



# THE BOURNE ACADEMY

## Careers & Vision Strategy

**2023 -2026**

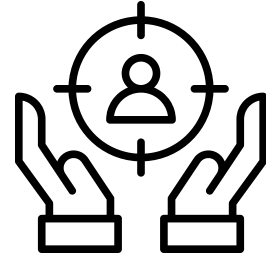


“  
**OUR VISION**  
**EMPOWERING OUR**  
**COMMUNITY TO ASPIRE**  
”





# DEVELOPMENT PLAN PRIORITIES



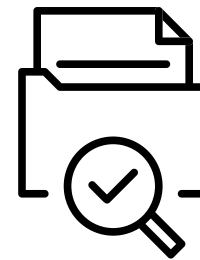
## Excellent Teaching & Learning

- Continued improvement of results at GCSE & Post 16 desired
- 37% Pupil Premium highest in area
- SEND large increase over next 2 years
- Careers helps set clear targets



## Excellent Behaviour for Learning

- Pastoral support for positive behaviour outcomes
- Careers used to support students with poor attendance/behaviour records as part of Pastoral team



## Personal Development for All

- Attendance improving but below 97% target
- NEET students, 9 unknown destinations Sept 22
- High % of Young Carers
- Careers used to ensure 0% NEET and raise aspirations



## Impactful Leadership & Management

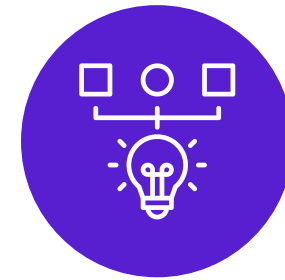
- Rapidly changing local economy
- New working practices & skills
- Regular careers updates & new curriculum to meet local employers' needs = Careers CPD







## 3 YEARS DEVELOPMENT



### See

- Careers in every class
  - Employers drop by
  - Video screens with jobs
- 



### Hear

- Conversations in corridors
  - Adults/students talking jobs
- 



### Feel

- Buzz of purpose
  - Self motivated students
  - Growth mindsets evident
-



# STRATEGIC OBJECTIVES

1

## EMBED A CULTURE OF SELF AWARENESS & OWNERSHIP

- Create aspirational futures using advice and guidance, volunteering, work experience and on-line tools.

2

## EMBED CAREERS INTO EVERY CURRICULUM SUBJECT

- Tracking through staff/student careers ambassadors

3

## DEVELOP INTERNAL & EXTERNAL CONNECTIONS

- Develop employer, HE and FE engagement covering all local and key national industries and providers - marketing through employers, parents, Bourne Ambassadors, Canford School & other stakeholders



## DELIVERING OBJECTIVES:

1

### EMBED A CULTURE OF SELF AWARENESS & OWNERSHIP

- We want students to actively look to improve their life skills by using careers meetings to be more self-aware increased willingness to volunteer and participate in clubs organising their own work experience
- Use Unifrog to record all their encounters
- We want staff to actively engage with employers by experience days in various workplaces staff confident to talk careers to students (less reliant on careers meetings)

**GBS 1,3,5,6&8**





## DELIVERING OBJECTIVES:

2

### EMBED CAREERS INTO EVERY CURRICULUM SUBJECT (TRIAL WITH ENGLISH, SCIENCE, TED, HISTORY & MUSIC)

- We want subject careers ambassadors (staff/student) to become experts in the relevant industries by PM teaching staff objectives (Ethos, ambitions & practices) linked to creating links with key employers
- Disseminate regular updates to the rest of the department
- Update careers leaders with new employer opportunities
- Every curriculum topic should exemplify through careers by creating a learning matrix of careers for every subject
- Whole staff and department level CPD on careers

**GBS 2,4 & 8**





## DELIVERING OBJECTIVES:

3

### DEVELOP INTERNAL & EXTERNAL CONNECTIONS

- Develop employer, HE and FE engagement covering all local & key national industries & providers - marketing through employers, parents, Bourne Ambassadors, Canford School & other stakeholders
- We want students to understand all education routes by regular updates on HE/FE Apprenticeships
- Every student to encounter at least one FE/HE rep/annum
- Use Unifrog to record all their encounters
- We want to enhance engagement with employers by developing comprehensive database, tracking involvement by all stakeholders, creating long-term partnerships
- Complete the 4 Pillars of Need Analysis (wider involvement)

**GBS 1,5,6,7**



# FOUR PILLAR NEEDS ANALYSIS

Business in the Community (BITC), through their former 'Business Class' programme created a 'Four Pillar Needs Analysis' framework, to help schools to move from just having links with employers, to having sustainable, long-term partnerships.

**1**

## LEADERSHIP & GOVERNANCE

- Support with vision, strategy & planning
- Support Governance
- Staff/SLT development

**2**

## CURRICULUM

- Advise of curriculum content - advisory panel
- Bring curriculum to life
- Support by subject

**3**

## ENTERPRISE & EMPLOYABILITY

- Provide work experience (students/staff)
- Keynote speakers for students/parents

**4**

## WIDER ISSUES

- Attendance sponsoring
- Mentoring on behaviour
- Parental engagement





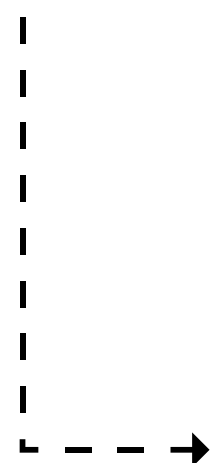
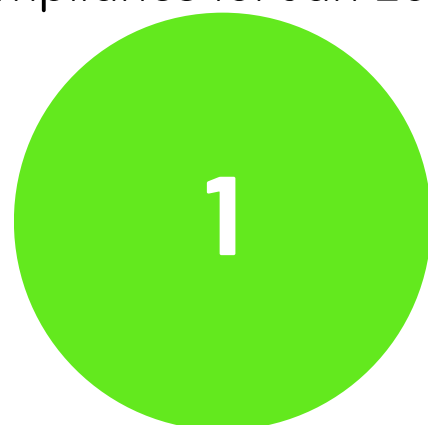
## CAREERS ADVISORY PANEL

- Nationally best practice = work closely with local employers - set up a strategic advisory panel
- Local Market Information from Dorset LEP - shows jobs in Health & Care, Financial services, Maritime, Digital, Aerospace, Professional Services, Education, Tourism, Leisure - choosing senior leaders from these sectors
- Advice on meeting local skills gaps e.g. Digital Skills (short courses alongside GCSE/A Levels?)
- Advise on courses/content most needed
- Advise/support on absenteeism, behaviour, parental engagement
- Differentiate TBA from other schools by 'career readiness'

**How do we stand out from  
the crowd at TBA?**

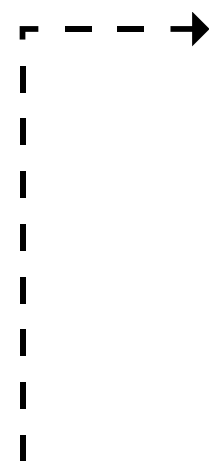
**March 23**

Ensure Ofsted 'Baker Clause' compliance for Jan 23



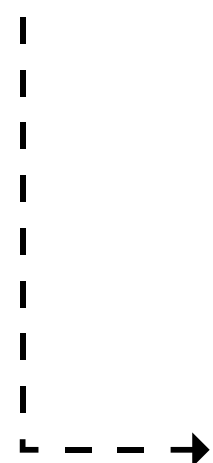
**March 23**

Launch Careers Strategy:  
Governors, HoDs & employers



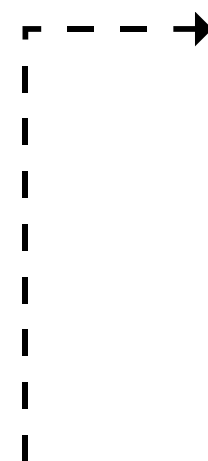
**April 23**

Identify Governors/local employers for Advisory Board



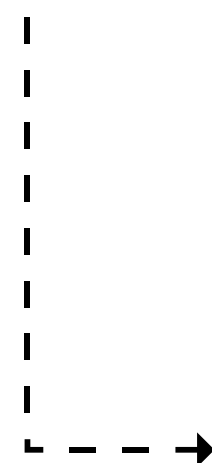
**May 23**

Finalise new 3 year Careers Strategy



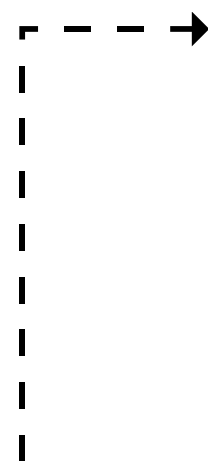
**June 23**

Reapply for Quality in Careers Standard Award



**July 23**

New Careers Strategy Staff CPD



**September 23**

Launch New Careers Strategy to whole school community

**NEXT STEPS**





# APPENDICES

1

Careers in the Curriculum Evaluation

2

Staff training needs analysis

3

Careers Team



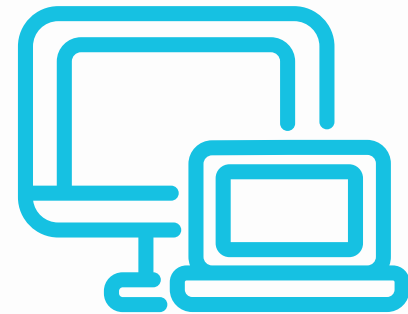
# CAREERS IN THE CURRICULUM EVALUATION



**Need explicit careers  
references in SoWs  
(every year group)**



**Need employability  
skills for the future  
CPD &  
explicit in SoWs**



**Need consistent  
careers displays in  
all subjects**



**Need new employer  
long-term  
partnerships, Covid  
stopped visits from  
industry**



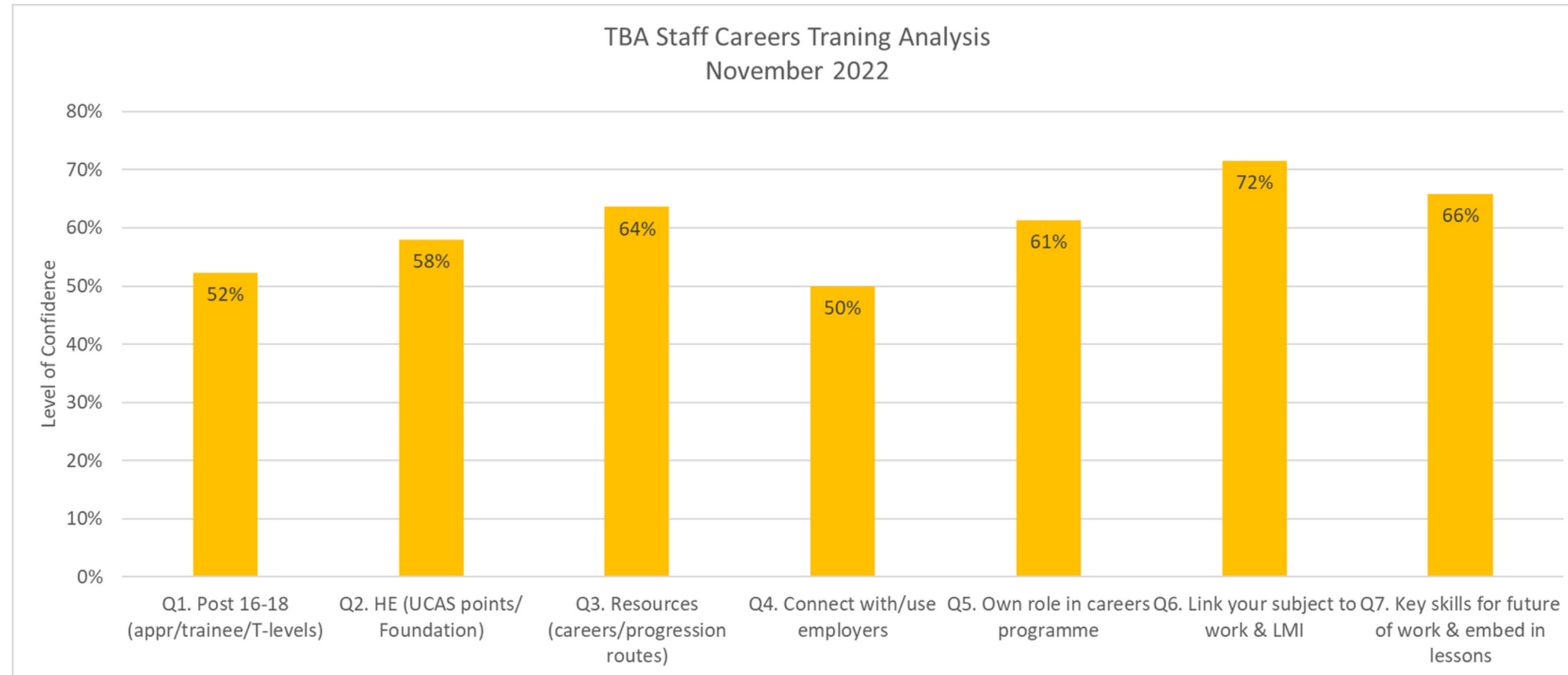
**Need regular visits  
to employers/FE/HE  
across subjects (all  
years)**



**Need to spread  
best practice across  
departments (trial  
with D&T, Science,  
History & Music)**



# STAFF TRAINING ANALYSIS



**As a result of the analysis, the following are needed:**

- Staff confidence below 75% all areas - general CPD on jobs/skills
- Department specific CDP on LMI, careers pathways, contacts

# CAREERS TEAM

