Da Vinci Academy

Careers and Employability Strategy 2020- 2023

Introduction:

Careers Education, Information, Advice and Guidance (CEIAG) plays a vital role to help our students choose pathways that suit their interests, abilities and individual needs. It motivates them, inspires them, promotes equality of opportunity and maximises their academic and personal achievements whilst at Da Vinci Academy.

Our careers provision is in line with statutory guidance for schools and we have constructed our bespoke programme using the Gatsby Benchmarks to guide us. Our careers team have worked closely with the DANCOP, Derby City Council and Teach First, and this document was made as part of the Teach First Careers Leadership Programme. Our careers timetable is also shaped by our school purpose of Aspire, Believe, Learn, Achieve, with every step of our provision being shaped by our central purpose.

Katie Roberts	Gemma Tyers	Rose Atkinson	David Grimmet
Headteacher	*Deputy Headteacher*	*Careers and Unifrog*	*Careers Leader*

"Leaders are ambitious for all pupils. There is a logical progression of careers education throughout the academy."

Academy Improvement Review 2020

Table of contents

Vision and Strategic Objectives.
Current Careers Provision – strengths and areas for development.
Current Careers Provision – Gatsby benchmarks.

Action Plan – Strategic Objective 1
Embed careers education across the curriculum with all staff being aware of their role and taking an active part if careers provision
Action Plan – Strategic Objective 2.
Students are understanding, accessing and using information about local and national jobs (LMI) to make informed decisions about their educational pathways and careers.
Action Plan – Strategic Objective 3.
Students from all backgrounds have access to aspirational and motivational careers provision by having a range of employer encounters.

Progression Framework

Summary of Careers Programme

Monitoring and Evaluation.
Monitoring – using our strategic objectives.
Evaluating – using our strategic objectives.

External Stakeholder Plans.
Summary of External Stakeholders
 External Stakeholder Improvement plan

Appendices:

1. SWOT analysis
2. Detailed Action Plans
3. Compass Results
4. Staff Roles and Responsibilities
5. Scheme of work template including careers section
6. Audit of careers in the curriculum

Da Vinci Academy careers vision:

Our students are highly aspirational and realise that their academic progress will impact their future careers. They are motivated and inspired by a consistently embedded programme that is supported by all members of our academy community. This wrap around careers provision will enable all of our students, regardless of background, to make informed choices about their Post 16 options with the hope that all students go on to have rewarding and fulfilling careers.

Strategic objectives

1. Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers provision (Benchmark 1,2,3 and 4).

2. Students are understanding, accessing and using information about local and national jobs (LMI) to make informed decisions about their educational pathways and careers. (Benchmark 2,3 and 8)

3. Students from all backgrounds have access to aspirational and motivational careers provision by having a range of employer encounters. (Benchmark 5,6 and 7)

Current Careers Education, Information, Advice and Guidance Provision

Strengths:

- "One Team" ethos built into school life.
- DANCOP funding and other opportunities including support from Luminate
- Intended and actual destination data is maintained.
- Stereotypical thinking is challenged through assembly and tutor time topics – these are aligned to sessions which raise awareness of the workplace.
- Good links in STEM for careers.
- Dedicated Period Six for careers sessions to take place during tutor periods.
- Period Six provision for Character has links to the careers sessions.
- Assemblies are delivered with a career focus. This is especially important in Year 9 for KS3 to KS4 transition.
- Inspiration Days are used to engage students in careers related activities.
- Dedicated Unifrog staff ambassador and ability to use Unifrog platform as well as custom made careers provision.
- We provide DEPB support for students who are at risk of being NEET
- We provide one-to-one support for all Year 11 students through Luminate.

Areas for Development:

- As stated in our Strategic Objective One we need to develop our careers in the curriculum provision. Plans for how this will be developed are detailed in this document.
- Team ethos for responsibility of careers needs to be seen at all levels within the school.
- Create a systematic means of measuring pupil engagement in careers learning.
- Raise the profile of careers education within the school.

Gatsby Benchmarks- Current Provision

Benchmarks 1-8	Summary	Evidence	Areas for Development
1. **A Stable Careers Programme (88%)**	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.	Overarching careers strategy that is coordinated alongside SMSC and RSHE to ensure that the best provision is being practiced across the school through interweaving skills from all. Careers provision displayed on website and present at open evenings and Parents Evenings. Careers team who lead careers provision. Dedicated Period Six for careers education.	Governors need to approve overall strategy for careers. Ensure that feedback from Employers is recorded and used to inform developments to provision.
2. **Learning from Career and Labour Market Information (80%)**	Every pupil, 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 the best use of available information.	Students receive careers education once per week as part of Period Five provision. This is informed by LMI information. Stands are set up at parents evenings to provide information for students and parents.	Curriculum Leaders to embed more careers information within the curriculum.

3. **Addressing the needs of each pupil. (100%)**	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	There is a once weekly provision that is highly aspirational as it uses LMI information and we showcase a wide variety of careers, some of which our students may not be as familiar with. Aspiration is built into the ethos of the school. The data of our school leavers are maintained for three years.	Records of student experiences need to be developed into a standardised form and a way that students and parents can access. Gender stereotypes need to be challenged more consistently across the school.
4. **Linking curriculum learning to careers. (37%)**	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 career pathways.	We have a rich and engaging curriculum with passionate teachers. Character provision has undergone work to ensure that every lesson is linked to a key employability skill or career.	Staff need to plan for introducing careers in the curriculum.
5. **Encounters with employers and employees (100%)**	Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.	All or the majority of our students have at least one meaningful encounter with employers and employees per year. This results in better understanding of the workplace and potential careers paths.	Develop more employer encounters into the curriculum.

6. Experiences of workplaces (100%)	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.	Work Inspiration takes place for one week per year for Year 10. Students are assisted with finding a placement if they require help. The majority of students as a result participate in Work Inspiration.	Building in the experiences of workplaces into KS3 with trips and use of Inspiration Days.
7. Encounters with further and higher education. (100%)	All pupils 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.	Students visit further education and higher education settings in a variety of years, including year 7.	Developing relationships with universities to ensure consistent provision across years.
8. Personal Guidance (75%)	Every pupil should have opportunities for guidance interviews with a Careers 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. They should be expected for all pupils but should be timed to meet their individual needs.	All students have interviews in Year 11. Students vulnerable of becoming NEET are targeted from Year 9.	Develop professional relationship with careers advisor to ensure consistency with the career adviser provision. Develop Career Café provision for informal drop ins.

*The percentage scores are based on the Compass Questions entered on the 12th May, 2020

Long Term Strategic Objectives

Our long- term strategic objectives were informed by our Compass Results and where as a school community we perceived there to be the greatest need to develop our provision. Year one of our planning is entitled our "Aspire' year. This is where we explore what can our provision be? It is highly aspirational to reflect the stage of rapid improvement we are in as a school. Our year two plan is entitled "Believe and learn" as this will be the year where we have to believe that we can have an outstanding careers provision and learn from our first year of planning. Finally, year three is our "Learn and Achieve" year. This is where we continue to adopt best practice to fit our school environment with our end goal being the achievement of an outstanding careers curriculum.

Long-Term Strategic Objective One: Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers provision

Link to Benchmarks: GB 1,2,3 and 4.

	What do we need to achieve?	What actions we will take as a school to achieve these targets?
Year One 2020- 2021 Aspire	Set up Careers Champion and Ambassador programmes that promote careers throughout the school. These meetings will be held once per half term.	Emails to be sent to Curriculum Leaders in July informing them of project. CLs should share information within departments. Volunteers from departments will receive introduction email from Careers Leader by the end of term. Careers Leader to engage with departments who perhaps have no volunteers. Initial meeting to take place on the second week of term. Then once per half term from there on out.

	Dedicated CEIAG staff CPD to give staff the confidence to teach careers effectively.	Careers Leader to discuss with Head of Teaching and Learning to access part of Inset Days on first two days. This may be coupled with other Character Programme training. Monitoring and evaluation to take place throughout year of progress made in each department area. Criteria will be set in September that departments will be measured against every half term. This will be a self-evaluation for departments to take place during Department meetings. Results will be logged. QAs will take place over the course of late January and then again in late June. Career support drop ins will be available for all staff to clarifying any questions or address concerns. There will be one official drop in session per half term. However, staff will also be able to access assistance through Unifrog Coordinator and Careers Leaders.
	CEIAG provision page summary for staff to use to inform teaching	Staff again will be able to seek clarification or help during drop ins and from Careers Team.
Year Two 2021- 2022 Believe and Learn	New staff induction day and staff refresher of CEAIG provision as outlined above. CPD and also one-page summary. Maintaining Career Champion and Ambassador programmes. Department self-evaluation and goal setting for careers in the curriculum for their own individual needs. Meaningful employer encounter within the curriculum.	Careers Leader to receive feedback from Champions and Ambassadors about highs and lows of programmes; where could they be developed? Goal setting for their own department against criteria will provide element of ownership over goals. These will then be monitored across the year through self-evaluations. Departments will be asked to think of one meaningful encounter they could provide during the year that is specific to their subject. For example, geography could bring in water board for when they teach water management. The use of Inspiration Days will be critical (Careers Leader to discuss with Deputy Headteacher) in June 2021.

		To ensure that careers are embedded fully into lessons, school slide shows should feature template for how to display careers in the curriculum information on the power point.	This will be in discussion with the Head of Teaching and Learning and will play a role in our on-going curriculum development.
Year Three 2022-2023	**Learn and Achieve**	Each unit of work for each department will have at least one link to careers. This will be linked to individual department goal setting for September 2022.	This will be developed alongside Head of Teaching and Learning and with consultation from Curriculum Leaders.
		Meaningful employer encounter within the curriculum links to be developed and promoted.	Departments should either seek to bring in the same company/ individual or based on feedback seek out another appropriate alternative. The hope is that this programme will be sustainable and that consistently departments provide meaningful employer encounters each year.

Long-Term Strategic Objective Two: Students are understanding, accessing and using information about local and national jobs (LMI to make informed decisions about their educational pathways and careers

Link to Benchmarks: GB 2, 3 and 8

What do we need to achieve?		What actions we will take as a school to achieve these targets?
Year One 2020- 2021 Aspire	Ensure Unifrog provision is embedded and promoted across the school.	Using period five careers provision to ensure that all new year 7s and new students are logged onto Unifrog. New Character Adventure login sticker to ensure that students can log their usernames and passwords for online platforms including Unifrog. Unifrog and Careers information available at Open Evenings, Welcome to Year… Evenings and Parents Evenings.
	Year 9 Pathways Provision is informed by the LMI however is guided by highly aspirational motives.	Students will be introduced to pathways in term one of Year 9. Students will have the opportunity to discuss their options with their form tutors, Heads of year of a member of the career team. Students can fill out a survey on what they want to do as a career. At this point we can start targeting those at risk of becoming NEET. Official pathways booklets will be launched in January of every school year. Students will have tailor made Pathways assemblies to inform their decisions.
	Establishing Careers Drop-In	Careers Drop-in will run one lunch time per week. This will be an informal drop in session where students from KS3 and KS4 can drop in and discuss careers with a member of the Careers team. This will allow students to access national and local LMI information as well as having assistance with Unifrog, aspiration meetings and help with college and apprenticeship applications.

	Introduction of Year 10 Work Inspiration Booklet.	Booklet currently being developed by Career Leader (GBa). This booklet can be launched at Welcome to Year 10 evening and this will ensure that staff and students will be engaging in the work inspiration experience and by default opening up student engagement to the LMI information. Start to compile and upkeep list of Work Inspiration Providers and contact details.
Year Two 2021- 2022 **Believe and Learn**	Continuing to implement best practice with Unifrog provision.	New homework tasks for Unifrog logins to ensure user engagement and researching LMI. Unifrog and Careers information available at Open Evenings, Welcome to Year… Evenings and Parents Evenings.
	Reflect and build on Year 9 Pathways provision	Build on successes and areas for development with previous year's pathway provision. Develop engagement with parents around pathways booklets, this may start to happen at the end of Year 8 as part of transition into Year 9.
	Maintaining Careers Drop-In	Ensure that provision is in place to continue supporting students through informal Careers Drop-In Develop links with universities and further education provision to receive prospectuses and Resources. Career Champions can assist with the running of the careers café to ensure sustainability.

		Maintain Year 10 Work Inspiration Booklet	Reflect on successes from the previous year and look for ways to develop areas for improvement.

Continue to update and compile list of Work Experience providers.

Develop Character SOL to incorporate skills about reaching out to employers. Email etiquette and making phone call etc. This will allow students to research potential work experience providers will confidence. |
| Year Three 2022-2023 | Learn and Achieve | Embed best practice with Unifrog provision. | Homework tasks for Unifrog logins to ensure user engagement and researching LMI are able to be set by teachers.

Unifrog and Careers information available at Open Evenings, Welcome to Year… Evenings and Parents Evenings.

Unifrog user video uploaded to website to ensure access is available for students and parents. |
| | | Reflect and build on Year 9 Pathways provision | Update LMI information available.

Ensure that there is consistency surrounding the process of Pathways provision. |
| | | Embed Careers Café. | Ensure that provision is in place to continue supporting students through informal Career's Café.
Develop links with universities and further education provision to receive prospectuses and
Resources.
Career Champions can assist with the running of the careers café to ensure sustainability.
Development of student support network for applications. Apprenticeships network etc. All |

	Embed Year 10 Work Inspiration Booklet	of these networks will share information about apply to… Students can assist each other with the assistance of Maintain and add to existing list of Work Experience providers. Ensure that student ownership of work experience is attainable by continuing to develop Character SOL to incorporate skills about reaching out to employers. Email etiquette and making phone call etc. as well as research skills.

Long-Term Strategic Objective Three: Students from all backgrounds have access to aspirational and motivational careers provision by having a range of employer encounters

Link to Benchmarks: GB 5, 6 and 7

	What do we need to achieve?	What actions we will take as a school to achieve these targets?
Year One 2020- 2021 **Aspire**	SEND: Work with the Learning Centre to ensure that we have <u>three actionable points for the year on how to develop SEND CEIAG provision.</u> PP: Target pupils who are at risk of being NEET and	Contact SENDCO and Deputy SENDCO to set up three actionable points that are appropriate for our current area to develop from our provision. Ensure that there is a CEAIG information point at the SEND coffee morning with information about how SEND students can access help in further education, higher education and employment. SEND provision from Corner Stone providers. Ensure there is an encounter for targeted SEND students.

	provide <u>one targeted intervention </u>with the use of employers.	Use of initial surveys from the end of Year 10 about future destinations to target those students at risk of being NEET. Those who are at risk will receive priority Luminate support over the course of the year. Start with monitoring programme that will mean we can target students at risk of NEET before Year 11. – Set up survey for students in Year 9 (subject selection time) about what they want to do as a career. Those with little idea about career or future destination can start to receive support earlier in their school career. Those thought of as at risk of being NEET will receive targeted help from Corner Stone Providers with CV writing and experiences.
	HPA: Continue to build on aspirational provision by ensuring that there is <u>at least one aspiration employer encounters provided.</u>	Develop partnership with high aspiration employer, for example a local law firm or consulting firm. Implement one open door talk or session with targeted students from the partnership. .
Year Two 2021- 2022 Believe and Learn	SEND: Work with the Learning Centre to ensure that we have three actionable points for the year on how to develop SEND CEIAG provision.	Reflect on successes and areas for development from previous year. Link with neighbouring SEND specialist school to arrange an encounter with an open access employer visit. Build on this from Corner stone provision. Ensure that there is a CEAIG information point at the SEND coffee morning with information about how SEND students can access help in further education, higher education and employment.
	PP: Target pupils who are at risk of being NEET and	Students to take future destinations survey before end of Year 10 so that those at risk of being NEET can be identified before the

		provide targeted interventions with the use of employers.	Summer break to allow more time for interventions.

Work with students identified at being at risk of being NEET in year 9 and 10 with targeted input from Corner Stone providers. |
| | | HPA: Continue to build on aspirational provision by ensuring that there is a range of aspiration employer encounters provided. | Continue to develop partnership with high aspiration employer.

Use for talk or assembly as well as targeted interventions.

Use network to set up mentoring programme so that HPA students in small target groups can have a "work mentor" in a field that they are interested in in year 10 and 11. The work mentor will be there to ask questions of and to provide support and guidance for applications and interviews. This support will be provided through E4E. |
| Year Three 2022-2023 | Learn and Achieve | SEND: Work with the Learning Centre to ensure that we have three actionable points for the year on how to develop SEND CEIAG provision. | Embed relationship with SEND school and secure employer visit.

Ensure that there is extra support available for SEND students and parents surrounding post 16 options. These can be accessed at the Careers Café and at SEND coffee mornings. |
| | | PP: Target pupils who are at risk of being NEET and provide targeted interventions with the use of employers. | Embed routine of Students to take future destinations survey before end of Year 10 so that those at risk of being NEET can be identified before the Summer break to allow more time for interventions.

Develop summer intervention for those at risk of being NEET.

Embed routine of students identified at being at risk of being NEET in year 9 and 10 with targeted input from Corner Stone providers. This help can also be administered through the careers café. |

	HPA: Continue to build on aspirational provision by ensuring that there is a range of aspiration employer encounters provided.	Embed partnership with high aspiration employer. Use for talk or assembly as well as targeted interventions. Develop network for mentoring programme so that HPA students in small target groups can have a "work mentor" in a field that they are interested in in year 10 and 11. The work mentor will be there to ask questions of and to provide support and guidance for applications and interviews. Start to target HPA students in younger years that would benefit from work mentor support. To be identified by Achievement Leader.

Progression Framework

Year Group	Measurable Outcomes
Year 7 – Developing yourself	Students will develop an understanding of themselves, raise self-esteem, recognise skills and qualities and how these could be applied to potential career paths. Students will be introduced to the Unifrog platform and be able to log on and develop research skills to be able to research areas of interest.
Year 8 – The Local Market	Students will explore local future pathways and develop confidence and resilience to make their own decisions. Students will continue to use Unifrog and to develop their research skills to be able to access LMI information for themselves. Students will receive knowledge of the Local Labour Market during CEAIG programme
Year 9 – Getting on track	Students will develop an aspirational action plan and will be able to explore career routes enabling informed GCSE choices. Students will be able to articulate in an informed manner about why they are selecting the subjects they are selecting with reference to their future goals.
Year 10- Building your portfolio	Students will develop employability skills and resources (including CV, personal statement, interview and application skills) and utilise these when engaging in work experience and contacting education providers. Students will begin to consider what post 16 option they would like to move onto. They will be able to discuss this with reference to their future aspirations.
Year 11- Post-16 Progression	Students will all create an individual plan for post 16 which is well-informed, realistic and aspirational this will enable them to transition to post 16 options with confidence. Students will be able to articulate in an informed manner about why they are selecting their post 16 option with and how this will help them secure or lead to their future goals.

Summary of Careers Provision

There are several ways in which our CEIAG Provision is implemented within our schools. This ensures that our vision of " **…students are motivated and inspired by a consistently embedded programme that is supported by all members of our academy community. This wrap around careers provision will enable all of our students, regardless of background, to make informed choices about their Post 16 options…"** is met.

Below there is a summary of each year group's CEIAG provision. Each year group consists of three sections. Each section is an important component of the year group's CEIAG provision.

Section One- Thursday, Period Five lesson delivered to all students. CEIAG Scheme of Learning per half term.

Section Two- Tuesday, Period Six lesson delivered to all students. Character Scheme of Learning also called our Character Adventure. This adventure consists of twelve key themes which are delivered on a Tuesday during period five. These twelve themes are addressed throughout each year and are developed and expanded on to ensure that students have a strong foundation of these key themes. The twelve key themes are:

1. Resilience
2. Organisation
3. Initiative
4. Kindness
5. Communication
6. Leadership
7. Respect
8. E-safety
9. Study Skills
10. My wellbeing
11. My body
12. My future

These key themes are influenced by the seven skills form Barclay's life skills as well as other themes set out in the RSHE and SMSC policies.

Section Three- Inspiration Day activities. We have three Inspiration Days across the academy year.

Year 7 CEIAG Provision

Section One: Thursday, Period Five lesson delivered to all students. CEIAG Scheme of Learning per half term.

Theme of year: Developing Yourself

Aims: Students will develop an understanding of themselves, raise self-esteem, recognise skills and qualities and how these could be applied to potential career paths.

Term 1.1	Term1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Introduction to Unifrog- KS3 launch and sign up. Navigate Unifrog investigating Inspirational careers and skill sets required.

GB: 1,3 | What are skills? Complete skills audit. Look at careers that are accessible but more obscure.

GB: 1,3 | What's your dream job? Students explore what their dream job is and get used to using Unifrog careers.

GB: 1,2,3,4,5,6,8 | Identify personal interests and how these can be used to explore potential careers. Record activities they have already.

GB:1,2,3,4,5 | Look at stereotyping in different careers e.g. gender, age etc through focus on different careers. Update interactions on Unifrog. | Organise a tutor group enterprise or charity event. |

Section Two: Tuesday, Period Five lesson delivered to all students. Character Scheme of Learning.

Term	Lesson Titles	Links to Careers – Barclay's Seven Key Life Skills
1.1	1. What is resilience? 2.Coping with change. 3. When am I resilient? 4. People dealing with things differently. 5. What is kindness? 6. Benefits of kindness.	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
1.2	1. What is organisation ? 2.Organisation for success	Resilience Leadership

	3. How to deal with stress and homework. 4. What is wellbeing? 5. My hobbies and wellbeing 6.My feelings and wellbeing	Adaptability Communication Problem solving Creativity Proactivity
2.1	1. Respect; not harming others. 2. A world without harm 3. The power of words 4. The power of words to harm 5. Nice vs kind 6. Pushing myself for others.	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
2.2	1.Effective communication 2. Oratory skills 3. Oracy self-assessment 4. Dealing with differences in opinions 5.Listening effectively 6. Communication in learning	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.1	1. The importance of personal goals 2. What is initiative? 3. Do I enjoy putting myself forward? 4. What is leadership? 5. Who am I as a leader? 6. Review of personal goals.	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.2	1. E-safety 2. Digital Footprints 3. Risks online 4. My health 5. My health self-assessment 6. My active goals for the summer.	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity

Section Three- Inspiration Day suggestion activities

Inspiration Day Number	Activities	Links to Careers
One	Assemblies in school and school activities.	Links to Barclay's Life skills and Benchmark 5.
Two	Visit to Nottingham University	Links to Gatsby Benchmark 7.
Three	Health Day	Links to Barclay's Life skills and Benchmark 5.

Year 8 CEAIG Provision

Section One: Thursday, Period Five lesson delivered to all students. CEIAG Scheme of Learning per half term.

Theme of year: The local market

Aims: To explore local future pathways and develop confidence and resilience to make their own decisions.

Term 1.1	Term1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
What jobs are available locally? Understanding LMI and how this can affect career choices. Look at jobs of the future. GB: 1,2	Skills for careers-Understand transferable skills and the importance they have in a range of careers. GB: 1,3	Subjects library-treasure hunt. Students get used to exploring the careers library in Unifrog. GB:1,3,4,7,8	Skills development-independence. Have a better understanding of what independence is and what it means to be independent. GB:1,3	University vs apprenticeships-the big debate. Investigating the pros and cons of university and apprenticeships. Update interactions on Unifrog. GB: 1,3,7,8	Organise a tutor enterprise or charity event.

Section Two: Tuesday, Period Five lesson delivered to all students. Character Scheme of Learning.

Term	Lesson Titles	Links to Careers
1.1	1. Resilience and growth mindset 2. My strengths and weaknesses 3. No mistakes means no progress 4. Personal growth 5. Challenging myself 6. How to deal with homework and stress.	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
1.2	1.Leadership 2. Putting together a team 3. Leadership styles 4. Kindness Cycle 5. Being generous with praise	Resilience Leadership Adaptability Communication Problem solving

	6. Promoting Differences	Creativity Proactivity
2.1	1. Initiative 2. Initiative in learning 3. Recap of organisation 4. Thinking with a clear head. 5. Stigma and wellbeing 6.Positivity	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
2.2	1. Self-regulation 2. Audience awareness 3. Everyday acts of kindness 4. Opportunities to be kind 5. Thinking outside the box 6. Clarifying and summarising skills	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.1	1. structuring a debate. 2. Expressing an opinion 3. Using debate to improve school work 4.Esafety 5.Social Media 6. Cyberbullying	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.2	1. Organised problem solving 2. Planning events 3. Approaching challenges 4. Open and closed character 5. Issues with having a closed character 6. Seeing each other as humans	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity

Section Three- Inspiration Day activities

Inspiration Day Number	Activities	Links to Careers
One	PSHE overall topic	---
Two	STEM Engineers around the world day.	Links to Barclay's Life skills and Benchmark 3 and 5.
Three	Visit to university/ careers link	Links to Gatsby Benchmark 7

23

Year 9 CEAIG Provision

Section One: Thursday, Period Five lesson delivered to all students. CEIAG Scheme of Learning per half term.

Theme of year: Getting on track

Aims: Develop an aspirational action plan and explore career routes enabling informed GCSE choices

Term 1.1	Term1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Preparing for options- Focus on a different subject each week and what careers it can lead to.	GCSE's Choices, choices Use Unifrog to help them make great GCSE choices.	Skills development- Students identify what they think makes a great leader.	Your skills, your team, your future! Students identify their strongest skill and practice putting this into a real-life career Scenario.	Future goals- Analysis of what is needed to achieve this. Post 16 options, students log intentions on Unifrog.	Work experience- how to contact employers. Students learn about and put into practice the skills they need to feel confident when approaching potential employers.
		GB: 1,3	GB:1,2,3,6,8	GB;1,3,7,8	
	GB:1,2,3,4,7,8				GB:1,6

Section Two: Tuesday, Period Five lesson delivered to all students. Character Scheme of Learning.

Term	Lesson Titles	Links to Careers
1.1	1. Resilience: overcoming barriers 2. Turning setbacks into success 3. Expressing my emotions 4. Helping others grow 5.Different models of feedback 6.The power of giving and receiving feedback.	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
1.2	1. Managing vs leadership 2. Motivational leadership 3. Motivating myself 4. Respect for others	Resilience Leadership Adaptability Communication

	5.Is my language respectful? 6. Breaking down my language	Problem solving Creativity Proactivity
2.1	1. The environment and me 2. How to safeguard other people's wellbeing 3.Wellbeing online 4. My future; post 16 options 5. Having the competitive advantage. 6. My choices and how they impact me	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
2.2	1. What does an organised person look like? 2. Organisation in the future 3. What organisation techniques work for me? 4. Key skills: content 5. Key skills: Structure 6. Key skills: Rhetorical devices	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.1	1.Using initiative 2. Growth mindset 3. Solution based problem solving 4. communication vs rhetoric 5. Communication in the workplace 6. Communication and social media	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.2	1. Online behaviour 2. My rights and responsibilities 3. Mental Health and being online 4. Mental Health 5. Link between mental and physical health 6. Valuing my body	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity

Section Three- Inspiration Day activities

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Inspiration Day Number	Activities	Links to Careers
One	Sexual Health Education	Links to Barclay's Life skills and Benchmark 5.
Two	Careers Opportunity	Links to Barclay's Life skills and Benchmark 5 and 4
Three	Talk the talk communication session	Links to Barclay's Life skills and Benchmark 5.

Year 10 CEAIG Provision

Section One: Thursday, Period Five lesson delivered to all students. CEIAG Scheme of Learning per half term.

Theme: Building Your Portfolio

Aims: Develop employability skills and resources (including CV, personal statement, interview and application skills) and utilise these when engaging in work experience and contacting education providers.

Term 1.1	Term1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
CV writing and mock interviews- students learn about the elements of a CV, career terminology and how to complete a CV. Students attend a CV workshop delivered by local business people. GB:1,3,6,8	Students write up their CV's and personal statements using Unifrog.	Skills development- Teamwork and communication. Students identify what makes a good Communicator and team player. GB:1,3	Work experience- How to behave in the workplace including health and safety. Students prepare their work experience journal. GB:1,3,5,6	Students complete their work experience journals and upload onto Unifrog. Update activities and interactions on Unifrog.	Introduction to apprenticeships. Introduce students to the world of apprenticeships. GB:1,3,5,8

Section Two: Tuesday, Period Five lesson delivered to all students. Character Scheme of Learning.

Term	Lesson Titles	Links to Careers
1.1	1. My mindset: GRIT 2. Mind training 3. Mind training and mental health 4. The importance of being organised 5. Balancing important and urgent things 6. Organising myself and my time	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity

1.2	1. Setback to success 2. Active learning 3. Working independently 4. Prepare to perform 5. Career development 6. The labour market	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
2.1	1. Not harming others 2. Psychological harm 3. Online harms 4. Helping those most at risk 5. Living without harm 6. Dealing with stress and revision	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
2.2	1. Different resilience types 2. Resilience and motivation 3. Communication: what type do I find effective? 4. Motivating myself 5. Giving and receiving effective feedback 6. Interviews	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.1	1. What makes a strong leader? 2. Command and control vs discuss and decide 3. Why do employers want leadership skills? 4. Mental health and mental energy 5. Mental energy 6.Making choices	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
3.2	1. Confidence in speaking 2. Confidence in speaking appraisal 3. Apprenticeships 4. Why go to university? 5. Portfolio challenge 6. Preparing for Year 11	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity

Section Three- Inspiration Day activities

Inspiration Day Number	Activities	Links to Careers
One	Talk the talk	Links to Barclay's Life skills and Benchmark 5.
Two	Mock interviews and CV workshop	Links to Gatsby Benchmark 1,3 and 5
Three	The act of brilliance	Links to Barclay's Life skills and Benchmark 5.

Year 11 CEAIG Provision

Section One: Thursday, Period Five lesson delivered to all students. CEIAG Scheme of Learning per half term.

Theme: Post 16 Progression

Aims: Ensure all students have an individual plan for post 16 which is well-informed, realistic and aspirational.

Term 1.1	Term1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
BTEC and A Level options. A more in depth look at some of the post 16 options. GB: 1.3,7,8	Support with post 16 applications. Students update intentions on Unifrog.	Revision skills. Students learn to improve their memory techniques through a fun memory journey.	Coping with changes. Leaving secondary school. Students gain an awareness of the changes ahead of them and develop coping strategies	Exam Prep	Exam Prep

Section Two: Tuesday, Period Five lesson delivered to all students. Character Scheme of Learning.

Term	Lesson Titles	Links to Careers
1.1	1. Resilience – small steps towards a big goal. 2. Resilience – personal learning checklist. 3. Resilience – self evaluation 4. Presenting organised arguments 5. Organising with clear communication 6.Organising your studies	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
1.2	1. Mental Health 2. Mental Health 3. Mental Health 4. Communication – The echo chamber 5. Communication- disagreeing with somebody 6. communicating a career plan	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity

2.1	1. Initiative- spotting the gap. 2. Initiative – continual change 3. Initiative- How do I react when things go wrong? 4. Apprenticeships. 5. HE- what to study? 6. HE- Different universities	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity
2.2	1. Leadership and humility 2. When leaders make mistakes 3. Leadership- how do I react when things go wrong? 4. Mental toughness 5. Mental toughness 6. Mental toughness	Resilience Leadership Adaptability Communication Problem solving Creativity Proactivity

Section Three- Inspiration Day activities

Inspiration Day Number	Activities	Links to Careers
One	Careers in the Curriculum Day	Links to Gatsby Benchmark 4, 5 and 6
Two	Talk the Talk	Links to Barclay's Life skills and Benchmark 5.

Monitoring using our Strategic Objectives

Strategic Objective	Responsibility	Timing	Method
SO1 : Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers provision	SLT	Weekly	Discuss progress at SLT meetings
	Careers Team	Monthly	Discuss at progress at meetings
	Careers Leader	Targeted observation	DDI and support available for support for CLS.
	Curriculum Leaders	Part of the observation cycle	Learning walks, observations and developmental drop ins.
	Career Champions	Half termly	Discuss action points at half termly meetings
SO2: Students are understanding, accessing and using information about local and national jobs (LMI to make informed decisions about their educational pathways and careers	Career Team	Monthly	Discuss at progress at meetings
	Unifrog Ambassador / Careers Leader	Targeted observations and continuous adding to provision	Ensuring Unifrog logins. Monitoring online. Development of CEAIG curriculum to reflect
	Achievement Team	Part of the observation cycle	Learning walks, observations and developmental drop ins. Communicating with Form tutors.
	Form tutors	Weekly input	Delivery of CEAIG Curriculum once per week. Delivery of Character curriculum once per week.
SO3. Students from all backgrounds have access to aspirational and motivational careers provision by having a range of employer encounters.	SLT	Weekly	Discuss progress at SLT meetings
	Career Team	Monthly	Discuss at progress at meetings
		Ongoing	Ensure that plans are being implemented with relevant people.
	Achievement Team	Weekly	Discuss progress at meetings. Help implement plans to access employer encounters for target groups.

Evaluating - using our Strategic Objectives

Strategic Objective	Responsibility	To be evaluated	Method
SO1: Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers provision	SLT	Every term	Meeting weekly to discuss progress. Short careers in the curriculum audit data will be provided for review.
	Curriculum Leaders	Every half term	Department self-evaluation forms.
	Careers Team	Monthly	Observation Cycle and audit of careers in the curriculum taken from range of places including department evaluation forms and career champion feedback.
	STEM Coordinator	Termly	Review conducted with Career Leader of successes and areas for development of STEM in the curriculum.
	Careers Champions	Every half term	Champion meetings and evaluation against action points set out at last meeting.
SO2 Students are understanding, accessing and using information about local and national jobs (LMI to make informed decisions about their educational pathways and careers	Year 11 (and 10 team)	Ongoing	Students destinations and understanding of what they want to do and how they can do it. Consistently updating destinations data etc.
	Career Team	Half termly.	Unifrog usage can easily be monitored. Review to take place each half term. To identify students who have never logged in etc. Student feedback groups.
	Achievement Team	Every term	Student feedback (ongoing) Unifrog promotion
SO3 Students from all backgrounds have access to aspirational and motivational careers provision by having a range of employer encounters.	SLT	Termly Review	Data provided for analysis and discussion. Successes and areas for development.
	Careers Team	Ongoing	Ongoing coordination of three tier plan: Half termly meeting with SEND. Weekly check in with Year 11 team for NEET check in.
	Curriculum Leaders	Half termly	As part of department self-evaluation form.
	SEND Department	Half termly	Self-assessment review similar to the department review.

External Stakeholder Plans

External stakeholders are a vital component of any careers curriculum. They provide support and vital services so that schools can fulfil deliver aspirational and worthwhile careers provision. External stakeholders in this case will refer to the three primary groups that we will be targeting over the next three years; parents and carers of students; university and higher education partners and business partners.

Partner Name	Relationship Holder in school	Last Activity	Year Group/ Department Involved	Types of Activities	Engagement Level
Rolls Royce	STEM, Coordinator, Head Teacher, Curriculum Leaders	Maths support	Y10/11 Maths	Extra maths provision and STEM support	Regular
Corner Stone Providers	Careers Leader through Derbyshire South Hub	Upcoming engagement	Y9-11 SEND Maths, English, Geography, History, Science	Careers in the curriculum activities.	New relationship
Heanor Gate	Achievement Team	Sixth Form providers – tour of colleges	Chesterfield College – Year 7 All else – Year 11	Tours and inspiration/ taster sessions.	Annually
Chesterfield College	Achievement Team				
Derby College	Achievement Team				
Landau Forte College	Head of Character				
Billborough Sixth Form College	Achievement Team				
The University of Nottingham	Achievement Team	Year 7 Inspiration Day	Year 7 Achievement	Tours and inspiration/ taster sessions.	Annually
The University of Cambridge	Headteacher	HPA Y10 Tour	HPA Y10 Achievement Team	Tours and inspiration/ taster sessions.	Annually

Leicester University	Head of Character	N/A	KS3	Tours and inspiration/ taster sessions	New relationship
DANCOP	Head of Character and Careers and Unifrog Ambassador	Variety of funding opportunities and in school support	Year 11 but benefits all	Funding for Business Apprentice and other provisions	Every week
Luminate	Careers and Unifrog Ambassador	Advising and careers guidance	Y11	Careers advice and guidance	Every week.
DEPB	Unifrog Ambassador	Variety of careers related projects and activities	Y8-Y10	Variety of careers related projects and activities.	Every term for inspiration days
E4E	Careers Leader, Achievement Leaders and Deputy Headteacher	Variety of careers related projects and activities.	Y9-Y11	Variety of careers related projects and activities.	Every term for inspiration days

Plan to Increase and Improve External Stakeholder Relationships

Groups of External Stakeholders	Actions	Responsibility	Tiiming
Parents and Carers of Students	Increase awareness around LLM using Information and Parents Evenings.	Career Leader to coordinate with Achievement team and Reprographics	Board and information to be on portable display before start of term 2020. Information to be maintained by Career Leader
	Increase visibility of Careers information available around Y9 Pathways.	Year 9 Achievement team with career champions and Career Drop-Ins	January 2021
	Create a home guidebook to Work Inspiration (Experience) for Y10 Parents and Carers to explain in detail the significance of Work Inspiration.	Greg Barker developing. Ant Needham to take over as Y10 AAL.	Before October half term
	Make Post 16 Information available for parents at Welcome to Y11 Evenings.	Careers Leader to coordinate with Achievement team (Y11 Team) and Reprographics	Board and information to be on portable display before start of term 2020. Information to be maintained by Careers Leader
	CEAIG Provision information available on school website	Careers Leaders to create Assistant Headteacher to coordinate website.	August 2020

University and Higher Education Partners	Create partnership booklet.	Careers Team, Careers Leader to lead as part of strategy.	December 2020 ready to launch in January 2021
	Pair each KS3 year group with a partner university (EG. Y7 -University of Nottingham Visit).	Achievement Team, Head of Character and Assistant Headteacher	Summer 2021. (Recovery from Covid 19 may impact this).
	Contact Post 16 providers to set up schedule of visits for Y11 and to organise Post 16 Careers Fayre offering. Also use this to develop Career Café provision.	Year 10 and 11 Achievement team with Career Leader and career team with career drop-ins	Initial contact by November 2020. See what can be offered Potential use of DANCOP videos and provider video instead.
Business Partners	Contact existing partners and discuss implications of C19. EG Rolls Royce- will they still have the capacity to run our external STEM	Career Leader through Career Leader Network.	Ongoing from July 2020.
	Generate Y10 Work Inspiration Booklet for Business Partners.	Greg Barker developing. Ant Needham to take over as Y10 AAL.	Before October Half Term
	Contact all Y10 Work Inspiration Partners that were scheduled to run this year if we could move WI to next year.	Year Ten achievement team	From September, 2020.
	Develop High Aspiration partnership with Law firm or consultancy group in line with Objective three.	Career Leader	Initial contacts made by October, 2020.

Appendixes

SWOT Evaluation

Strengths	Weakness
"One Team" ethos built into school life. - DANCOP funding and other opportunities including support from Luminate - Intended and actual destination data is maintained. - Stereotypical thinking is challenged - Good links in STEM for careers. - Dedicated Period Five for careers sessions to take place during tutor periods. - Inspiration Days are used to engage students in careers related activities. - Dedicated Unifrog staff ambassador and ability to use Unifrog platform as well as custom made careers provision.	- There are not records of pupil or parent evaluation of the effectiveness of our careers provision. - We continue to develop pupil's accessible career experience records. - Subject areas are developing careers-based learning. - CEAIG provision is not an embedded routine in some year groups provision has not been consistent
Opportunities	**Threats**
- CEIAG provision to be displayed on website to allow more access for students, parents and governors. - Staff who are enthusiastic and supportive - Team approach to careers from September 2020 to ensure that CEIAG is whole school responsibility. - Involve Governors and they can approve new careers strategy. - Create data base to record student career experiences measured against Gatsby Benchmarks	- Much of our current provision is not 'routine' or embedded'. - There is a risk that careers learning is not seen as a part of the whole school curriculum provision. There are other pressures on individual faculties and careers provision is not yet a priority. - Resourcing and budgets are a real issue facing the school in all aspects of provision – careers included.

Detailed Action Plans 2020-2021

Long Term Strategic Objective One: Embed careers education across the curriculum with all staff being aware of their role and taking an active part in careers provision.

Why our school thinks this is important: This will ensure that our whole school approach to careers in fully embedded into the fabric of our school culture. This will also enable students to be aspirational and will promote classroom engagement.

Link to Benchmarks: GB 1,2,3 and 4

End of year targets
Have set up Careers Champion and Ambassador programmes that promote careers throughout the school.

Staff have received CEIAG staff CPD to give staff the confidence to teach careers effectively.

CEIAG provision page summary for staff to use to inform teaching

Success Indicator One	Success Indicator Two	Success Indicator Three
Careers Champion Programme meet once per half term and there has been an increase in careers in the curriculum.	Staff CPD on CEIAG has had impact on staff and student engagement with provision. Measured through data and from targeted observations and DDIs.	All staff have a one-page summary of CEIAG provision in their Teacher Toolkit and staff are confident talking about CEIAG provision.
Actions Required to meet 2020-2021 targets	**Responsibility**	**Reporting**
Self evaluation survey needs to be made in accordance with Gatsby Benchmark 3 so that departments can track progress across year.	Career Champions Curriculum Leaders Career Team	Career Champions feedback to Career Leader every half term. Curriculum Leaders and Career champions are accountable for self-assessment survey taking place in departments.
Staff need to take base line survey to establish how confident they feel teaching Careers. CPD then needs to be delivered in addition to extra staff support such as career café, champion programme and informal drop ins. Inset training two needs to take place	Career Champions Curriculum Leaders Career Team	Career Leader to liaise with Head of Teaching and Learning for inset day training time.

and then base line survey needs to be retaken to measure progress.		Career Leader to coordinate programme with help from SLT.
One -page summary of CEIAG provision to be made and put in teacher toolkit folder. CPD should be supported by this document.	Career Leader Head of Teaching and Learning Assistant Head Teacher	Career Leader to be managed by Assistant Headteacher and is accountable to Careers Team.

Long Term Strategic Objective Two: Students are understanding, accessing and using information about local and national jobs (LMI to make informed decisions about their educational pathways and careers

Why our school thinks this is important:

Link to Benchmarks: GB 2,3 and 8

End of year targets
Ensure Unifrog provision is embedded and promoted across the school.

Year 9 Pathways Provision is informed by the LMI however is guided by highly aspirational motives.

Careers Café is established

Introduction of Year 10 Work Inspiration Booklet completed.

Success Indicator One	Success Indicator Two	Success Indicator Three
All students have logged onto Unifrog at least once.	Careers Drop- In is accessed by students from both KS3 and KS4 and students are informed about different destinations.	Year 10 work inspiration booklet aids Achievement team with the setup of Work Inspiration and students have ownership of their placement.
Actions Required to meet 2020-2021 targets	**Responsibility**	**Reporting**
Unifrog logins will need to be monitored. Support will be provided at Parents Evenings, Welcome to evenings and at Career Café.	Career Drop-In Career Leader and Career Team Form Tutors	Half termly reports about student engagement on Unifrog. Targeted interventions can then take place.
Career Drop-In Provision to be set up and ensured that it is sustainable through staffing with career champions and accessing supplies and information from external partners.	Career Leader to own. Coordinate with the help of Career Team and Career Champions.	Career Leader to report to Deputy Headteacher and Career Team. The students accessing career café provision will be logged so this can be recorded for data purposes.

Long Term Strategic Objective Three: Students from all backgrounds have access to aspirational and motivational careers provision by having a range of employer encounters.

Why our school thinks this is important:

Link to Benchmarks: GB 5, 6 and 7

End of year targets
SEND: One employer encounter for SEND students who is SEND specialised.

PP: One targeted employer intervention for students at risk of being NEET in Y11 and Y10.

HPA: Link with high aspiration partner (law firm or consulting. One High encounter experience targeted at HPA students.

Success Indicator One	Success Indicator Two	Success Indicator Three
SEND students have a meaningful employer encounter with an employer who supports SEND students.	Students in Y11 at risk of being NEET are identified before October half term and have a targeted employer encounter to inspire and help students make informed choices.	Da Vinci Academy has a high aspiration employer partner that has provided Y10 HPA students with a meaningful employer/employee encounter
Actions Required to meet 2020-2021 targets	Responsibility	Reporting
Corner Stone Provider partnership needs to be set up in September for SEND and PP end of year targets. Partnerships have already been promoted through Derby City Council.	Career Leader through Career Leader Network.	Career Leader to liaise with Assistant Head teacher and Learning Centre.
NEET risk surveys for Y11 have to be created and distributed in first week to collate data to target.	Career Leader Year 11 Achievement Team Assisstant Head Teacher for Data and Outcomes	Career Leader to create surveys with career team input. Career will then give surveys to year 11 team who will ensure students fill in survey. Data will then be collected and organised by Career Leader. Data will then be given to DHT for Data and Outcomes.

Career Leader to use Career Leader network to establish a High aspiration partnership interest meeting, initially. Relationship will then need to be cultivated and developed especially surrounding restrictions due to C19.	Career Leader and Career Team.	Career Leader to report to Deputy Headteacher for Achievement and Career Team.

Compass Results

Our current Compass Careers Benchmark Tool Results (updated on July 15th, 2021) are as follows:

Benchmark One: 100%
Benchmark Two: 100%
Benchmark Three: 90%
Benchmark Four: 56%
Benchmark Five: 50%
Benchmark Six: 25%
Benchmark Seven: 100%
Benchmark Eight: 100%

The breakdown of the results are attached in PDF form. These were greatly impacted by the Covid 19 Restrictions.

Staff Roles and Responsibilities

Job Title:	Responsible for:	Accountability reports to:
Career Leader	Managing the overview of the CEAIG provision at Da Vinci Academy	KRo Head Teacher GTy Deputy Headteacher
Unifrog and Careers Ambassador	Implements Careers lessons within the PSHE Curriculum	Careers Leader / Achievement Leaders
Enterprise Adviser	Advisor to the Careers Leader. Provides advice and notifies of opportunities that arise.	Advises Career Leader
Head Teacher	Managing the overall provision and quality of CEAIG in school. Vision driven role.	Governor for Careers and Trust
Deputy Head Teacher – Achievement and Behaviour	Line manages the Careers Leader and Head of Character	Head Teacher
Careers Governor	Oversees implementation of suitable and aspiration CEAIG provision. Advises and provides feedback.	Head Teacher and Board Members
Curriculum Leaders	Responsible for overseeing the implementation of the careers in the curriculum protocol	Careers Leader
Careers Champion– English	Careers Leader play a vital role in liasing between curriculum teams and Head of Character	Careers Leader
Careers Champion– Science		Careers Leader
Careers Champion – Humanities		Careers Leader
Careers Champion– ADT		Careers Leader
Careers Champion- Maths		Careers Leader
SEND coordinator	Ensuring the CEIAG provision meet the appropriate standards for our SEND Students	Head Teacher
Tutors	Ensure that the programme is delivered to a high quality and is aspirational for all students.	

Head of Character	PSHE Curriculum Coordinator, Careers Implementation across school. Managing Career Leaders and Pupil Career Champions.	Head Teacher and Deputy Headteacher Teacher
Pupil 'Careers Champions'	Pupil career champions are key to receiving feedback from students on the quality of their CEAIG provision as well as raising the profile of careers throughout the school.	Career Leader

Scheme of work template including careers section

Lesson	Aim/ Enquiry Question	Lesson Sequencing	Teaching and Learning Strategies	Resources	Key words/ terms	Careers Links: Post 16 Links Employability Skills Link
1. Introduction to Civil Rights	What are Civil Rights and who has them?	Last Lesson: Holocaust This Lesson: What are Civil Rights and who has them? Next Lesson: Why did people believe in segregation?	Do Now- Connect: Quiz on America. Input: Ab Lincoln DP: Key word colour code. Review: What are Civil Rights and who has them? Plenary task: Key word quiz.	White boards Worksheets Key word quiz	Emancipation Segregation Civil Rights Activism Abolitionist Lynching Unprecedented	A Level Politics, History, Sociology Resilience – not taught US History before, will have to learn lost of new terms.
2. Segregation and the Ku Klux Klan	Why did people believe in segregation?	Last Lesson: What are Civil Rights and who has them? This Lesson: Why did people believe in segregation? Next Lesson: How significant was the Montgomery Bus Boycott for the Civil Rights campaign?	Do Now- Connect: Key words. Input: Little Rock 9 video. D.P: KKK questions. Review: why was their segregation? Plenary task: 5 for 5 quiz.	Key words match up sheet Little Rock Nine video Information on KKK	Segregation Justice Lynching	Human Rights Lawyer. Problem Solving- students will need to enquire how segregation was able to go on for so long using a range of information and cases.
3. Montgomery Bus Boycott	How significant was the Montgomery Bus Boycott for the Civil Rights campaign?	Last Lesson: Why did people believe in segregation? This Lesson: How significant was the Montgomery Bus Boycott for the Civil Rights campaign?	Do Now- Connect: B.S.G Input: Rosa Parks Interview D.P: Interview News report speech. Review: What were the consequences?	Rosa Parks Video Interview	Boycott Segregation Justice Passive Resistance	Police and the justice department. News Reporter. Communication- students will have to listen to Rosa Park's

		Next Lesson: Was Martin Luther King's leadership the main reason for success in the Civil Rights campaign?	Plenary task: Key word bingo.			account and effectively express the issues with her imprisonment.
4. Martin Luther King	Was Martin Luther King's leadership the main reason for success in the Civil Rights campaign?	Last Lesson: How significant was the Montgomery Bus Boycott for the Civil Rights campaign? This Lesson: Was Martin Luther King's leadership the main reason for success in the Civil Rights campaign? Next Lesson: Did the mass support of the Freedom Marches show things were changing in the 1960s?	Do Now- Connect: Odd one out Input: MLK Interview D.P: Information round robin. Review: What is leadership and how important is it? Plenary task: Equation summary	Information on MLK	Civil Rights Non-violence Movement Pastor	Pastor/ Religious Leader. Communication- the importance of oracy
5. Freedom Marches	Did the mass support of the Freedom Marches show things were changing in the 1960s?	Last Lesson: Was Martin Luther King's leadership the main reason for success in the Civil Rights campaign? This Lesson: Did the mass support of the Freedom Marches show things were changing in the 1960s? Next Lesson: Did Black Power help or hinder	Do Now- Connect: Last week, month, year. Input: I have a dream speech. DP: Write a newspaper report from the freedom march. Review: Did the amount of people	I have a dream speech video Sources	Activism Civil Rights Popular support	Journalism – link to new versus old media with link to Tweet. Creativity- students need to create a newspaper report.

			the Civil Rights campaign?	mean things were changing? Plenary task: Tweet Summary			
6. Black Power	Did Black Power help or hinder the Civil Rights campaign?	Last Lesson: Did the mass support of the Freedom Marches show things were changing in the 1960s? This Lesson: Did Black Power help or hinder the Civil Rights campaign? Next Lesson: Was the Civil Rights Act of 1964 the beginning or the end of the fight for equality?	Do Now- Connect: Quiz on individuals Input: Picture of Olympics D.P: Sources on black power Review: Did it help or hinder ? Plenary task: Newscaster report – 40 second pitch.		Popular support Emancipation Freedom fighters	Professional Athlete- link to NFL today. Problem solving- using sources to create arguments.
7. The Civil Rights Act, 1964.	Was the Civil Rights Act of 1964 the beginning or the end of the fight for equality?	Last Lesson: Did Black Power help or hinder the Civil Rights campaign? This Lesson: Was the Civil Rights Act of 1964 the beginning or the end of the fight for equality? Next Lesson: How successful has the Civil Rights campaign been?	Do Now- Connect: Two truth and a lie Input: 1964 Act – what did it say? D.P: Timeline Review: Most significant event after 1964? Plenary task: Was it the beginning or the end?		Congress Senate House of Representatives Law Society Civil Rights Riot Assassination Disenfranchised	Politician Adaptability- students need to learn about the US system of governance and adapt their political understanding.

| 8. America today | How successful has the Civil Rights campaign been? | Last Lesson: Was the Civil Rights Act of 1964 the beginning or the end of the fight for equality? This Lesson: How successful has the Civil Rights campaign been? Next Lesson: Recap of Year 9. What changed during the 20th Century? | Do Now- Connect: Answers-make questions. Input: American Oxygen Music Video. D.P: Comparison table. Review: Use question to answer enquiry question. Plenary task: Post it Note: WWW, EBI, Question. | American Oxygen Music Video Table and information Post It Notes | Inequality Franchised Code Switching Abolitionist Emancipation Segregation Civil Rights Activism | Music Producer Leadership- students will need to exercise leadership during group task. |

Audit of the Careers in the Curriculum

Careers in the Curriculum is undergoing a lot of work during Covid 19 Lockdown. Subject areas such as Science and Humanities have targeted careers in the curriculum as a focus of their scheme of work development plans.

From September 2020, Da Vinci Academy will be working with DANCOP Corner Stone providers to ensure that there is excellent careers provision within the school curriculum. The areas of focus will be: Math, English, Science, History and Geography. This provision will be available to all schools within Derby City.

Covid 19 Footnote, made July, 2021:

The ongoing Covid 19 Health Pandemic has impacted our ability to deliver and implement some aspects of our Career Strategy. Despite the difficulties Careers has remained and central focus of our curriculum provision at Da Vinci Academy. Therefore, from September 2021 we will be pursing a joint year 1 and year 2 programme within the careers strategy. This will ensure that the careers programme is embedded and stable and that it will meet the goals of the three year plan by 2023.