

## Careers At Options Trent Acres

### Careers Strategic Plan 2023 – 2026

#### Our Vision and Aims

At Options Trent Acres School, it is vitally important that pupils experience a sense of belonging and value.

We promote opportunities to nurture confidence, develop diverse skills and as a result, our pupils are well prepared to make a valuable contribution to life in modern Britain.

#### Our Values

This strategy is underpinned by our core values:

- Everyone should be listened to (DEMOCRACY)
- Keep everyone safe by following the rules and making the right choices (RULE OF LAW)
- Be Proud of who you are (INDIVIDUAL LIBERTY)
- Value each other and your surroundings (MUTUAL RESPECT)
- Be Patient, kind and understanding to everyone (TOLERANCE)

#### Our Curriculum

Options Trent Acres School offers a broad and balanced curriculum and aims to provide Careers Guidance which is:

- Accurate and up to date
- Presented in an impartial manner
- Enables them to make informed choices about broad range of career options
- Helps to encourage them to fulfil their potential

At Options Trent Acres School we recognise and celebrate that all of our young people are different and as a result their education and career pathways will be planned on an individualised basis. Careers education for pupils at Options Trent Acres School will be relevant and specific and planned and delivered carefully to meet their individual needs. All pupils will also have the opportunity to receive personalised guidance from trained internal or external careers adviser.

Our new site at Brookfield has been developed to ensure pupils have opportunities to learn and develop their skills in vocational pathways which are appropriate for their needs and interests. Pupils

can experience on-the-job training and work through qualifications in Hospitality and Catering, Barista Skills, Music Technology and Hair and Beauty.

## The Gatsby Benchmarks

We use the Gatsby Charitable Foundation's Benchmarks to develop and improve our careers provision and to ensure we fulfil our legal duties. For further information please refer to our action plan.

In addition to the whole school action plan, each pupil has a personalised Gatsby Action Plan. This supports their careers education programme and details their individual careers journey and their personal targets.

The Gatsby Benchmarks are:

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum	All teachers should link curriculum learning with careers. STEM subject	By the age of 14, every pupil should have had the opportunity to learn how

learning to careers	teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	Every year, from the age of 11, pupils should 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.
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.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	By the age of 16, every pupil should 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 pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18

## Careers Strategic Plan Objectives

### Strategic Objective 1:

Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.

### Benchmarks 1, 2, 3, 4, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2023-2024)	<ul style="list-style-type: none"> <li>A comprehensive programme of age-specific Careers Education is in place through the careers programme to enable all learners to develop their own personal career pathway.</li> <li>Links in place to PSHE and citizenship.</li> <li>Learners are excited about different jobs and can all name a range of careers and career pathways.</li> <li>Learners can understand the link between their learning in each subject area and their future career pathways, and every learner can identify career pathways in all aspects of their curriculum learning.</li> <li>Careers leader qualified in level 6 careers leadership qualification.</li> <li>External impartial careers advice offered to all pupils</li> <li>All careers staff are familiar with the Gatsby benchmarks.</li> <li>Start teaching 'Incredible Futures' curriculum in key stage 3</li> <li>Start teaching Prince's Trust qualification in KS4 and KS5</li> <li>Review of school's offer using the Compass online tool.</li> <li>Careers folders set up for all pupils to log work experience, encounters with employers and any other progress.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the new Careers programme across the school.</li> <li>Regular CPD training for all staff to deliver the new careers programme.</li> <li>Monitor and evaluate the programme by staff and learners each half term.</li> <li>Career pathways are referenced in curriculum schemes of learning and each subject/key stage has career displays.</li> <li>Update the CEIAG area of school website with latest Careers, Enterprise and Employability links.</li> <li>Complete timetable of careers advice in place for all pupils</li> <li>Ensure all resources are shared with careers teaching staff.</li> <li>CPD to share Gatsby benchmarks with teaching staff.</li> <li>CPD to ensure staff understand the expectations of the Prince's Trust qualification and how to teach.</li> <li>Careers days celebrated and included in events calendar throughout the school year.</li> <li>Internal work experience programme in place.</li> </ul>
Year Two (2024-2025)	<ul style="list-style-type: none"> <li>A comprehensive programme of age-specific Careers Education is in place through the Personal Development programme, following the latest CDI framework updates.</li> <li>Learners are able to explain what the 8 key employability skills are, and they can demonstrate how they can use these skills in their future pathways.</li> <li>In every lesson across the curriculum, key future pathways are linked with the work in that particular lesson so learners can see link between learning and their future plan.</li> <li>Incredible futures curriculum is embedded in key stage 3</li> <li>Prince's Trust qualification and curriculum is</li> </ul>	<ul style="list-style-type: none"> <li>Continue with regular CPD training for all staff, but in Year Two to have a focus on local businesses/employers visiting school and speaking with staff or linking with individual staff.</li> <li>Staff have time at the start of the year, and then reviewed throughout the year, to update their schemes of learning and that they are given access to the relevant and most up-to-date information.</li> <li>To continue implementing the incredible futures programme throughout all areas of teaching and learning.</li> <li>Careers fairs throughout the year.</li> <li>Greater involvement with parents.</li> <li>External work experience programme in place.</li> </ul>

	embedded and appropriate qualifications awarded. <ul style="list-style-type: none"> <li>Careers folders in place and being used by all staff.</li> </ul>	
Year Three (2025-2026)	<ul style="list-style-type: none"> <li>Learners demonstrate employability skills and then can demonstrate a knowledge of different routes and careers available for different subjects.</li> <li>All learners can make KS4 and post-16 choices within time frame and can justify their choice.</li> <li>Each curriculum area has established links with a range of businesses/employers that they are using on a regular basis to support curriculum delivery.</li> <li>Secondary member of staff trained in Careers Leadership qualification.</li> <li>Established and embedded curriculum and qualifications in place.</li> </ul>	<ul style="list-style-type: none"> <li>Each department area to show in their schemes of learning where they have included Employability Skills and direct links to future plans.</li> <li>Careers and LMI presented to parents on review days, inductions and careers fairs.</li> <li>Targeted workshops to focus on key employability skills, including involving parents.</li> <li>Review practice with other school(s) to identify next steps.</li> <li>Fully embedded work experience programme in place.</li> <li>Full work experience programme in place with established links to local employers, colleges and apprenticeships.</li> </ul>

### Strategic Objective 2:

Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work.

### Benchmarks 1, 2, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2023-2024)	<ul style="list-style-type: none"> <li>Each key stage to have invited relevant partners into school and into lessons to engage with learners.</li> <li>Learners in key stage 4 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace.</li> <li>Work experience logs in place to record all internal work experience.</li> <li>Provider access policy to be created alongside logs to record all pupil encounters with employers and colleges.</li> <li>Pupils in year 11 to meet with and visit local colleges.</li> <li>Pupils aware of local colleges open days information</li> <li>Build up greater awareness of apprenticeships as a viable route for our pupils</li> <li>Explore range of internal apprenticeship opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>All Year 10 learners embark on a work placement during the year and records of experience are kept.</li> <li>Annual Link School Careers Fair where local business, training providers and further and higher education providers will engage with Year 9, 10, 11 learners. The types of employers who attend will reflect LMI.</li> <li>Arrange with local FE/Universities to visit school and/or learners to visit their sites to experience what they have to offer.</li> <li>Provider access policy in place and logs of all encounters kept for review.</li> <li>All open day information to be shared with appropriate pupils.</li> </ul>
Year Two (2024-2025)	<ul style="list-style-type: none"> <li>Each subject area to have established a link with a local business and to have developed their own project/collaborative work to engage learners.</li> <li>All students in Year 10 to have completed a work experience by the end of the year and obtained a meaningful experience of a workplace.</li> <li>All Year 10 &amp; 11 learners have engaged with colleagues from local FE/Training Providers/University and explored future pathways linked to their interests.</li> <li>All Year 10 &amp; 11 learners to have had the opportunity to meet with local further education providers, apprenticeship providers and training providers to explore future pathways.</li> <li>Year 7-11 learners to have visited at least one further education provider by the end of the academic year.</li> <li>Logs of encounters with employers established and updated regularly.</li> <li>Opportunity for virtual work experience explored.</li> <li>Internal apprenticeships in place to support pupils into employment.</li> </ul>	<ul style="list-style-type: none"> <li>All Year 10 students to complete a block of work placement in summer term 2024</li> <li>Visits and virtual events with further education, apprenticeship and training providers.</li> <li>In collaboration with our Enterprise Advisor, every subject area to be linked with a local business and to begin collaborative work.</li> <li>Virtual work experience in place.</li> <li>Staff aware of internal apprenticeship opportunities.</li> </ul>

<p><b>Year Three (2025-2026)</b></p>	<p>Each curriculum area has established links with a range of businesses that they are using on a regular basis to support curriculum delivery.</p> <p>Work experience programme is embedded and in place on school calendar.</p> <p>Wide range of links to local employers and providers linked to LMI in place and established.</p>	<ul style="list-style-type: none"> <li>• Continue to create links with local businesses in order to link these with curriculum areas. Teachers/other staff need time in order to engage with these businesses and to have time to plan collaborative links.</li> <li>• Survey each curriculum area in order to establish what links have been created already and how successful these links have been.</li> </ul>
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### Strategic Objective 3:

Further enhance and enrich the curriculum through the creation of vocational pathways in partnership with Options Trent Acres – Brookfield to support pupils into future employment.

### Benchmarks 1, 2, 4, 5, 6, 7 and 8

Year	What will success look like (Targets)? What do we want to achieve?	What actions we will take as a school to achieve these targets?
Year One (2023-2024)	<ul style="list-style-type: none"> <li>• Brookfields site open for OTA pupils to use facilities in vocational pathways.</li> <li>• Options programme rolled out to include vocational pathways for pupils.</li> <li>• Music technology, hospitality and catering and barista skills taught at Brookfields.</li> <li>• BTECs and City &amp; Guilds qualifications registered to support with delivery of vocational pathways.</li> <li>• Staff delivering qualifications are aware of assessment plans and timelines.</li> <li>• Hair and Beauty delivery explored so it can be taught to pupils in key stage 4 and 5.</li> <li>• Links to local businesses in similar sectors to vocational pathways offered (coffee chains etc...) explored.</li> <li>• Animal care to continue with new City &amp; Guilds qualification used.</li> <li>• Introduction of new Public Services BTEC.</li> <li>• Ensure all pupils continue to work on their functional skills English and Maths qualifications to support with their transition into further education and employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Brookfields timetable in place and established by spring term.</li> <li>• Specific training for staff delivering vocational qualifications.</li> <li>• Support for staff new to delivery of qualifications</li> <li>• Review of provision.</li> </ul>
Year Two (2024-2025)	<ul style="list-style-type: none"> <li>• Brookfields to have own cohort of pupils who are at the site full time.</li> <li>• Expansion of vocational offer to include Hair and Beauty and other possibilities.</li> <li>• Links in place to local businesses and employers for pupils to obtain further on-the-job training.</li> <li>• Completion of 2 year qualifications for vocational pathways.</li> <li>• Staff confident in delivery of vocational pathways qualifications and sharing good practice with colleagues where applicable.</li> <li>• Explore delivery of higher qualifications for English, Maths and Science.</li> <li>• Plan for area at back of Brookfields established (further vocational pathways delivery, classrooms, fitness etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of specialist staff to deliver vocational pathways and support full time pupils at Brookfields.</li> <li>• Support with BTEC and City &amp; Guilds delivery form trained staff or external training.</li> <li>• Review of facilities and opportunities for delivery of further vocational courses explored fully.</li> </ul>



<b>Year Three (2025-2026)</b>	<p>Brookfields fully established as a vocational college with full time pupils.</p> <p>Vocational pathways have been expanded to include further courses and qualifications.</p> <p>Brookfield site developed to include facilities for further delivery of qualifications.</p> <p>Expansion of qualifications offered on site.</p> <p>Established links to local businesses to support with delivery.</p>	<ul style="list-style-type: none"> <li>Recruitment of school staff needed to deliver qualifications.</li> </ul>
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