



QUALITY IN CAREERS WEBSITE ©

Case Study: Crawshaw Academy, Leeds, West Yorkshire

The School

Crawshaw Academy is a mainstream academy within the **Red Kite Learning Trust**, with approximately 1,000 pupils on roll aged between 11 and 18. The sixth form is in its final year, and currently caters for around 35 students in Year 13 (sharing provision with another local school.) A new sixth form centre will open in September 2023, in partnership with local schools and the Luminate Education Group, to provide a much larger sixth form facility for students who live in Pudsey and to the west of the city of Leeds.

Career Education, Information, Advice and Guidance (CEIAG)

The academy is fully comprehensive and responsive to the varied needs and aspirations of its students (including approximately 30% Pupil Premium). The careers programme reflects the academy's ambition for its students; it is embedded in the curriculum and designed to meet the needs of each individual. The highly effective and committed leadership by the careers leader and curriculum leaders ensured that provision was maintained – and even developed - throughout the COVID pandemic.

Raising aspiration and challenging self-limiting career plans is a deeply embedded priority. Strategies are made relevant to students' individual needs and circumstances, supported through curriculum learning, targeted activities such as with "WiSET", and individual IAG.

Independent and impartial IAG is provided by a fully qualified and experienced careers adviser from Aspire-iGen.

A major push has been made with parental engagement to promote and interest them in a wider selection of careers than has been traditional for the area. A recent survey carried out with Year 11 students shows how influential family members are in career choice; this is well-understood by staff and there is excellent communication and links with parents about the careers programme.

Careers lessons are delivered as part of "Curriculum for Life", focused on developing self-awareness, opportunity awareness and transition skills from Year 7 using the national PSHE framework to comply with statutory and good practice guidance.

Significant and additional career-related learning is provided through the Enterprise curriculum, including Enterprise lessons at key stage 3. This establishes a clear focus from Year 7 and embeds the use of Start for students to record careers-related learning, skills and plans. This curriculum encompasses entrepreneurship, work related skills and case studies

of businesses. National competitions are frequently participated in as part of these lessons; for example, the Channel 4 'pitch a programme'.

A particular strength is its use of alumni – these have been successfully engaged in talking about their businesses and employment and setting projects and competitions.

A best practice model is used to embed career-related learning across the STEM curriculum. Varied and up-to-date resources are referenced for different disciplines and age groups, so that there is a regular careers focus to lessons. STEM events, activities and projects are also promoted widely, and students benefit from a range of opportunities to learn about and become inspired by the opportunities in STEM careers.

The website is an excellent IAG resource, with a wealth of careers and labour market information (CLMI), including independent sources such as the National Careers Service and details of local post 16 providers. It is promoted by the Careers Leader as the 'first port of call' for all users and is well-used as such.

Provider Access is taken seriously, and all providers who wish to speak to Year 11 are given multiple opportunities to speak to students; for example, Leeds Building College regularly hosts an application workshop, and parental Zoom calls are held to ensure parents have knowledge of different providers.

Employer Engagement and Workplace experiences

The curriculum is designed to enable students to develop personal and employability skills through 'real-life' projects. Excellent contributions from local (and alumni) business owners provide access to relatable and positive role models; the fact that over 200 students signed up during the COVID lockdown to take part in an Enterprise competition run by a local bakery demonstrates the positive impact of this curriculum model.

The school has taken an individualised approach to workplace experiences, with a variety of options offered including virtual insights, in-person placements, workplace visits and projects. The Careers Leader feels this has provided a much wider range of experiences for pupils than a one-size fits all model. An important part of the success of the programme is that CEIAG has been fully tied in with the Trips and Visits agenda; this has enabled careers activities to be made a prominent part of the curriculum. As part of this the school has undertaken a curriculum review and established an 'employability' group in each "option block" to allow work experience for certain key SEND and alternative provision students.

Impact

The school's Careers Leader says:

"'Impact' for any aspect of the Personal Development curriculum can be hard to quantify. As a school, working towards the [Quality in Careers Standard](#) has transformed practice. Staff genuinely live and breathe our school value of being 'Work Ready'.

Over the last two years, destinations for year 11 have widened in scope, and have demonstrated more engagement with more providers. There has been more involvement with apprenticeships, although the school is seeing more impact of these at Year 13 rather than Year 11.

Careers Qualitative evidence shows that parents are very pleased with the support students get in terms of next steps.

The Start profile data puts Crawshaw in the top three schools in the country for use across all five years, which demonstrates continuous engagement with Careers learning”.

Quality

Crawshaw Academy was awarded the national **Quality in Careers Standard** in 2021 - through the C+K Careers Licensed Awarding Body.

Careers Leader, Jane Wearing, concludes:

*‘Working towards the **Quality in Careers Standard** has been the single most rewarding thing I have done in my Career as a School Leader.*

There are many aspects of education policy that can feel like fads, but the Gatsby agenda is so important to our students.

Building the Enterprise curriculum around Gatsby has opened so many opportunities for our students and has allowed me to make some wonderful connections with local business and alumni.

My single piece of advice to anyone is ‘say yes’ – invite people in, get to know them, work out what students are getting the most out of, and repeat!

Opening our students’ eyes to the exciting opportunities out there is incredibly gratifying.

C+K were so supportive, and I highly recommend them to anyone considering working towards the Standard’.

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(p) Quality in Careers Consortium - October 2022