



The East Manchester Academy

Strategic Careers Plan

2024-26

Approved by: J Bowen

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Intent

We will equip all students with the knowledge, skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens.

Vision

The aim of our Careers offer at The East Manchester Academy is to provide an a comprehensive and ambitious careers programme where all students are provided with the opportunity to prepare for their transition into further education, training and the world of work. We intend to raise their aspirations, improve social mobility, develop employability skills and enhance knowledge of labour market information whilst providing them with the access to, and knowledge of, all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounters of workplaces and employers, an insight into further and higher education establishments and opportunities for personal guidance. Careers education and the raising of students' aspirations is a key priority for the academy and forms part of its development plan.

A key part of our vision is to facilitate face to face employer engagement for students as we believe the most useful information on careers is best delivered by people working in any given sector. Students benefit from seeing a wide range of role models and hearing about a wide range of life stories. We acknowledge that students' career journeys will be complex and many may work in several careers in their lifetimes. Through our REACH values, we aim to promote the skills that all students will need to succeed as adults.

The East Manchester Academy has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving all of the eight Gatsby Benchmarks.

Current Picture

Careers education is delivered to all students as part of a well-researched, planned and implemented personal development curriculum. Labour Market Information (LMI) is used to inform employer engagement opportunities, FE and HE partnerships and curriculum design. Students are also taught in the personal development how to navigate LMI themselves with a focus on qualification, income and growth sectors.

Careers is planned into the curriculum via events such as the Manchester Festival, Apprenticeships Week and National Careers Week. Emphasis for planning, organising and facilitating careers opportunities for students is centrally planned by the Careers Lead as well as being disseminated to subject teams to ensure that students have access to a broad range of voices. Relationships have been established with over 15 FE providers in the local area to facilitate subject based FE and HE engagement. All students visit an FE provider before the end of Year 10, these include providers of technical and vocational education, (The Manchester College, Connel Co-Op Sixth Form, Clarendon Sixth form and Tameside College).

All faculties facilitate several employer engagement events as part of the school's Manchester Festival. Employer engagement events are also delivered by faculties throughout the year. These are centrally tracked to ensure an equity of offer for all students. Employer Engagement is a fundamental part of the careers program. Relationships are established with several local employers which deliver regular programmes of events for students which may provide pipelines into employment, these include Pinsent Masons, Appleyard Lees and United Living.

Students' needs are supported through a range of avenues including:

- Tailored support for students with SEND and EAL
- Mentoring and support for students at risk of NEET into Year 12
- Diversity and equality role model events with HE and employers
- Advocacy and brokering of opportunity for all students to ensure students' post 16 pathways are achievable and secure

The number of students who become NEET after leaving the academy is reducing year on year with a 12% reduction in the past five years (since 2019). The reported NEET figure in January 2024 was 6.5% in comparison to a national figure of 5%.

Strategic Objectives 2024-26

Objective 1 – To further increase careers education in the curriculum across all year groups. Benchmarks: 4, 3, 1, 5

- Increased capacity through the newly appointed Futures Champions to further increase careers education across KS3 and KS4 with a focus on STEM pathways

Objective 2 - To ensure all students participate in the extended academy programme (including careers development and student leadership) to enable all students to understand wider culture and society. Benchmarks 3, 5, 6, 7

- Further develop Careers programme in form time and assemblies. Use analysis from previous cohorts to ensure that Careers Personal Development lessons provide sufficient wave one intervention to prevent students from becoming NEET.
- Provide a wide range of careers development opportunities through furthering links with external providers and the local authority, e.g. the Princes Trust and BREE partnership

Objective 3 - Develop a programme of employer engagement encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 3, 4, 5, 6

- Develop an ALUMNI of support.
- Continue to develop links with employers to create a key network of relationships focused on Greater Manchester Growth sectors and STEM

Greater Manchester Growth Sectors

- Digital and Technology
- Health and Social Care
- Creative, Culture and Sport
- Financial and Professional
- Engineering and Manufacturing
- Construction and Green Economy
- Education and Early Years.

Objective 4 – To further develop KS3 encounters with providers of further and technical education to continue to ensure that statutory guidance is met. Benchmark 3, 4 & 5

Objective 5 – To continue to reduce the proportion of students becoming NEET to fewer than national average. Benchmark 3

Careers Team

Careers is lead by the assistant headteacher with responsibility for student support and community partnerships and supported by the SLT lead for Personal Development and the Head of Personal Development. TEMA is fully compliant with 7 out of 8 of the Gatsby benchmarks with plans to further develop students' experiences of workplaces. CEAIG is a key part of TEMA's vision and Careers education is woven into both the personal development curriculum and form time content.

TEMA works with a wide range of employers and organisations in order to provides students with information, mentoring and positive role models in their chosen sector. We work closely with our enterprise advisor and the Bridge GM team to facilitate students' access to the large amount of FE, HE and Careers opportunities in the Greater Manchester area. Students' careers education is based on the latest labour market information and STEM opportunities are prioritised. TEMA is committed to promoting all post-16 routes to students and works closely with ASK to promote apprenticeships to students as well as further and higher education options.

Implementation - Action Plan

Key Priority	To further increase careers education in the curriculum across all year groups			
Expected Final Outcomes/KPI	All faculties to deliver a minimum of two Careers based opportunities for students per year.	Careers curriculum to be delivered through assemblies, form time and personal development programme		
Strategic Lead	S.Lonsdale			
Supported by	L.Johnson/Futures Champions V.Kelu-Tay & R.Dawodu			
Monitored by	L.Neukom			
Evaluated by	J.Bowen			
Actions Required:		Milestones		Impact Achieved
<ul style="list-style-type: none"> Careers opportunities received through employer engagement via Assistant Headteacher for Personal Development to be disseminated to faculty leads. Monitoring of delivery of opportunities and engagement with employers to be monitored via SLT line manager and Deputer Headteacher Curriculum. Careers curriculum written into Personal Development curriculum 		<ul style="list-style-type: none"> All faculties to deliver a minimum of two careers based opportunities for students each academic year. All faculties to have a established link with at least one employer. All students to receive careers based curriculum termly through assembly and form time programme All students to receive a minimum of one half term dedicated careers education as part of the Personal Development curriculum 		<p>Increase in number of employer engagement opportunities for students.</p> <p>Improvement in students' knowledge of destinations and future careers.</p> <p>Reduction in number of studnets becoming NEET.</p>

Key Priority	To ensure all students participate in the extended academy programme (including careers development and student leadership) to enable all students to understand wider culture and society.			
Expected Final Outcomes/KPI	All students to have participated in the extended academy programme.	Students to have a comprehensive record of their participation via their REACH passports.	Students to have an increased understanding of soft skills and where and how they have demonstrated these.	
Strategic Lead	S.Lonsdale			
Supported by	L.Johnson/P.Foster/V.Kelu-Tay/R.Dawodu			
Monitored by	L.Neukom			
Evaluated by	J.Bowen			
Actions Required:		Milestones		Impact Achieved
<ul style="list-style-type: none"> Tracking of student engagement in extended academy programme to be monitored through the EVOLVE system. Students to celebrate and record their participation via their REACH passports. 		<ul style="list-style-type: none"> All students to have participated in the extended academy programme. Students REACH passports to be updated termly via Personal Development lessons with a focus on 		<p>Increase in number of employer engagement opportunities for students.</p> <p>Improvement in students' knowledge of destinations and future careers.</p> <p>Improvement in students self-awareness of soft skills and how and where they have demonstrated these as evidenced in student surveys and student voice activities.</p> <p>Reduction in number of studnets becoming NEET.</p>

Key Priority	To ensure all students participate in the extended academy programme (including careers development and student leadership) to enable all students to understand wider culture and society.			
Expected Final Outcomes/KPI	All students to have participated in the extended academy programme.	Students to have a comprehensive record of their participation via their REACH passports.	Students to have an increased understanding of soft skills and where and how they have demonstrated these.	
Strategic Lead	S.Lonsdale			
Supported by	L.Johnson/P.Foster/V.Kelu-Tay/R.Dawodu			
Monitored by	L.Neukom			
Evaluated by	J.Bowen			
Actions Required:		Milestones		Impact Achieved
<ul style="list-style-type: none"> Tracking of student engagement in extended academy programme to be monitored through the EVOLVE system. Students to celebrate and record their participation via their REACH passports. Further extended academy opportunities to be established via the EPP pilot programme with Manchester CC. 		<ul style="list-style-type: none"> All students to have participated in the extended academy programme. Students REACH passports to be updated termly via Personal Development lessons with a focus on. Further opportunities for employer engagement and collaboration with established partners such as Young Enterprise to be delivered in school. 		<p>Increase in number of employer engagement opportunities for students.</p> <p>Improvement in students' knowledge of destinations and future careers.</p> <p>Improvement in students self-awareness of soft skills and how and where they have demonstrated these as evidenced in student surveys and student voice activities.</p> <p>Reduction in number of students becoming NEET.</p>

Key Priority	Develop a programme of employer engagement encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.			
Expected Final Outcomes/KPI	All students to have participated in the extended academy programme.	Students to have a comprehensive record of their participation via their REACH passports.	Students to have an increased understanding of soft skills and where and how they have demonstrated these.	
Strategic Lead	S.Lonsdale			
Supported by	L.O'Sullivan/ V.Kelu-Tay/R.Dawodu			
Monitored by	L.Neukom			
Evaluated by	J.Bowen			
Actions Required:		Milestones		Impact Achieved
<ul style="list-style-type: none"> Develop an ALUMNI of support via LinkedIn. Continue to develop links with employers to create a key network of relationships focused on Greater Manchester Growth sectors and STEM. Establish formalised programmes of employer engagement with key partners including United Living, KPMG and Pinsent Masons. 		<ul style="list-style-type: none"> TEMA LinkedIn page to be established to facilitate contact from former students. Follow up on contacts established through the BREE Partnership in collaboration with Manchester CC. Programmes of employer engagement designed, established and delivered. 		<p>Increase in number of employer engagement opportunities for students.</p> <p>Improvement in students' knowledge of destinations and future careers.</p> <p>Reduction in number of students becoming NEET.</p>

Key Priority	To further develop KS3 encounters with providers of further and technical education to continue to ensure that statutory guidance is met.			
Expected Final Outcomes/KPI	All KS3 students to have a meaningful encounter with a provider of technical education.	All KS3 students to have an understanding of vocational and technical routes such as apprenticeships, T'Levels and BTECS		
Strategic Lead	S.Lonsdale			
Supported by	V.Kelu-Tay/R.Dawodu			
Monitored by	L.Neukom			
Evaluated by	J.Bowen			
Actions Required:		Milestones		Impact Achieved
<ul style="list-style-type: none"> Curriculum on post-16 VTE (vocational and technical education) routes to be delivered during progress time for KS3 students and revisited annually. A programme of events to be delivered for KS3 students during Apprenticeships Week in collaboration with GMCA and ASK. 		<ul style="list-style-type: none"> VTE Curriculum established and delivered. Apprenticeships week programme established and delivered. 		<p>Improvement in students' knowledge of destinations and future careers.</p> <p>Reduction in number of students becoming NEET.</p>

Key Priority	To continue to reduce the proportion of students becoming NEET to fewer than national average.			
Expected Final Outcomes/KPI	All Year 11 students to have a confirmed post-16 destination by May of Year 11.	All KS4 students to have an understanding of vocational and technical routes such as apprenticeships, T'Levels and BTECS	A further reduction in the proportion of students becoming NEET.	
Strategic Lead	S.Lonsdale			
Supported by	C.Peters/B.Fletcher/A.Williams			
Monitored by	L.Neukom			
Evaluated by	J.Bowen			
Actions Required:		Milestones		Impact Achieved
<ul style="list-style-type: none"> NEET reduction strategy to be planned and agreed. NEET reduction strategy delivered – see appendix 1 for more detailed actions. 		<ul style="list-style-type: none"> NEET reduction strategy written. NEET reduction strategy delivered. 		Reduction in number of students becoming NEET.

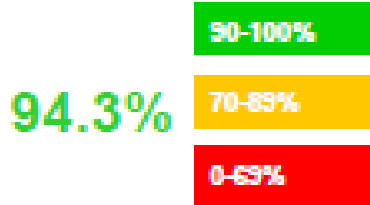
TEMA NEET Prevention Strategy 2024-25

“ We will equip all students with the; knowledge, skills, abilities, attributes and qualifications to pursue a fulfilling career, contribute positively to their communities and be active, global citizens. ”



In keeping with our academy vision, at The East Manchester Academy we value all stages of the life journey of our students. We recognise that periods of transition are difficult and that this is where young people will require the most comprehensive and targeted support.

Every young person at TEMA leaves with a confirmed destination, ready to take the next steps in their career path. We use a waved model of intervention to ensure that all students receive the level of support which they need.



Proportion of students from the East Manchester Academy remaining in employment education or training, school leaving year 2023.

Source: Activity Survey (Moving On) Benchmark Report, Manchester City Council



16-17 year olds NEET

5.0%

Up 0.3 percentage points since end 2022. Lowest rate in the series was 3.9% end 2015.

National proportion of 16-17 year olds NEET, school leaving year 2023.

Source: Department for Education Sep 2024

TEMA NEET Prevention Strategy 2024-25

Universal

Personal Development lessons focused on the college applications process and FE landscape in HT6 of Year 10. **SLO**

Publicity of FE Open Events via website/Class Charts/Direct messaging/Progress Time and assembly **SLO/CPE**

Progress Tutor support facilitated by Year 11 Progress Tutor Guide. **SLO/CPE**

A visit to an FE provider for every young person by the end of Year 10. **SLO**

Future Focus Evening - Post 16 Pathways information event for all Year 10 and 11 students with 19 different FE/HE and vocational training providers in attendance. **SLO**

Assemblies with Apprenticeship Support and Knowledge (ASK) programme to promote vocational pathways. **SLO**

Comprehensive college applications guide for families. **SLO**

Targeted

Personal Statement writing sessions for students applying to sixth form. **SLO**

Proofing and editing of all students' personal statements. **SLO**

Small group applications support for students with out any applications by the end of November. **SLO/CPE/BFL/AWI**

1:1 follow up support for identified students to ensure interview attendance and confirmation of places.
CPE/BFL/AWI

High Need—identified by CPE/SLO

Facilitation of a second careers interview

1:1 support in completing applications

1:1 follow up to confirm applications

Further visits to colleges where necessary

Full year
group audit
end of Nov
using MS
forms

Full year
group audit
end of Jan
using MS
forms

All students
to have a
confirmed
place by
Feb

Half term



Students with an EHCP
CLO /Students attending
AP **NWA**

Annual review of EHCP in-
cluding completion of Ca-
reers and Post-16 section
before Christmas.

1:1 Application support

Bespoke small group and
individual college
transition visits.

Extended Careers Guidance
interviews also attended by
their key worker.

Comprehensive handover
to post-16 provider by key
worker.

S.Lonsdale