T & L Lead  PSHE Lead  CIAG Team  CIAG Team  SLT | **Time**  Within the Academic year | **Outcomes** | **Monitoring**  Quality of Education review- evaluate impact of CIAG in the curriculum.  Lesson observation to evaluate delivery of CIAG content in curriculum.  Regular review of weekly CIAG evaluation sheets from teachers.  Half Termly work experience data review.  Compass+ review of Gatsby Benchmark 6  As per Post 16 plan | **Progress** |