

Plume Academy - Understanding our Intended Curriculum

Subject area: Careers education, information, advice and guidance

Year	Intent	Implementation	Impact	Gatsby Benchmark met
7	<ul style="list-style-type: none"> - Students will understand why we study a broad and balanced curriculum - Students will know how and where to access relevant CEIAG resources - Students will have at least one meaningful encounter with an employer 	<ul style="list-style-type: none"> - Spring 2 PD unit – Employability skills – Students will make links with skills and curriculum learning - National careers week (March) – link with faculty leaders to develop starter activities which illustrate link between subject and future careers. - Autumn 1 Assembly - Introduction to the careers hub on the academy website and role of Leader of CEIAG - Careers fair - Access to careers adviser if required 	<ul style="list-style-type: none"> - Use of KUDOS feedback to inform visiting speakers. - Monitor careers fair attendance. 	<ol style="list-style-type: none"> 1. A stable careers programme 4. Linking curriculum learning to careers 5. Encounters with employers and employees
8	<ul style="list-style-type: none"> - Students will develop their awareness of STEM careers - Students will know how and where to access relevant CEIAG resources - Students will have at least one meaningful encounter with an employer 	<ul style="list-style-type: none"> - Summer 1 PD unit – Developing employability skills - National careers week (March) – link with faculty leaders to develop starter activities which illustrate link between subject and future careers. - Use of careers hub on the academy website - Spring 2 – STEM assembly, use of STEM visiting speakers - Careers fair - Access to careers adviser if required 	<ul style="list-style-type: none"> - Monitor careers fair attendance. 	<ol style="list-style-type: none"> 1. A stable careers programme 4. Linking curriculum learning to careers 5. Encounters with employers and employees
9	<ul style="list-style-type: none"> - Students will develop their understanding of career pathways and LMI in order to make informed GCSE option choices - Students will know how and where to access relevant CEIAG resources - Students will have at least one meaningful encounter with an employer 	<ul style="list-style-type: none"> - Spring 1 PD unit – Careers and GCSE options - Faculty leaders to embed potential careers in option assembly - Options evening - National careers week (March) - link with faculty leaders to develop starter activities which illustrate link between subject, future careers and LMI. - Use of careers hub to provide information on career pathways and LMI - Access to careers adviser if required - Careers fair 	<ul style="list-style-type: none"> - Monitor careers fair attendance. 	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from careers and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning with careers 5. Encounters with employers and employees 8. Personal guidance

Year	Intent	Implementation	Impact	Gatsby Benchmark met
10	<ul style="list-style-type: none"> - Students will develop their knowledge and understanding of the work experience programme - Students will develop their knowledge and understanding of employability skills - Students will know how and where to access relevant CEIAG resources - Students will have at least one meaningful encounter with an employer 	<ul style="list-style-type: none"> - Introduction to work experience programme through assembly and parent information evening - Use of careers hub to provide support with WE applications - Use of tutor tracking document to monitor uptake of work experience placements - Use tutor tracking document to provide targeted careers appointments where required - Summer 2 PD unit – Preparing for work experience - Summer 2 – 1-week work experience placement - Students that have not secured a work experience placement will remain in the academy and take part in a week of employability workshops. - National careers week (March) - link with faculty leaders to develop starter activities which illustrate link between subject, future careers and LMI. - Careers fair 	<ul style="list-style-type: none"> - Use of tutor tracking document to monitor uptake of WE placements and provide targeted careers advice where required - Monitor careers fair attendance. 	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning with careers 5. Encounters with employers and employees 6. Experiences of workplaces 8. Personal guidance
11	<ul style="list-style-type: none"> - Students will know and understand the post-16 options available to them - Students will have access to a range of post-16 providers - Students will know how and where to access relevant CEIAG resources 	<ul style="list-style-type: none"> - Introduction to post-16 options through assembly and parent information evening - Student survey to be conducted in September to establish initial post-16 destinations - Use of student feedback to provide targeted careers appointments where required - Autumn 1 and 2 PD unit – Post-16 options and employability skills - Use of visiting speakers in term 1 to cover a variety of post-16 destinations – AIM apprenticeships, University of Essex, Chelmsford College - Use of careers hub to provide information on post-16 destinations - National careers week (March) - link with faculty leaders to develop starter activities which illustrate link between subject, future careers and LMI. - Access to careers adviser if required - Use of AIM apprenticeships to deliver apprenticeship workshop - Careers fair 	<ul style="list-style-type: none"> - Use of student feedback via Microsoft Forms to monitor impact - Monitor careers fair attendance. - Destination data 	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning with careers 5. Encounters with employers and employees 7. Encounters with further and higher education 8. Personal guidance

Year	Intent	Implementation	Impact	Gatsby Benchmark met
12	<ul style="list-style-type: none"> - Students will know and understand the post-18 options available to them - Students will have access to a range of post-18 providers - Students will have access to a work shadowing placement - Students will know how and where to access relevant CEIAG resources - Students will have at least 1 meaningful encounter with an employer 	<ul style="list-style-type: none"> - Student survey to be conducted Spring 2 to establish initial post-18 destinations - Use of student feedback to provide targeted careers appointments where required - Spring 2 PD unit to provide personalised guidance on post-18 options - Use of careers hub to provide information on post-18 destinations. - National careers week (March) - link with faculty leaders to develop starter activities which illustrate link between subject, future careers and LMI. - Access to careers adviser if required - Student and parent information evening on university and student finance - Summer 2 1-week work shadowing placement - Use of tutor tracking document to monitor uptake of work shadowing placements and provide targeted support where required - Personal statement workshop - Careers fair 	<ul style="list-style-type: none"> - Use of student feedback via Microsoft Forms to monitor impact - Use of tutor tracking document to monitor uptake of work shadowing placements and provide targeted careers advice where required - Monitor careers fair attendance. 	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning with careers 5. Encounters with employers and employees 6. Experiences of workplaces 7. Encounters with further and higher education 8. Personal guidance
13	<ul style="list-style-type: none"> - Students will have access to personalised support with post-18 destinations - Students will know how and where to access relevant CEIAG resources - Students will have at least 1 meaningful encounter with an employer 	<ul style="list-style-type: none"> - Student survey to be conducted in September to establish post-18 destinations - Use of student feedback to provide targeted careers appointments where required - Autumn 1 1:1 personal statement workshop - Spring 1 support for students seeking employment/ apprenticeship. - Use of careers hub to provide information on post-18 destinations - National careers week (March) - link with faculty leaders to develop starter activities which illustrate link between subject, future careers and LMI. - Access to careers adviser if required - Careers fair 	<ul style="list-style-type: none"> - Use of student feedback via Microsoft Forms to monitor impact - Monitor careers fair attendance. - Destination data - Evaluate UCAS report 	<ol style="list-style-type: none"> 1. A stable careers programme 2. Learning from career and labour market information 3. Addressing the needs of each student 4. Linking curriculum learning with careers 5. Encounters with employers and employees 7. Encounters with further and higher education 8. Personal guidance