



Ark Pioneer
Academy

**Pathways & Enrichment Policy
& Baker's Clause Statement
2019-20**

PURPOSE

This Policy outlines how Ark Pioneer will provide pathways and enrichment guidance and opportunities for all of our pupils.

Date of last review:	January 2018	Author:	Head of Pathways & Enrichment
Date of next review:	September 2019	Owner:	Education Directors
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management team
School:	Ark Pioneer Academy	Key Contact Name:	Head of Pathways & Enrichment
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ARK MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input checked="" type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Pathways & Enrichment

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Introduction

At Ark Pioneer, we will work tirelessly to deliver an exceptional standard of education and realise every pupil's potential to be a knowledgeable, articulate and successful individual. **When pupils leave us, they will do so with real options: to go onto the best universities and courses in the country or embark on the career path of their choice.**

Our '*High Aspirations*' pillar outlines our commitment to supporting our pupils to make the best choice regarding pathways and careers, for each individual.

First and foremost, we will inspire pupils to think more deeply and more broadly about the world around them and the opportunities it presents. Ark Pioneer pupils will understand the impact that school and further education can have on their future life.

We guarantee our pupils access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university or career pathway after school. Teachers will introduce and discuss further study, career options and aspirational role models. Guest speakers will share their career insights. Pupils will visit a university each year, with visits increasingly tailored to individual aspirations as they get older. This will give them a comprehensive understanding of a range of careers and the qualifications, skills and experiences they need in order to pursue them.

We are committed to building the habits and skills most desired by employers and universities – our 'key learning dispositions'. Pupils will learn to be independent and organised. We will teach them how to take notes and conduct research, how to listen, discuss and debate; they will be confident speaking in public. Our pupils will also recognise how their learning, character and personal development support their future prospects and will reflect on this when making decisions about their future.

Lastly, Ark Pioneer will offer an extensive enrichment programme. This will give our pupils the opportunity to develop lifelong talents, skills, interests and passions.

Pathways & Enrichment Statutory Requirements & Gatsby Benchmarks

Ark Pioneer will align their planning, delivery and evaluation of pathways & enrichment to the Ark network Pathways & Enrichment framework, which is modelled on the Gatsby Benchmarks for [Good Career Guidance](#). These benchmarks are:

1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.

2. Learning from career and labour market information

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 best use of available information.

3. Addressing the needs of each pupil

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.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

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 activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces

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.

7. Encounters with further and higher education

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.

8. Personal guidance linking curriculum learning to careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Within this framework, Ark Pioneer is committed to the following statutory requirements for schools (note that in some instances we have gone beyond statutory requirements). We will:-

- Have a named person leading Careers & University pathways Ark Pioneer (see *Roles & Responsibilities*)
- Have a named person coordinating the Enrichment programme at Ark Pioneer (see *Roles & Responsibilities*)
- Ensure that all of our pupils are provided with independent careers guidance
- Ensure that there is an opportunity for a range of education and training providers to access all pupils to inform them about approved technical education qualifications and/or apprenticeships.
- Provide a minimum of three employer encounter per year, for every pupil in years 7-13
- Publish details of our careers programme for young people and their parents

In addition this, we will also

- Appoint a Link Governor for Pathways & Enrichment
- Appoint a named Strategic Lead on the senior leadership team, who has oversight for school pathways & enrichment strategy
- Collect pupil destinations data for Year 11 and Year 13 leavers in line with Ark's guidelines for destinations data (see below)

Roles and Responsibilities

Personnel with delegated responsibility for Pathways and Enrichment:

Role	Delegated Person	Contact Details
Enrichment Lead	Daniel Burton	d.burton@arkpioneer.org
Career & University Pathways Lead	James McCarville	j.mccarville@arkpioneer.org
Pathways & Enrichment SLT link	James McCarville	j.mccarville@arkpioneer.org
Pathways & Enrichment Link Governor	To be appointed in Y2	

The Principal

The Principal has overall responsibility for the strategic planning and day-to-day delivery of pathways & Enrichment provision.

Pathways & Enrichment Leads

Strategic Responsibilities

- Have a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools, as the framework used to guide Pathways and Enrichment in Ark schools.
- With the Principal, create a cycle of activity and meetings with those responsible for delivery in school to drive the planning and monitoring of pathways & enrichment.
- Interrogate pupil destinations and the pathways & enrichment audit to ensure strategic plan is evidenced, focused on key priority areas and is mission aligned
- Ensure timely and relevant messaging around pathways & enrichment to LGB, SLT and key staff as appropriate to gain buy-in and embed knowledge and understanding of pathways & enrichment across the whole school.
- Ensure pastoral and CPD activity is linked to needs identified in the pathways and enrichment priorities for the year.
- Identify need for and access pathways & enrichment support from Ark, where relevant.

Operational Responsibilities

- Ensure a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools, as the framework used to guide Pathways and Enrichment in Ark schools.
- Ensure the strategic plan includes independent guidance for all pupils in years 8-13, and access for further education and technical providers to speak with pupils.
- Ensure that relevant evidence is recorded against the strategic plan and programmes and activities are regularly evaluated for quality and monitored for impact.
- Engage with external businesses, further and higher education institutions and third sector organisations to create purposeful partnerships and secure high quality pupil opportunities
- Facilitate and coordinate events and opportunities for pupils and ensuring that all safeguarding and health and safety requirements are met, particularly for off site visits
- Make strong links within the academy to ensure pathways and enrichment provision is embedded across all key stages, including liaising with heads of departments and colleagues delivering PSHE and enrichment programmes
- Oversee personal guidance opportunities for pupils to secure positive and appropriate destinations at the end of Year 11 and Year 13 and manage the destinations data collection process
- Develop and manage the alumni community within the school, ensuring that they are used within pathways and enrichment events

Pathways & Enrichment Link Governor

The Pathways and Enrichment Link governor works on behalf of the Local Governing Body (LGB) to ensure a strategic approach to Pathways and Enrichment at the school and support for the operational and strategic leads. Key responsibilities include;

- Ensure a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools, as the framework used to guide Pathways and Enrichment in Ark schools.
- Ensure the school is meeting the statutory duty to provide independent careers advice to pupils from Y8-Y13 and are providing opportunities for FE and Technical providers to speak to pupils about pathways.
- Support and challenge on the design and ongoing development of the school Pathways and Enrichment strategy. Monitor the effectiveness of delivery and seek out appropriate opportunities to talk to learners about their experience of the school's Pathways provision.
- Support school to forge purposeful links and partnerships with universities, colleges and employers.
- Ensure destinations data is recorded, interrogated, and used to measure impact of the school's Pathways and Enrichment provision.

As we are a brand new school, the Pathways & Enrichment Link role will be appointed in our second year.

University & Careers Policy Statement

As stated above, Ark Pioneer Academy uses the Gatsby Benchmarks as a guide to plan our *Pathways and Enrichment* programme. As part of our commitment to informing our pupils of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to pupils.

Ark Pioneer Academy also proactively seek to build relationships with these partners as we plan our Pathways and Enrichment activity throughout the school year to ensure that providers have multiple opportunities to speak to pupils and their parents across years 7-13, to offer information on vocational, technical and apprenticeship qualifications and pathways.

Ark Pioneer will ensure that Academy staff involved in personnel guidance and pastoral support are up to date on their knowledge of these post 16 and post 18 pathways, through our staff training programme.

Opportunities for providers to speak with pupils may include school assemblies, employer and provider engagement events or opportunities to speak with pupils and parents on a one-to-one basis supporting GCSE, post 16 or post 18 option choices.

Ark Pioneer's Pathways and Enrichment programme is monitored for quality and impact by the Academy's Senior Leadership and Governance Teams and monitoring of access to and opportunities to engage with, technical, vocational and training providers will form part of this process. In the first instance, requests by providers should be sent to the Academy's Career & University Pathways Lead, James Mc Carville (j.mccarville@arkpioneer.org) with a minimum of 6 weeks' lead time.

All requests will be considered on the basis of:-

- Staffing availability to support the activity
- Clashes with other planned activities on the school calendar
- Trips or visits to the Academy
- Interruption to preparation for examinations
- Rooming and space availability to host the activity.

For questions on this or Ark Pioneer's wider Pathways and Enrichment programme, please contact the Academy's Pathways Lead, James Mc Carville.

Destinations Data

The Ark network have developed a common approach to collecting, analysing and reporting on destinations of pupils at Year 6, 11 and 13.

All Ark secondary schools collect the intended and final destinations of their Year 11, 12 and 13 pupils and share with their local authorities as part of their statutory responsibility.

- Tools are made available for schools to collect analyse their destinations data on an ongoing basis
- Ark Pioneer will take stock of intended destinations after February half term to understand if any additional guidance conversations are required with pupils.
- We will support pupils on results days with any changes to destination decisions and to remain in contact for up to 6 weeks after results days to confirm where and what pupils have gone on to do after school.
- If pupils at KS5 leave during the year, we will record where they have gone on to study.

Ark network analysis of destinations will take place in autumn term and be shared with school leaders before Christmas.



Ark Pathways & Enrichment Benchmarks:	Audit of practice	
Name of School/college:		
School Address:		
Local Authority Area:		
Total Number of Students on Roll:		
Number of Students on Roll Pre-16:	Year 7:	
	Year 8:	
	Year 9:	
	Year 10:	
	Year 11:	
Number of Students on Roll Post-16:	Year 12:	
	Year 13:	
Most Recent Ofsted Grade (and date):		
Name of Head teacher / Principal:		
Name & email of School Pathways Lead:		
Characteristics of the Academy		

Benchmark 1: A Stable Pathways and Enrichment Programme

Every school and college should have an embedded pathways and enrichment programme that addresses the needs of every student and that is known and understood by students, parents, teachers, governors and employers.

	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school has a structured pathways and enrichment programme that is written down and is published on the school website				
An appropriately trained person(s) has responsibility for coordination of the pathways and enrichment programme				
A single senior leadership team link has responsibility for pathways and enrichment (planning, monitoring and evaluation)				
The school has pathways and enrichment representation on the LGB				
School leadership team regularly evaluates the effectiveness of the pathways and enrichment programme (at least every summer term)				
As part of this process the school seek systematic feedback (from; Students; Alumni; Teachers; Parents; Strategic partners)				
The school's pathways and enrichment programme actively seeks to challenge stereotypical thinking and address misconceptions (gender, socio economic, undervaluing pathways such as apprenticeships or vocational routes)				
Super & extra curricular enrichment is monitored for quality and it encourages students to reflect on the habits and skills they are developing that are important for the future				

Benchmark 2: Learning from Career and Labour Market Information

Every student 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

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school provides access to independent and impartial careers guidance for students in Years 7-13 through websites, library materials and/ or guidance conversations				
By the end of year 9, all students have accessed and used information about career paths to inform their own decisions on study options				% of students:
By the end of year 11, all students have accessed and used labour market information to inform their own decisions on study options				% of students:
Through targeted intervention, parents are exposed to information about a) labour markets b) future study options to inform their support to their children?				
Staff have received training on and feel confident talking about the local and national labour market and qualification trends to provide informed guidance to students				

Benchmark 3: Addressing the Needs of Each Student

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student should support preparation for transition between key stages, into post 16 and 18 study and into employment.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
The school's pathways and enrichment programme actively addresses the Ark mission enabling every student to access a university or career of their choice				
The school keeps a record of the meaningful encounters undertaken by students to help inform conversations across the school				
The school keeps a record of applications and intended destinations data to help inform conversations and encounters for every student				
The school tracks the soft skill development of students and uses this to tailor sessions to boost skills				
The school/college pathways and enrichment programme effectively supports students in managing transition between key stages and post 18				
The school/college collects and maintains accurate data for each student on their education, training or employment destinations for at least three years after they leave school.				
By the end of Y 11 every student has the opportunity to develop application and CV writing skills, and received feedback				% of students:
Every student is supported to visit their intended place of study for post 16 and post 18 options				
By the end of Y 11, every student has had the opportunity to practice interview skills with an employer, and received feedback				% of students:
By the end of Y 13, every student has had the opportunity to practice interview skills with a suitable individual, and received feedback				% of students:
On results day, every student is given the opportunity for a 1:1 interview to discuss options and those who missed grades are given specialist advice and guidance about potential options				

Benchmark 4: Linking Curriculum Learning to pathways and enrichment <i>All teachers should link curriculum learning with pathways and enrichment.</i>							
CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement			
All teachers link curriculum learning with university, careers and pathways							
By the time they leave school, every student has experienced curriculum learning that highlights the relevance of their subject to future career pathways				% English:	% Maths:	% Science:	% PSHE:
				Evidence:			
By the end of Y9 every student has had the opportunity to learn how different STEAM subjects help people gain entry to (and be more effective workers within) a wide range of careers							
All subject teachers develop a super curricular set of activities which support learning beyond the curriculum and particularly target these activities at high prior attainers							
All subject teachers embed school values, ethos and mindset language within curriculum learning							

Benchmark 5: Encounters with Employers and Employees

Every student 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 activities including visiting speakers, mentoring and enterprise schemes.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every year, from age 11, students participate in at least one meaningful* encounter with an employer				
Every student during KS3- 4 has the opportunity for a minimum of four talks from employers or employees including from a relatable role model				% of students:
Every student in KS5 has a minimum of two meaningful opportunities to learn from employers including a talk from a relatable role model				% of students:
The school provides opportunities for encounters with self-employed people through the parent and alumni community				

*A 'meaningful' encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace

Benchmark 6: Experiences of Workplaces

Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
By the age of 16 every student has had at least one direct experience of the workplace (for example through work visits, work shadowing, volunteering or work experience), other than through part-time or holiday jobs				% of students:
Sixth Forms: In Years 12 and Year 13 or by the age of 18, every student has had one further experience of the workplace (for example through work visits, work shadowing, or work experience), other than through part-time or holiday jobs.				% of students:
Schools ensure these are positive and meaningful experiences for students and employers				
Students are expected to reflect on the experience(s) and how it may impact their future pathway or career				

Benchmark 7: Encounters with Further and Higher Education

All students 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.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
By the end of year 9 all students understand the full range of learning opportunities that are available to them (including academic and vocational routes and learning in schools, colleges, universities and the work place)				
By the age of 16 (across KS3/4) every student should have had at least two meaningful encounters* with a sixth form, including one talk from a relatable role model and one visit. This includes opportunities to meet staff and students				% of students:
By the age of 16 (across KS3/4) every student should have had at least two meaningful encounters with a college, including one talk from a relatable role model and one visit. This includes opportunities to meet staff and students				% of students:
By the age of 16 (across KS3/4) every student should have had at least two meaningful encounters with an apprenticeship provider, including one talk from a relatable role model and one visit. This includes opportunities to meet staff and students				% of students:
By the age of 16 (across KS3/4) every student should have had at least two meaningful encounters with relatable role models				% of students:
By the age of 16 (across KS3/4), all students have had at least two visits or meaningful encounters (including one talk from a relatable role model) with universities to meet staff and students				% of students:

Benchmark 8: Personal Guidance

Every student 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 students but should be timed to meet their individual needs.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Teachers and staff have access to, and engage in, CPD relating to pathways and progression and feel confident to give advice about any of the pathways students can take				
All staff involved in personal guidance are up to date in their knowledge of high quality local provision options				
Every student has opportunities for guidance conversations with a trained person				
By the age of 16 (across KS3/4) every student has had at least one guidance interview with an appropriately trained person				% of students:
Sixth Form: Every student has opportunities for guidance conversations with a trained person				
Guidance interviews are timed to meet the individual needs of students and to identify that students are; informed about progression pathways; making appropriate decisions about their pathways based on attainment				
All personal guidance conversations are informed by intended destination data and academic attainment data				
The school keeps systematic records of the individual advice given to each student and subsequent agreed actions?				

Benchmark 9: Super & Extra-curricular Enrichment

Every student can access a range of high quality super and extracurricular activity to support their academic attainment, work readiness and to help manage transitions.

CHARACTERISTICS	Not Achieved	Partially Achieved	Achieved	Evidence to support judgement
Every student can access a varied programme of extra-curricular enrichment that covers sport, music, culture, the arts and social action				
Every student can access a varied programme of super-curricular enrichment to extend curriculum learning through 'real-world' application of skills				
High prior attainers are provided with super curricular activities which stretch their skills and understanding beyond their key stage				
Super and extra curriculum enrichment is monitored by SLT to ensure it is high quality and supports the development of: <ul style="list-style-type: none">• Confident communication• Problem solving• Compassion• Digital literacy• Mental and emotional resilience				
Extra and super curricular activity links to university and career pathways where appropriate				
Every student takes part in at least one extra-curricular programme during the week at school				% of students: