

CREATE CAREERS



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EDUCATION
APPRENTICESHIPS
TRAINING
ACADEMY



Strategic Careers plan 2020-21: Bringing industry into the classroom



DEVELOP TALENT TRANSFORM LIVES CREATE CAREERS

Meet the Careers team

Our highly experienced and dedicated careers and support team is based at the Academy Student Hub to provide specialist careers advice and guidance to students. We organise many careers related events and activities each year where students will have the opportunity to participate in industry workshops, receive one to one advice and meet academics and employers to secure work experience placements and progression opportunities.



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A Whole School Approach

Create Careers is one of the three mission objectives for Big Creative Academy, bringing industry into the classroom. We have a whole school approach to provide students with a clear line of sight to the creative arts sector.



Located in Walthamstow, London's cultural quarter

WESLEY HARRIOTT

Teachers also work in the industry with their own labels.

CREATIVE
WORKS
A SPACE FOR WORK AND LIFE

Strong partnerships with industry and apprenticeships

Intent

Reflecting the Academy's culture, we want to provide bespoke, individualised careers advice and guidance for all students. Our intent is:

- *To ensure students understand the creative sector and career pathways, and the skills they have
- *To support students to have a positive attitude and work ethic to progress within the creative sector
- *To provide motivation and experience for students through industry collaboration

Implementation

In order to achieve our aims, there are a number of programmes and standards the Academy needs to implement:

- *The details of this strategic careers plan
- *The eight Gatsby standards, which are national benchmarks for careers provision in schools
- *The Academy is aspiring to achieve a Grade 1 Ofsted rating, which includes a judgement on careers
- *National kitemarks for quality of provision

Impact

By the end of their course students will have developed professional skills to take out into the world of work:

- *Students have the skills to achieve and understand how to follow their passion to professional success
- *Students have the resilience and integrity to build professional relationships, and work well collaboratively
- *Students leave with a professional network to progress their career

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YEAR 1: DEVELOP THE PLAN

WORK RELATED LEARNING

Vocational study programmes and wellbeing include assignments and exercises to:

- develop **industry specific skills** and knowledge, particularly with students working on briefs provided by industry
- develop **employability soft skills**, e.g. creativity, leadership, team working
- introduce **employers and universities** on trips and workshops

PROFESSIONAL DEVELOPMENT SESSIONS

Learners will attend monthly personal development sessions with the Careers Advisor to develop an individual careers plan.

CAREERS ADVISOR 121

The Academy's Careers Advisor will book **one to one sessions** with each students to give individual advice.

CAREERS WEEK

Annual **celebration of creative careers** at the Academy with workshops and talks from employers and universities.

BCEXTRA

Big Creative Academy runs **clubs and societies** for learners to pursue passions outside of their study programmes.



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YEAR 2: DO THE PLAN!

WORK EXPERIENCE PLACEMENTS

Students are required to complete a one week work placement as part of their study programme. This will be relevant to the industry into which students wish to progress.

Big Creative Academy has an excellent network of creative employers throughout Waltham Forest and London.

UCAS

All Year 2 students will complete a **UCAS application** to have good options for higher education.

PROFESSIONAL DEVELOPMENT SESSIONS

Leavers will attend monthly personal development sessions with the Careers Advisor to enhance employability skills. The Careers Advisor will continue to have **individual 121s** with students and attend **BCEXTRA clubs and societies**.

UNIVERSITY ACCESS COURSE

All Year 2 students will complete a course to prepare them for university. The Academy has partnered with **Access HE** to deliver the course built into a course unit. The course will allow students to develop the skills required for higher education, including:

- advanced research skills taught by a lecturer
- presentation skills and how to pitch
- how to evaluate and refine projects

All skills are transferable into the workplace.



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Gatsby Standards

The Gatsby Standards are national benchmarks for careers provision which all schools and colleges have to reach by December 2020.

Benchmark 1: Provision of a stable careers programme

It should be published and be regularly evaluated with feedback from learners, parents, teachers and employers.

Benchmark 2: Learning from career and labour market information

An understanding of career pathways should inform learners' decisions on study options and allow parents to provide support.

Benchmark 3: Addressing the needs of each learner

Advice should be tailored to each individual, embed equality and challenge stereotypical thinking. Systematic records should be kept.

Benchmark 4: Linking curriculum to learning

Every student should have had the opportunity to learn how Maths and English help gain entry to, and be more effective workers within, a wide range of careers.

Benchmark 5: Engagement with employers and employees

Every student should have meaningful encounters with employers to learn what work is like, through visiting speakers, mentoring and enterprise schemes.

Benchmark 6: Experience of workplaces

Every pupil should have at least one experience of a workplace, additional to any part-time jobs by the end of their course.

Benchmark 7: Encounters with further and higher education

Every student should have encounter other colleges, universities and apprenticeships to explore the learning environment.

Benchmark 8: Personal Guidance

Every student should have an interview with a trained Careers Advisor to help guide learners' decision making.



GATSBY

Ofsted

Ofsted introduced a new Education Inspection Framework in September 2019, emphasising the focus they will have on careers.

“The provider consistently and extensively promotes the personal development of learners. The provider goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach them why it is important to contribute actively to society. Opportunities for learners to develop their talents and interests are of exceptional quality.”

“providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career”



“supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully.”

“The provider prepares learners for future success in education, employment or training by providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for encounters with the world of work.”

“Leaders ensure that all learners, including those with SEND and high needs, and disadvantaged learners, get the information, advice, guidance and support to achieve their next steps and progress to positive destinations”. Leaders provide the support for staff to make this possible.

September

Year 1 Careers & Progression	Impact
Induction sessions for all groups: identify and meet the careers team ; introduction to BCEXtra enrichment programme	All students can confidently source support for careers advice and can articulate their vision for their careers
All about me: tutors complete an exercise with learners to understand career aspirations, whether students already have jobs	Students consider how their course links to future careers
All curriculum areas have a trip to a relevant employer, gallery, museum, arts based organisation, theatre, and visit from an employer into class (x1 per term as a minimum)	Students are inspired to consider their future careers
Students can access relevant careers materials for: <ul style="list-style-type: none"> • Job searches • Sector development and labour market information • Employer podcasts • Personal careers plans, CV and website development • Interview skills 	Students develop independent research skills to consider future careers
Professional Development Session 1: Labour Market Information (LMI), dream careers and back up plans	Students understand the creative arts sector, relevant to their subject
Parents Welcome Evening: overview of expectations, guest presenters invited to offer information, advice and guidance on student progression routes, UCAS applications and student finance	Parents and guardians feel confident and informed about progression options, progression and UCAS.
Year 2 Careers & Progression*	Impact
Students can access relevant updates for: <ul style="list-style-type: none"> • A comprehensive range of university prospectuses • Application and interview guides for university and employment • Jobs and skills development (external) courses 	Students develop independent research skills to consider university, apprenticeship and employment choices
Professional Development Session 1: Labour Market Information (LMI) update, UCAS process and registrations	Students understand the creative arts sector, relevant to their subject; all students register for UCAS and understand process
All curriculum areas have a trip to a relevant employer, gallery, museum, arts based organisation, theatre, and visit from an employer into class (x1 per term as a minimum)	Students are inspired to consider their future careers
* Please note that the Year 2 programme is condensed to catch up on sessions missed in Year 1 due to the coronavirus pandemic	

October

Year 1 Careers & Progression	Impact
Work-related learning: where possible industry briefs for assignments are provided for students.	Students understand working briefs, how to provide solutions, refine and evaluate
Vocational schemes of work reviewed by Careers Team to embed careers information as appropriate	Careers information is reinforced with learners in their vocational sessions
Tutors identify when students are displaying employability skills within lessons	Students can evidence examples of employability skills for CVs and portfolios
Professional Development Session 2: CVs and portfolios; introduction to bragfolder	Students understand how to write a winning CV and create an online portfolio
Year 2 Careers & Progression	Impact
Individual 121 sessions start, prioritising those most in need	Students access advice and guidance on career options
Professional Development Session 2: Applying to university - where to begin. Students provided with application guides.	Students understand how to search for the right university for them, creative universities and conservatoires; student finance, accommodation and support
Professional Development Session 3: Ace your UCAS application! Delivered by higher education institutions (HEIs)	Students understand how to complete a UCAS application. All students, regardless of whether they wish to go to university complete an application so that it is available to them at the end of the year should they change their mind.
Parents Careers Evening: overview of LMI, career pathways including employment, higher education and apprenticeships. Advice and guidance from HEIs on UCAS	Parents and guardians feel confident and informed about progression options, progression and UCAS.
Work experience placements identified and discussed, particularly for SEND students	Relevant placements are sourced for individuals
Access to university course embedded within UAL collaborative unit including sessions with HEIs and employers	All Year 2 students will have completed an access to university course to remove the fear factor of going to university.

November

Year 1 Careers & Progression	Impact
Wellbeing sessions focus on aspiration and career goals and opportunities to encourage positive progression and career ambition	Students are able to identify and articulate the link between personal and professional development
Students start to develop long term career goals with tutors, exploring a range of jobs and pathways,	Students can explore and document their long term goals and the steps needed to meet them
Classes on how to deal with failure and use it as a springboard for success	Students understand the competitive nature of the creative arts sector, developing resilience and positive thinking.
Harvard referencing system explained within English classes	Students understand Harvard referencing for use within course and jobs/university
Professional Development Session 3: Recap of bragfolder and how to write covering letters; filling out application forms	Students understand how to write a winning CV and create an online portfolio
Year 2 Careers & Progression	Impact
Internal deadline for UCAS applications with additional support sessions provided at lunchtimes and after hours	Students feel supported in their university choices and completed application forms
Professional Development Session 4: UCAS applications completed	Students complete UCAS applications; tutors have uploaded references
Students attend open days, taster sessions for different curriculum areas	Students are able to visit universities and understand university life
Mock interviews for universities (ongoing to March)	Students feel confident to attend interviews and how to present themselves

December

Year 1 Careers & Progression	Impact
Trip to HE institution to prepare for progression discussions later in the year and career planning	Students are inspired to take ownership of personal progression and their long term goals through a clear career plan; developing ambition
Review of the first term's professionalism within vocational classes and how students might improve	Students understand how their course relates to progression after the course finishes and the skills they are developing
Professional Development Session 4: Job searching and interview skills, including mock interviews. Session delivered with employers.	Students know the best places to search for jobs in their field, and how to conduct themselves in an interview. Students understand the soft skills they are developing.
Year 2 Careers & Progression	Impact
Study skill workshops for maximising potential at university	Students understand the expectations for university students, and the skills required for success
All Year 2 students attend careers interview to review UCAS application and personal statement	Tutors and students understand how they are maximising their ambitions and potential
Professional Development Session 5: Work experience - how to secure your own placement	Students interact directly with employers and understand how the experience will progress their careers; how to write professional correspondence
Students complete the first term's body of work, handing in summative projects and receive feedback from staff, peers, alumni and industry panels.	Students reflect on feedback provided and how to improve
Students begin to think about their final major project, in relation to their career plans	Students link their work to careers going forward
Christmas shows demonstrating skills	Students understand they are gaining professional skills and competency

January

Year 1 Careers & Progression	Impact
Learners will commit to their progression plan for the next academic year, outlining how they will get there, landmarking each point with milestones. This plan should form part of the proposal for the final major project and be reviewed in one to one tutorials.	Tutors are able to work with students to ensure the young person is maximising their potential and meeting targets to ensure positive progression
Parents Evening - parents can discuss students' progress with subject tutors and discuss options with careers advisors	Students are able to share their ambitions and plans with parents/ guardians
Professional Development Session 5: Social Media & Personal Brand	Students understand what to have and not have online, how to present themselves and build a brand
Year 2 Careers & Progression	Impact
Visit from UAL to discuss spring and summer schools for access to university	Students understand the portfolio route into university; how to showcase their work and present themselves at HE interviews
Professional Development Session 6: CV writing and introduction to Bragfolder; templates provided	Students understand how to write a CV, correct punctuation and grammar; how to adapt them for different audiences
Sessions to support students for their work experience placements, agree aims and objectives	Students feel confident and prepared for their forthcoming work placement
Parents Evening - parents can discuss students' progress with subject tutors and discuss options with careers advisors	Students are able to share their ambitions and plans with parents/ guardians
Progression report identifying students who have chosen not to go to university	Targeted support for those students into other progression routes

February

Year 1 Careers & Progression	Impact
Review of work related learning targets for each curriculum area to ensure 30 hour target is met	All students will have engaged in work related learning led by employers, in line with industry standards and professional practice
Review of professional practice within vocational sessions	Students understand that they are able to carry out roles and responsibilities consistent with professional practice
Professional Development Session 6: Entrepreneurship - how to start your own business	Students understand the benefits of working freelance and how to start your own business
Year 2 Careers & Progression	Impact
Students select UCAS offers - firm acceptance, insurance acceptances, offers declined	Offers are acknowledged and celebrated
Professional Development Session 7: Job searching and interview skills; role plays, delivered by employer	Students understand the best places to search for jobs, how to complete an application form and how to present themselves at interview. Students understand the soft skills they have developed.
Access to university sessions within UAL collaborative unit including industry guests and HEIs to assess and provide feedback on outcomes	Students understand processes within industry and HE; networking
Lunchtime sessions on what it's like at university - reading lists, libraries, accommodation, paying bills, how to cook for yourself, hardship	Students have good knowledge of what to expect at university

March

Year 1 Careers & Progression	Impact
Careers Week, including: <ul style="list-style-type: none"> • Talks from artists and employers • Information from HEIs and alternative FE providers • Talks and information from apprenticeship providers 	All students have direct access to employers, HEIs, FE and apprenticeships to support their progression
Individual progression interviews to take place with Careers Advisor	Students understand their options for their second year of study at the Academy
Students identify skills gaps in their study programmes, what they have to work on and how to achieve it	Students understand the skills necessary for the workplace
Professional Development Session 7: Time management and active listening	Students understand how to organise themselves to manage their time effectively; how to listen and take notes at the same time
Year 2 Careers & Progression	Impact
Careers Week as above	All students have direct access to employers, HEIs, FE and apprenticeships to support their progression
Professional Development Session 8: Apprenticeships, delivered by apprenticeship provider	Students understand what apprenticeships are and how to search for them; activity in completing practice applications
UCAS support continues for late applicants	Students are supported to ensure positive progression
Work experience placements ongoing	Students have direct experience of the creative sector

April

Year 1 Careers & Progression	Impact
Level 3 Skills Day - students take part in employer feedback day working on presentations to industry for feedback on plans for their final major projects	Students receive expert feedback and are able to receive constructive criticism and understand how to develop their skills and improve their performances or products
Business plans and cash flow discussed within Maths classes	Students understand the link between maths skills and business
Professional Development Session 8: Apprenticeships, delivered by apprenticeship provider	Students understand what apprenticeships are and how to search for them; activity in completing practice applications
Year 2 Careers & Progression	Impact
Professional Development Session 9: Starting your own business, delivered by employer	Students learn the difference between private and public companies; how to set up a limited company and write a business plan
Mastering public speaking - presentation and debating workshop	Students learn political skills of argumentation and persuasion
Work experience placements ongoing	Students have direct experience of the creative sector

May

Year 1 Careers & Progression	Impact
Learners finalise their final major projects ready for assessment. They will be planning their final shows where they will be entirely responsible for running the event, budget, security, publicity and bookings. They will invite industry ambassadors and other professionals to events.	Students understand how to produce a professional product or performance.
Professional Development Session 9: Introduction to HE and UCAS; start of access to university course, delivered by HEIs	Students understand that they need to make decisions about their future and the options open to them
HE Parent Event with guest presenters, progression options and career routes explained	Students will receive informed support from their parents to make appropriate choices for their future
Year 2 Careers & Progression	Impact
Professional Development Session 10: Time management and active listening	Students understand how to organise themselves to manage their time effectively; how to listen and take notes at the same time
Develop final major project to meet industry needs - should be contemporary, competitive and creative	Students understand how to refine and evaluate the creative process

June

Year 1 Careers & Progression	Impact
Industry mix up day - students take part in lessons in different curriculum areas with industry guests	Students understand how different skills and role link across the creative sector
Progression routes agreed for all students and logged on their careers plan	All students have a positive outcome after the first year at the Academy, and agreed progression route in line with their careers plan
Professional Development Session 10: Ace your UCAS application! Delivered by higher education institutions (HEIs)	Students understand how to search for the right university for them, and how to complete a UCAS application. All students, regardless of whether they wish to go to university complete an application so that it is available to them at the end of the year should they change their mind.
Summer work project - students are asked to complete a project linked to a specific career, and produce a CV and letter using sophisticated language and tone	Students remain engaged and focused over the summer break, linked to their career plan
Year end careers survey	Feedback from students on careers programme, and students understand how they have progressed with their plans.
Year 2 Careers & Progression	Impact
End of year shows, attended by industry professionals, governors, peers and alumni	Students understand how to produce a professional product or performance.
Professional Development Session 11: Exit interviews; Q&A; back up plans	Students have the opportunity to ask members of staff, invited guests questions and talk through back up plans
Exit interviews	Students provide feedback and identify support needs