

Careers Provision Map at Bolder

Bolder Academy

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Academy Careers Education Policy V1

Careers Provision Map: The Gatsby Benchmarks in Practice at Bolder

Benchmark 1: A stable careers programme

It is a requirement that every school has a stable, structured careers programme that has the explicit backing of the senior leadership team, and has an identified and appropriately trained person responsible for it. Bolder Academy believes in the importance of a robust careers programme to support students have a Bolder future. The programme is regularly evaluated with feedback from students, parents, teachers and employers as part of the Academy's evaluation process.

Overall Provision	KS3 Provision (2021-2022)	KS4 Provision (2021-2022)
<ul style="list-style-type: none"> • The Deputy Head oversees the Career's programme alongside a dedicated member of teaching staff (the careers lead – Ms Rnic). • All staff engage with the Careers Programme by identifying opportunities and individuals to take these up. • The Careers Policy is published on the Academy's website in a way that enables students, parents, teachers and employers to access and understand it. • Governors engage fully with the Careers Policy during relevant FGB meetings. • The careers programme is embedded across all aspects of the Academy and the curriculum offer. • The Academy is engaged with the Teach First Careers Programme to ensure the Careers Lead is abreast of current thinking. • Regular parent and student communication takes places through the Academy newsletter. 	<ul style="list-style-type: none"> • Students are introduced to career links at the beginning of their cycle in every subject. • Students reflect on their experiences throughout the year. • In personal development, students analyse a different career each week through A-Z videos. • Inspirational and career assemblies and talks – through Speakers for School and local businesses (partnership with Sky) and LEAN network. • PSHCE Programme (through personal development and Being Bold drop down days) includes presentations and activities from employers, apprenticeships and universities. • Being Bold (enrichment activities) – all students participate in these as part of the extended day. • Students explore labour information through Sparks Careers and Upskill me platforms during Being Bold drop down days and in leadership personal development sessions (March onwards). 	<ul style="list-style-type: none"> • Students are introduced to career links at the beginning of their Block of learning in every subject. • Students reflect on their experiences throughout the year. • In personal development students analyse a different career each week through A-Z videos. • Inspirational and career assemblies and talks – through Inspiring Futures, Girls and Tech and local businesses (partnership with Sky and DHL) • PSHCE Programme (through personal development and Being Bold drop down days) includes presentations and activities from employers, apprenticeships and universities. • Students explore labour information through Sparks Careers and Upskill me platforms during Being Bold drop down days and in leadership personal development sessions (March onwards).

Benchmark 2: Learning from career and labour market information

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Overall Provision	Key Stage 3 Provision (2021-2022)	Key Stage 4 Provision (2021-2022)
<ul style="list-style-type: none"> By the age of 14, all students will have accessed and used information about career paths and the labour market to inform their own decisions on study options. 	<ul style="list-style-type: none"> Reference to careers and labour market information made through PSCE (personal development). Students complete a range of e-learning modules using the Sparks Careers platform. The platform allows students to access up to date and good quality information about employment opportunities and career options. Career talks and activities, led by external facilitators, make reference to labour information. 	<ul style="list-style-type: none"> Reference to careers and labour market information made through PSCE (personal development). Students complete a range of e-learning modules using the Sparks Careers platform and Upskill me. The platform allows students to access up to date and good quality information about employment opportunities and career options. Career talks and activities, led by external facilitators, make reference to labour information.

Benchmark 3: Addressing the needs of each student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

Overall Provision	Key Stage 3 Provision (2021-2022)	Key Stage 4 Provision (2021-2022)
<ul style="list-style-type: none"> • Bolder Academy's careers programme actively seeks to challenge stereotypical thinking and raise aspirations. • Bolder will have a systematic records of the individual sessions students have attended. • Bolder will collect and maintain accurate data for each student on their education, training or employment destinations (when they reach the end of compulsory schooling). 	<ul style="list-style-type: none"> • Students reflect on their career activities, in guided sessions led by staff members. • PSHCE drop down days include Diversity Role Models; Stonewall; and Ditch the Label. • Multi-agency meetings for LAC, EHCP students. • Pupil Premium students are prioritised to engage with the Bronze Club, Silver Club or Gold Club • Student Voice activities and well-being surveys conducted each term. • All students will engage with sessions from St Marys University (Year 7), UCL Lectures (Year 8) and West Thames College (Year 9). • The career videos shown in personal development will highlight a range of career paths and qualifications. 	<ul style="list-style-type: none"> • Students reflect on their career activities, in guided sessions led by staff members. • PSHCE drop down days include Diversity Role Models; Crossways consent and relationships; and LVA trust. • Multi-agency meetings for LAC, EHCP students. • Pupil Premium students are prioritised to engage with the Platinum Club • Student Voice activities and well-being surveys conducted each term. • All students will engage with sessions from Brunel University (Year 10). • The career videos shown in personal development will highlight a range of career paths and qualifications.

Benchmark 4: Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Overall Provision	Key Stage 3 Provision (2020-2021)	Key Stage 4 Provision (2020-2021)
<ul style="list-style-type: none"> By the age of 14, every student at Bolder will have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<ul style="list-style-type: none"> Students will engage with a STEM project led by Accenture (Year 8) called Kidovation. In Computer Science, students participate in coding and editing workshops delivered by Sky. Students participate in the Bebras challenge. Presentations skills are part of the English curriculum and Drama curriculum and external companies support the delivery of this. In history and geography, students complete a careers project called layers of London. Technology is a core part of the academic curriculum, with students receiving lessons in this subject area each week. Students will participate in a range of STEM activities led by ISG. In Maths, students participate in a numeracy challenge at St Pauls Cathedral and in Science students conduct experiments at Kew Gardens. Each curriculum area shows in their schemes of work how career relevant learning is embedded into their teaching. All department leads have met with careers lead to discuss strategies of career implementation. Career links will be introduced at the beginning of each cycle with questions targeted to individual careers – as demonstrating in the handbook. 	<ul style="list-style-type: none"> In Drama, students are part of the Schools Club through the Old Vic Theatre. In history and geography, students complete a series of fieldwork activities and local studies. Year 10 students participate in STEM activities ran through Girls in Tech. In Science students receive careers talks about pathways into Science. Presentations skills are part of the English curriculum and external companies support the delivery of this. Each curriculum area shows in their schemes of work how career relevant learning is embedded into their teaching. All department leads have met with careers lead to discuss strategies of career implementation. Career links will be introduced at the beginning of each cycle with questions targeted to individual careers – as demonstrating in the handbook.

Benchmark 5: Encounters with employers and employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Overall Provision	Key Stage 3 Provision (2021-2022)	Key Stage 4 Provision (2021-2022)
<ul style="list-style-type: none"> • Every year, from the age of 11, students will participate in at least one meaningful encounter* with an employer. • A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. 	<ul style="list-style-type: none"> • Every student has the opportunity to take part in numerous activities led by Sky. These include: Coding; editing; fitness; poetry workshops; Sky Kitchen; The Edit; and Sky Design. • Students have regular encounters with employers through the live Sparks Careers workshops and e-talks. • All students receive inspirational assemblies throughout the year, led by Speakers for Schools and Sky. • Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. • Students participate in a range of STEM based activities led by employers and employees. 	<ul style="list-style-type: none"> • Every student has the opportunity to take place in numerous activities led by DHL and Sky. These include: CV Writing; Employability Skills; and mock interviews. • Every student has the opportunity to take part in a work experience, led by Sparks. This will take place during week commencing 27th June 2022. • Students have regular encounters with employers through the live Sparks Careers workshops and e-talks as well as Expert Ed. • All students receive inspirational assemblies throughout the year, led by Speakers for Schools and Sky. • Each curriculum area show in their schemes of work how career relevant learning is embedded into their teaching. • Students participate in a range of STEM based activities led by employers and employees.

Benchmark 6: Experiences of workplaces

Every student 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.

Overall Provision	Key Stage 3 Provision (2021-2022)	Key Stage 4 Provision (2021-2022)
<ul style="list-style-type: none"> • By the age of 16, every student will have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every student will have had one further such experience, additional to any part-time jobs they may have. 	<ul style="list-style-type: none"> • All students in Year 7 visit Sky Central throughout the year. • Regular careers talks throughout the year through our assemblies provision, and e-module virtual experiences. • Love your career – virtual careers fair – led by London borough of Hounslow (March 2022) 	<ul style="list-style-type: none"> • Visit to ISG (October 2022) • Work Experience Week, week commencing 27th June, where students will conduct work visits, work shadowing and/or work experience. • Regular careers talks throughout the year through our assemblies provision, and e-module virtual experiences. • Love your career – virtual careers fair – led by London borough of Hounslow (March 2022)

Benchmark 7: Encounters with further and higher education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Overall Provision	Key Stage 3 Provision (2021-2022)	Key Stage 4 Provision (2021-2022)
<ul style="list-style-type: none"> • By the age of 16, every student at Bolder will have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. • A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment. 	<ul style="list-style-type: none"> • Every student in Year 7 will engage with sessions led by St Marys University for a ‘University Taster Day’. • Every student in Year 8 will engage with sessions led by UCL for a ‘Visit and Lecture’ • Every student in Year 9 will engage with sessions led by West Thames College. • Maths master class delivered by St Marys University for Year 7 students. • STEM activities are supported by Swansea University. • Creative arts sessions are supported by the University of West London. • Geography master class on globalisation delivered by Royal Geographic Ambassador and Oxford University Student. 	<ul style="list-style-type: none"> • Every student in Year 10 will engage with sessions led by Brunel University. This will include making informed choices at 16+ • STEM activities are supported by Swansea University • Creative arts sessions are supported by the University of West London. • Through the Careers Bulletin, Year 10 students are exposed to different pathways and subjects at University on a fortnightly basis.

Benchmark 8: Personal Guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Overall Provision	Key Stage 3 Provision (2021-2022)	Key Stage 4 Provision (2021-2022)
<ul style="list-style-type: none"> Every student will have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<ul style="list-style-type: none"> Students complete a series of reflective tasks based on careers activities they have participated in. Leadership opportunities provided, through student leadership roles and personal development. Career videos are shown and students are encouraged to interact, asking questions which can be communicated to the professional. Students can also guide who they would like to hear from. Year 9 students will have a 1:1 meeting with a senior leader to discuss subject choices at GCSE level. 	<ul style="list-style-type: none"> Students complete mock interviews, supported by DHL. Leadership opportunities provided, through student leadership roles and personal development. Career videos are shown and students are encouraged to interact, asking questions which can be communicated to the professional. Students can also guide who they would like to hear from. In Year 11, students will have a 1:1 meeting with a senior leader to discuss subject choices at A Level.

