



Strategic Careers Plan

January 2026 - 2029

Vision

<p>Enterprise Adviser Comments: As a local employer, we are committed to inspiring and empowering students to develop the skills, confidence, and ambition needed for success in the modern workforce. We believe in fostering strong partnerships with schools to provide real-world insights, meaningful opportunities, and guidance that help every student realise their potential and prepare for rewarding careers</p>	<p>SLT Comments: Our vision for careers education is to empower every student to be ambitious and self-confident, with a clear understanding of their strengths and the wide range of pathways available to them. We aim to develop independent, resilient learners who are physically and emotionally literate, equipped with the skills, mindset, and adaptability needed to thrive in an ever-changing world of work. Through meaningful guidance, real-world experiences, and high expectations, we prepare our students not just for their next step, but for lifelong success.</p>	<p>Link Governor Comments: My vision for good careers education is that it links learning to careers, raises aspirations and opens doors to opportunities. As we prepare our students for jobs that may not yet exist, we must give them the skills and adaptability to face their futures with confidence</p>	<p>Student Voice Comments: “Don’t wait for the something to just happen in the future, start now!” “Don’t wish you had what others have. ASPIRE for your future!” “It is pointless doing it for others, or the money, know what you enjoy and stick with it” “YOUR future, YOUR choice” “Unlock your future with Education” “Shape your future, before it shapes you”</p>
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			“Education opens doors; ambition walks through them”
School Vision Statement/Values:			
Empowering our community to ASPIRE			
Vision for Careers Provision Statement:			
At The Bourne Academy we are committed to creating well rounded students who are well prepared for their futures. We deliver a variety of lessons, workshops, trips, activities and interventions to help support our ASPIRE ethos including three ASPIRE days each year. ASPIRE stands for Ambitious, Self-Confident, Physically Literate, Independent, Resilient and Emotionally Literate and these principles are embedded through the career development programme. Our careers education programme features within the Academy’s Strategic Objectives (Personal Development for All) (appendix 1) and is centred around the Career Development Institute’s (CDI) Framework and its ‘I Can Statements’ which clearly outline the skills and knowledge we want every student to acquire by the time they complete their secondary education at The Bourne Academy (appendix 2)			

Reviewing Current Provision

Compass - Current Compass Score (November 2025):	The Bourne Academy are proud to have been one of the first schools in nationally to achieve all 8 Gatsby Benchmarks. Good quality careers provision remains a priority at the Academy and is embedded in the School Development Plan and supported by SLT. An update to the statutory guidance for Careers Guidance and access for education and training providers in May 2025 has increased requirements to achieve all 8 Gatsby Benchmarks, meaning that the Academy will need to further develop the careers programme to achieve 100% across all 8 benchmarks. The school are currently achieving the following (November 2025) (appendix 3):	
	<ol style="list-style-type: none"> 1. A stable careers programme- relevant and bespoke to the school and its context 2. Learning from Labour Market Information 3. Addressing the needs of every pupil- relevant to age and circumstances 4. Linking the whole curriculum to careers with a focus on STEM 5. Encounters with employers and employees 6. Experiences of the workplace 7. Encounters with Higher Education 8. Personal Guidance on careers 	<p>92%</p> <p>96%</p> <p>100%</p> <p>92%</p> <p>75%</p> <p>79%</p> <p>86%</p> <p>92%</p>

<p>Internal Leadership Review (May 2025):</p>	<p>The Bourne Academy completed its first Internal Leadership Review using the Careers Impact Maturity model in May 2025 (appendix 4):</p> <table border="1" data-bbox="477 220 2128 595"> <thead> <tr> <th data-bbox="477 220 1292 260">Areas of strength</th> <th data-bbox="1292 220 2128 260">Priority action areas</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 260 1292 300">Distributed careers leadership</td> <td data-bbox="1292 260 2128 300">Careers Hub engagement</td> </tr> <tr> <td data-bbox="477 300 1292 339">Leaders' vision</td> <td data-bbox="1292 300 2128 339">Enterprise Adviser engagement</td> </tr> <tr> <td data-bbox="477 339 1292 379">Strategic careers Planning</td> <td data-bbox="1292 339 2128 379">Addressing the needs</td> </tr> <tr> <td data-bbox="477 379 1292 419">Strategic careers Leadership</td> <td data-bbox="1292 379 2128 419">Destinations data</td> </tr> <tr> <td data-bbox="477 419 1292 459">Career learning journeys</td> <td data-bbox="1292 419 2128 459">Learner perception</td> </tr> <tr> <td data-bbox="477 459 1292 499">Governance</td> <td data-bbox="1292 459 2128 499"></td> </tr> <tr> <td data-bbox="477 499 1292 539">Recording systems</td> <td data-bbox="1292 499 2128 539"></td> </tr> <tr> <td data-bbox="477 539 1292 579">Stakeholder voice</td> <td data-bbox="1292 539 2128 579"></td> </tr> <tr> <td data-bbox="477 579 1292 595">Quality assurance</td> <td data-bbox="1292 579 2128 595"></td> </tr> </tbody> </table>	Areas of strength	Priority action areas	Distributed careers leadership	Careers Hub engagement	Leaders' vision	Enterprise Adviser engagement	Strategic careers Planning	Addressing the needs	Strategic careers Leadership	Destinations data	Career learning journeys	Learner perception	Governance		Recording systems		Stakeholder voice		Quality assurance	
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<p>Compass - Priority Benchmarks:</p>	<ol style="list-style-type: none"> 1. A stable careers programme- relevant and bespoke to the school and its context: <ul style="list-style-type: none"> • Effective engagement and support for parent/carers to access and understand the careers programme and contribute to its continuous improvement 3. Addressing the needs of all pupils: <ul style="list-style-type: none"> • More systematic and data-driven approach to targeting interventions 4. Linking the whole curriculum to careers: <ul style="list-style-type: none"> • Further embed careers in the curriculum across the whole school 5. Encounters with employers and employees: <ul style="list-style-type: none"> • Strengthen employer pipeline relationships and effective engagement with our Enterprise Adviser 6. Experiences of the workplace: <ul style="list-style-type: none"> • Implement additional 5 days of modern work experience across key stage 3 																				
<p>LMI - Local and Regional Context:</p>	<p>The Bourne Academy is situated 6km north of Bournemouth, Dorset. The Academy educates the highest number of disadvantaged students in the borough – 32.8% students are from Pupil Premium (disadvantaged) families and 33.6% of students have Special Educational Needs and disabilities (SEND), 7.3% of whom have an EHCP. 16.2% of students are vulnerable. Geographically, the Academy sits in the communities of Kinson and East/West Howe. West Howe is recognised as</p>																				

one of the 10th most disadvantaged area in the UK, with 37 per cent of residents living below the poverty line. The estate experience high levels of long-term sickness and crime, and just six out of ten adults have a qualification of any kind.

Furthermore, The Bourne Academy has 139 Young Carers, which equates to 14.3% of the entire school population and is vastly highly than the national average. These children care for a family member who is sick, disabled or has mental health problems, or is misusing drugs or alcohol.

The Dorset Local Skills Improvement Plan (LSIP) (appendix 5) identifies 5 priority sectors:

1. Health and Social Care
2. Advanced Manufacturing and Engineering
3. Construction
4. Digital Tech and Creative
5. Agriculture, aquaculture and Agritech

There are 2 cross-cutting themes: Net Zero and Digital Skills.

The LSIP are focussed on developing Capability, Capacity and Collaboration in the local skills system in the context of an ageing population in the BCP area which is higher than national projections.

Destination data shows that 1.5% of 2024 year 11 leavers from The Bourne Academy were NEET and seeking education, employment or training in May 2025. This is lower than the national average.

Key strategic objectives

Key Strategic Objectives	
1	To increase parental engagement and communication. GBM 1- A stable careers programme (engaging parents and carers).
2	To improve the use of data to target the needs of every learner GBM 3 – Addressing the needs of every learner (by fully utilising data)
3	To further embed careers in the curriculum across the whole school GBM 4- Linking curriculum learning with careers
4	To strengthen Employer Pipeline Relationships and engagement GBM 2 – Learning from career and labour market information GBM 5 – Encounters with employers and employees

5	To embed 10 days of Work Experience into the curriculum (5 days in Years 7-9, 5 days in Year 10 and an additional 5 days for those staying on to sixth form). GBM 6- Experiences of the workplace.
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The Bourne Academy Strategic Careers Action Plan

Date of last review: 1/11/25

Date of next review: 1/11/26

Strategic Careers Plan - Academic Year: 2025-2026						
Objectives	Actions, including CPD	Responsible	Time	Resources	Outcomes	Progress
Improve communication and engagement with parents/carers as key influencers in career decision-making, using high-quality digital content, assemblies, and guidance from the CEC's parental Engagement Handbook GBM 1- A stable careers programme (engaging parents and carers).	Increase careers content on social media by publishing assembly recordings on key topics including: Year 10 WEX (Autumn 2) Year 9 Options (Autumn 2)	Mary Diffey Andrew Roberts-Wray Sarah Price	Autumn 2	Time from marketing officer	Information will be available in multiple formats/channels to ensure 100% of Parent/Carers will have access to important career-related information. Social media content will achieve a minimum of 30 interactions (likes/shares)	
	Create annual parent-facing careers calendar on school website, broken down by year group	Mary Diffey Sarah Price	Spring 2	Time from marketing officer	By the end of the academic year, an annually updated, year-group-specific careers calendar will be published on the school website,	Roadmap in existence already which needs updating

					accessible from the main careers page, and at least 80% of surveyed parents will report that they can find and understand upcoming careers events relevant to their child's year group	
	Re-design parent newsletter and reduce frequency to half-termly to add in a TBA/local focussed information and opportunities, using social media platforms to promote.	Megan Boome	Spring 2		Each edition will achieve a minimum of 96 clicks on Flipsnack (10% of school population)	Newsletter not well utilised so shifting focus to continue current newsletter but sharing of local opportunities on social media more regularly instead – further work required with marketing team to monitor engagement (MD to discuss with SP)
	Embed bookable careers appointments on Arbor for PTC from year 8 onwards	Jen Thornley	Summer 2	Arbor	The Careers Team will have a minimum of 10 booked appointments at every PTC for yr 8-13	Achieved for year 10 PTC in Summer 2025 but needs embedding across every PTC
Use Compass+, Future Skills Questionnaire	Introduce year 8 assembly on year 9 options, to include consideration of required courses for post-16 and	Andrew Roberts-Wray	By end of Autumn 2	Slot at year 8 options assembly	100% of Year 8 students will be better able to make	

<p>(FSQ), and Risk of NEET tools to ensure personalised, data-driven careers provision. Develop clear service expectations for vulnerable learners and embed careers activity into transition processes</p> <p>GBM 3 – Addressing the needs of every learner</p>	<p>post-18 options. Share assembly recording on social media and via email to ensure parent/carers have access</p>			<p>(speak to Tracie Deane)</p>	<p>informed choices for GCSE options which will enable progression in line with intended destinations</p>	
	<p>Identify process for sharing careers information with next setting for every student moving during secondary school</p>	<p>Mary Diffey Karen Green</p>	<p>By end of Autumn 2</p>		<p>TBA will meet statutory requirement to share careers activity for 100% of students moving to a different school</p>	<p>Process agreed between MD and KG</p>
	<p>Complete pilot of Risk of NEET Indicator (RONI) tool by using the tool to prioritise year 11 and year 13 guidance meetings and small group interventions</p>	<p>Mary Diffey</p>	<p>By end of spring 1</p>	<p>RONI tool on Compass Plus</p>	<p>A cohort for a minimum of 2 small group intervention will be identified using the RONI tool</p>	<p>RONI tool used to identify year 11 group for lego workshop with Bmth and Poole College Oct 2025</p>
	<p>Complete Future Skills Questionnaire with every year 7 and year 8 student</p>	<p>Dan Orme (with resources provided by MD)</p>	<p>By end of Spring 2</p>	<p>Computer access for every student</p> <p>Unique survey link for every learner</p> <p>Delivery of FSQ assembly prior to completion of survey</p>	<p>Careers team will have accurate data regarding employability readiness for 100% of year 7 and 8 student which can be tracked throughout their secondary education at TBA</p>	<p>Year 7 complete</p>

	Completion of FSQ by every year 12 student	Megan Boome IT team	By end of Spring 2	E mail addresses on Arbor (to enable unique learner links to be e mailed to each student school e mail address)	Careers team will have accurate data regarding employability readiness for 100% of year 12 student (to inform their year 13 careers programme)	E mail addresses now added to Arbor to allow pull through to Compass Plus
	Complete CPD on Compass Plus to understand full potential of the system for recording and utilising data (intended destinations, alumni and employer contacts, analysis of FSQ, RONI data)	Mary Diffey Andrew Roberts-Wray Megan Boome	By end of Spring 2	CEC modular training on Compass Plus	Compass Plus will be used to its full potential and will lead to data-driven strategic career programme planning	MD has completed FSQ training and due to complete 'Fully Optimising Compass Plus' on 27 Nov 2025
	Gather destination data sharing consent from every year 11 and year 13 student	Andrew Roberts-Wray Megan Boome	By end of Summer 1	Destination data sharing consent form	80% of students will have signed the Destination data consent form allowing BCP Council to include individual student data to allow deeper analysis by TBA careers team	Completed for 10% of year 11 and year 13 students during Autumn 2025
	Work with year 10 tutors to log intended destinations for every year 10 student in careers tracking spreadsheet and embed process within academic calendar	MD	By end of summer 2	Time from tutors Careers tracking spreadsheet	90% of intended destinations will be recorded for sixth form students on the careers tracking spreadsheet	
Position careers education as a tool for improving motivation, engagement, and	Careers attendance at termly DoLs meeting (for monitoring of career-related learning and engagement	Mary Diffey	By end of Spring 2		Head of Careers will attend a DoLs meeting a minimum of once per term	MD attended DoLs to introduce

<p>attainment. Secure whole-school buy-in, appoint subject careers champions, and implement careers-linked CPD using LMI and impact evidence</p> <p>GBM 4- Linking curriculum learning with careers</p>	with curriculum-linked employer connections)					modern WEX requirements
	Secure slot on INSET day annually to deliver staff CPD around statutory duties relating to careers and local and national labour-market information	Mary Diffey Andrew Roberts-Wray	By end of Summer 2	20 minute slot on INSET day	Careers will deliver a minimum of 1 all-staff CPD session per academic year enabling all staff to be confident in statutory duties relating to career education and able to confidently teach career-related learning in their subject areas	
	Attendance at 1 teacher encounter organised by the Dorset Careers Hub	Teacher from 1 subject area	By end of summer 2	Teacher cover	A minimum of 1 Teacher will have attended Teacher Encounters and will have up to date knowledge of the industries linked to their subject to disseminate to colleagues within the department	

<p>Develop a diverse, sustainable employer network that contributes strategically and operationally to the careers programme.</p> <p>GBM 2 – Learning from career and labour market information</p> <p>GBM 5 – Encounters with employers and employees</p>	Formally integrate Enterprise Adviser in the development of strategic career planning	Mary Diffey Enterprise Adviser	By end of Autumn 1	Time from Enterprise Adviser	The Enterprise Adviser will be fully invested in TBA's career programme and the strategic plan will be informed by up-to-date labour market information	
	Increase presence on LinkedIn and school social media platforms to promote career-related activity and maintain engagement with employers	Mary Diffey Andrew Roberts-Wray Sarah Price	By end of Autumn 2	Time from marketing officer	Employers be better engaged in TBA's career programme via: - a careers newsletter once per term shared on LinkedIn using Flipsnack, achieving a minimum of 30 clicks. - a minimum of 1 additional career related post per term with a minimum of 30 interactions (likes/shares)	
	Host employer networking event during Spring term Aspire	Mary Diffey Andrew Roberts-Wray	By end of Spring 1	Refreshments for employers	100% of Year 11, 12 and 13 students will have the opportunity to meet with a local employer	Booked for 13 March
	Seek funding from London livery companies to help fund additional	Caroline Globell	By end of Spring 2		Increased annual careers budget	Request sent to CG

	costs associated with modern work experience rollout					
	Join Dorset Chamber as paid members and increase TBA's employer network every year	Mary Diffey Andrew Roberts-Wray	By end of Spring 2	Membership fee	TBA will be members of Dorset Chamber, giving them access to a wide range of employer contacts and opportunities for networking and promoting TBA's career education programme. TBA will develop a minimum of 2 additional employer partnerships.	
Implement a modern, equitable Work Experience (WEX) programme following the Equalex framework, widening access, developing structured preparation, and ensuring employer partnerships enable meaningful, skills-based placement experiences.	Pilot 'Launchpad' for all year 9 students during July ASPIRE (equating to 1 day of WEX in year 9)	Mary Diffey Young Enterprise	End of Spring 2	Young Enterprise for the delivery	100% of Year 9 students will achieve 1 day of WEX	Booked for March Aspire 2025
	Explore volunteering as an option for WEX	Mary Diffey Andrew Roberts-Wray Community Action Network	End of Summer 1		TBA will have a working relationship with a local volunteering organisation	
	Implement a homework task to ensure year 10 students reflect on their work experience	Year 10 tutors	End of Summer 1	Resources from the careers team	80% of students will complete their reflective log following work experience and work	

GBM 6- Experiences of the workplace.					experience will meet the 'meaningful' criteria as specified in the statutory careers education and access to training providers guidance	
	Implement a homework task to ensure year 12 students reflect on their work experience	Year 12 tutors	End of Summer 2	Resources from the careers team	80% of students will complete their reflective log following work experience and work experience will meet the 'meaningful' criteria as specified in the statutory careers education and access to training providers guidance	

Strategic Careers Plan - Academic Year: 2026-2027						
Objectives	Actions, including CPD	Responsible	Time	Resources	Outcomes	Progress
<p>Improve communication and engagement with parents/carers as key influencers in career decision-making, using high-quality digital content, assemblies, and guidance from the CEC's parental Engagement Handbook</p> <p>GBM 1- A stable careers programme (engaging parents and carers).</p>	<p>Further increase careers content on social media by publishing assembly recordings on all key career-related topics including:</p> <p>Post-18 options and UCAS process (Autumn 1) Year 9 options (Autumn 2) Year 10 WEX (Autumn 2)</p>	<p>Mary Diffey</p> <p>Andrew Roberts-Wray</p> <p>Sarah Price</p>	Autumn 2	Time from marketing officer	<p>Information will be available in multiple formats/channels to ensure 100% of Parent/Carers will have access to important career-related information for every key topic in the careers programme.</p> <p>Social media content will achieve a minimum of 60 interactions (likes/shares)</p>	
	<p>Host termly virtual Q&A sessions for parent/carers with employers and local FE colleges/training providers</p>	<p>Mary Diffey</p> <p>Andrew Roberts-Wray</p> <p>Sarah Price</p>	Summer 2	Refreshments	<p>A minimum of 15 parent/carers will attend each virtual event</p>	


Use Compass+, Future Skills Questionnaire (FSQ), and Risk of NEET tools to ensure personalised, data-driven careers provision. Develop clear service expectations for vulnerable learners and embed careers activity into transition processes GBM 3 – Addressing the needs of every learner	Identify spare assembly slot in 6 th form timetable and use for targeted employer/FE/HE/training provider workshops targeted for small groups according to intended destinations data (with option for other students to book on)	Andrew Roberts-Wray Mary Diffey	By end of Autumn 1	Assembly slot	Students will have increased opportunities to engage with employers from careers they have expressed an interest in exploring – minimum of 1 additional assembly per term	
	Completion of FSQ by every student in year 7, 8, 11, 12 and 13 (FSQ assembly delivered to each year group, unique link to be e mailed to student e mail address and completion of survey set as homework on satchel one)	Dan Orme Megan Boome Mary Diffey	By end of Autumn 2	FSQ assembly Student e mail addresses added to Arbor for these year groups FSQ unique learner links (via Compass Plus)	Careers team will have accurate data regarding employability readiness for 100% of year 7, 8, 11, 12 and 13 student which can be tracked throughout their secondary education at TBA.	
Position careers education as a tool for improving motivation, engagement, and attainment. Secure whole-school buy-in, appoint subject careers champions, and implement	Utilising contacts through Dorset Chamber, embed termly networking events (business breakfast or other)	Mary Diffey Andrew Roberts-Wray	By end of Autumn 1	Catering for employers	1 Employer networking event per term at TBA	
	Attendance at 1 teacher encounter per term (different teacher/subject area per term)	Teaching staff	By end of summer 2	Teacher encounter opportunities from the Dorset Careers Hub	3 Teachers from 3 different subject areas will have up to date knowledge of the industries linked to their subject and can disseminate to	

careers-linked CPD using LMI and impact evidence					colleagues within the department	
GBM 4- Linking curriculum learning with careers	Incorporation of Careers Education across the whole school within the school development plan (as a tool for improving attainment)	SLT	By end of summer 2		All staff will be responsible for the delivery of career-related learning	
Develop a diverse, sustainable employer network that contributes strategically and operationally to the careers programme.	Update trip process to make every trip a careers trip (using CEC handbook)	Mary Diffey Catherine Turner	By end of summer 2	CEC resources	50% of students attending trips will learn about industry-specific careers with minimal additional work for staff or students	
GBM 2 – Learning from career and labour market information	Re-establish employer stakeholder group and schedule termly meetings	Mary Diffey Andrew Roberts-Wray	By end of Autumn 2	Refreshments	TBA’s career programme will be informed by up-to-date LMI and employer insights	
GBM 5 – Encounters with employers and employees	Increase employer partnerships	Mary Diffey Andrew Roberts-Wray	By end of summer 2		TBA will develop a minimum of 2 additional employer partnerships.	
Implement a modern, equitable Work Experience (WEX) programme following the Equalex framework, widening access,	Implement and embed 1 day of work experience for each year group (in any learning department area); year 7, year 8 and year 9 Continue 1 day of work experience via Launchpad (Young	DoLs	By end of Summer 2	Employer contacts Capacity on school timetable Suitable room	100% of year 7 and 8 will complete 1 day of work experience each 100% of year 9 students will	

<p>developing structured preparation, and ensuring employer partnerships enable meaningful, skills-based placement experiences.</p> <p>GBM 6- Experiences of the workplace.</p>	<p>Enterprise) for year 9 during July ASPIRE Day</p>				<p>complete 2 days of work experience each (1 x Launchpad and 1 Department arranged)</p>	
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Strategic Careers Plan - Academic Year: 2027-2028						
Objectives	Actions, including CPD	Responsible	Time	Resources	Outcome	Progress
Improve communication and engagement with parents/carers as key influencers in career decision-making, using high-quality digital content, assemblies and guidance from the CEC Parental Engagement Handbook	Develop parent ambassador group to inform strategic careers programme and support careers events	Mary Diffey	By end of Autumn 2	Refreshments	An established parent ambassador group with 1 meeting per term scheduled for the academic year	
Use Compass+, Future Skills Questionnaire (FSQ), and Risk of NEET tools to ensure personalised, data-driven careers provision. Develop clear service expectations for vulnerable learners and embed careers activity into transition processes	Completion of FSQ by every student in year 7, 8, 9, 10, 11, 12 and 13 (FSQ assembly delivered to each year group, unique link to be e mailed to student e mail address and completion of survey set as homework on satchel one)	Dan Orme Megan Boome Mary Diffey	By end of Autumn 2	FSQ assembly Student e mail addresses added to Arbor for these year groups FSQ unique learner links (via Compass Plus)	Careers team will have accurate data for 100% of TBA students regarding employability readiness to inform strategic career programme planning	

GBM 3 – Addressing the needs of every learner						
Position careers education as a tool for improving motivation, engagement, and attainment. Secure whole-school buy-in, appoint subject careers champions, and implement careers-linked CPD using LMI and impact evidence GBM 4- Linking curriculum learning with careers	Attendance by 1 teacher at 1 teacher encounter per subject, per year	Teaching Staff	By end of Summer 2	Teacher encounter opportunities from the Dorset Careers Hub	1 Teacher from each subject areas will have up to date knowledge of the industries linked to their subject and can disseminate to colleagues within the department	
Develop a diverse, sustainable employer network that contributes strategically and operationally to the careers programme. GBM 2 – Learning from career and labour market information GBM 5 – Encounters with employers and employees	Increase employer partnerships	Mary Diffey Andrew Roberts-Wray	By end of summer 2		TBA will develop a minimum of 2 additional employer partnerships.	

<p>Implement a modern, equitable Work Experience (WEX) programme following the Equalex framework, widening access, developing structured preparation, and ensuring employer partnerships enable meaningful, skills-based placement experiences.</p> <p>GBM 6- Experiences of the workplace.</p>	<p>Continue 1 day of work experience for each year group (in any learning department area); year 7, year 8 and year 9</p> <p>Continue 1 day of work experience via Launchpad (Young Enterprise) for year 9</p> <p>Add additional 1 day of work experience for year 8 during March careers Week</p>	<p>DoLs</p>	<p>By end of Summer 2</p>	<p>Employer contacts</p> <p>Capacity on school timetable</p> <p>Suitable room</p>	<p>Rollout of modern WEX achieved:</p> <p>100% of year 7 complete 1 day of work experience each</p> <p>100% of year 8 complete 2 days of work experience each</p> <p>100% of year 9 students will complete 2 days of work experience each (1 x Launchpad and 1 Department arranged)</p>	
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The Bourne Academy Trust Strategic Objectives (Appendix 1)

The Bourne Academy Trust Strategic Objectives - 2023-26

Strategic Objective 1 Excellent Teaching & Learning

- Continue to provide a coherent, well sequenced, inclusive curriculum that supports independent practice
- Continue to embed MELC principles through the CPD cycle into pedagogical practice
- Embed the effective use of Knowledge Organisers across the KS3 & KS4 curriculum
- Use Provision Map to build an ongoing holistic understanding of your students and their needs to inform lesson planning and have high expectations of all students
- Use available data and question level analysis to ensure every child is challenged to improve outcomes through responsive teaching
- Continue to review, embed and enhance our literacy strategy through the development of Disciplinary Reading across the curriculum
- To support the Numeracy strategy further by developing cross curricular training.

Strategic Objective 2 Excellent Behaviour for Learning

- Consistently apply and monitor the TBA Rewards Policy specifically around House points
- All staff consistently apply the Student Behaviour Policy including the Behaviour Flowchart
- Consistently apply the TBA First Impression (FIC) and ASPIRE Reward Cards
- Use targeted approaches to meet the needs of high-profile individuals in order to support the fluency of education for all
- To further develop our approach to behaviour and provide opportunities for staff development
- Promote Active Learning through the application of the Teaching & Learning Placemat.

Strategic Objective 3 Personal Development for All

- Support our community to develop their character through our extended curriculum and the language of ASPIRE competencies in lessons
- Embed our ASPIRE Award
- Further support cultural capital including embedding the Music in Secondary Schools Trust Programme (MISST)
- Improve levels of Attendance in accordance with statutory guidance
- Through the development of the SMSC curriculum, ensure all students develop an understanding of Relationships & Sex Education, British Values and Protected Characteristics
- Continue to develop our strategy and provision around Mental Health & Wellbeing for the whole Academy community
- As a lead hub school, maintain and develop our nationally recognised outstanding careers strategy and continue to develop work-related essential skills.

Strategic Objective 4 Impactful Leadership and Management

- All teachers, leaders and managers embed safeguarding practice as an integral part of everyday life
- Work to remove unnecessary workload for teachers and leaders, so they can focus on teaching and their own development
- Governors fulfil their statutory duties and know which strategies make the most impact on raising students' achievement, including Pupil Premium
- Develop an increased effectiveness and capacity of all leaders through the 'Golden Thread' of the ECF, NPQ & other Programmes
- Ensure Student Voice is visible and effective.

Strategic Objective 5 Excellent Governance & Sustainable Financial Stewardship

- To maintain and develop key external partnerships, including with the Academy's sponsor
- To ensure that the Academy's values of ASPIRE are at the heart of everything we do
- To ensure the continuity of quality teaching and leadership within the Academy
- To provide robust stewardship of the Academy's finances and estates with a focus on sustainable mid- to long-term planning
- To ensure the clarity of the student offering in each element of the Academy
- To provide oversight and challenge in ensuring an appropriate set of Key Performance Indicators (KPIs) are identified, measured and monitored relating to performance and development
- To oversee an inclusive and supportive environment for all
- To seek assurance and provide support in ensuring the Academy's compliance with statutory policies and the advancement of best practice.

Improving attendance is everyone's business

The Bourne Academy Learners as Leavers: CDI Framework 'I can' statements (appendix 2)

Key Stage 3

Pupil/Student 'I can' statements examples

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Talk about my strengths to others in my class</p> <p>Say what I like and enjoy doing and can give examples when discussing them with my tutor as part of a review</p> <p>Complete a range of self-assessment exercises and record the results in my career action plan (e-portfolio)</p> <p>Tell my own story, how I am making progress and what I need to do to raise my achievement and improve my wellbeing</p> <p>Explore the subjects being offered at KS4 and post-16 and give the facts about qualifications, skills and jobs you could gain by studying particular subjects</p> <p>Understand the issues of protected characteristics including, race, religion, gender, age, disability</p> <p>Say which employability skills I have used and how they have been used in some subjects</p>	<p>Say what is LMI (including SIC & SOC) and why you need to be aware of it for making future decisions</p> <p>Analyse local job vacancies using job vacancy websites/apps/newspapers and other sources</p> <p>Use comprehensive websites to research local LMI data provided by teachers, employer groups such as local LEPS, National Careers Service</p> <p>Identify and plan for making the most of information, advice and guidance in our school to support my thinking and decision making especially at the end of key stage 3.</p> <p>Actively take part in employer led activities to develop my networking skills</p> <p>Prepare and present myself well when going through a selection process for roles in school e.g. School Council, peer mentor</p>	<p>Explain what the term 'career' means to me</p> <p>Recognise the skills and qualities needed for the world of work through activities/experiences</p> <p>Keep and maintain a skills log recording my best demonstrations of the qualities and skills needed for employability in my career action plan</p> <p>Identify the opportunities for developing employability qualities and skills in key stage 4 both in and out of school.</p> <p>Research for the skills, qualifications and experience I need to discuss and where necessary negotiate my plans for the future</p> <p>Engage in target-setting and review activities with my tutor and subject teachers</p> <p>Discuss my options with a Careers adviser as part of a careers interview</p> <p>Be positive, flexible and well prepared for my move into key stage 4 through completing and reflecting on my career action plan setting new personal goals if necessary</p>	<p>Create a visual diagram to show my personal networks of support – family and friends, the groups to which I belong, teachers and I can identify the role of impartiality and the sources of partiality from the network</p> <p>Use social media and platforms such as LinkedIn to prepare a personal profile</p> <p>State what are the qualities and skills needed to be an entrepreneur</p> <p>Use the qualities and skills when being enterprising as part of 'drop-down' days, challenges, through subjects etc</p> <p>Record and maintain my career action plan recording when I have demonstrated the qualities and skills of being enterprising</p>	<p>Identify what are the health & safety risks to me and others as we move around the school and use different subject rooms and know how to minimise the risks</p> <p>Show how to get the most from a personal budget, understand and use financial words</p> <p>Identify how to stand up to stereotyping and discrimination that is damaging to me and those around me</p>	<p>Select the relevant careers information and say which ones interest me</p> <p>Identify the different kinds of work that people do and say why people's job satisfaction varies as personal situations change</p> <p>Consider my own and other people's ideas about learning, careers and the world of work to inform opinions and decisions</p>

Key Stage 4

Pupil 'I can' suggested statements

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete an 'interests'/'personality' questionnaire using an online programme such as Kudos, Morrisby, i-could and discuss the job and course suggestions with my peers/tutor/adviser/parents</p> <p>Describe what I like about how I have changed since Year 7</p> <p>Discuss my personal story so far and project it into the near future to show how I am building on my interests and strengths</p> <p>Set personal and learning targets to build upon these strengths rather than focus on my weaknesses</p> <p>Keep and maintain my career action plan highlighting experiences and achievements, reflecting on what I have learned</p> <p>Record the evidence of my best use of key employability skills</p> <p>Evidence how I apply and develop key employability skills through work-related activities</p> <p>Discuss the role of employers in 'making reasonable adjustments to their workplaces to overcome barriers experienced by disabled people' under the Equality Act 2010</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p>	<p>Analyse national and local data on the destinations of last year's leavers and consider possible implications for my own plans</p> <p>Use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years</p> <p>Discuss my options with family, friends/social network, school staff and career specialists and carefully weigh up the advice received</p> <p>understand what impartiality means and how it is applied to my own personal circumstances</p> <p>Identify questions relating to equality of opportunity that interviewers are not allowed to ask candidates</p> <p>Discuss the use of social media, digital platforms and managing my digital footprint in relation to marketing myself</p>	<p>Weigh up the pros and cons of single-track careers, serial careers, portfolio careers and lifestyle careers from an activity such as employer 'speed dating' and say which appeals to me and why</p> <p>Discuss with your tutor/mentor/adviser what I need to do and plan for in taking control of my own career over the next 4-5 years</p> <p>Complete a range of sections on sample application forms that ask me to provide evidence of the skills and qualities that I have demonstrated</p> <p>List the main sections/headings on a CV and the 'do's' and 'don'ts' on how to complete them following an employer-led workshop</p> <p>Practise using three main styles of communication and conflict resolution (i.e. being passive, assertive or aggressive) by taking part in role plays</p> <p>Discuss how to handle the consequences of my decision-making with peers and my tutor</p> <p>Draw on previous experiences that I and others had when making decisions at 13+ and suggest how the lessons learnt can be applied to 16+</p> <p>Say what should be in an induction programme for young people going into the sixth form, a college, work-based learning or an apprenticeship</p>	<p>List the techniques of successful marketing and apply them to a marketing challenge whilst working with employers</p> <p>Assess my skills in being enterprising, in and out of school, and discuss these with my tutor when completing my career action plan targets</p> <p>Draw up a list of questions that I want to ask 'stallholders' who I will meet at a forthcoming skills show, analyse the answers and record my thoughts/decisions in my career plan</p> <p>Research the opportunities for volunteering e.g. through the National Citizen Service, local websites and plan how I will participate</p>	<p>Carry out a risk assessment and consider the health and safety requirements of an indoor space at school e.g. laboratory, dining hall, D&T room</p> <p>Apply this information to ensuring I am following health and safety guidelines whilst on a work experience placement and record these in my work experience diary</p> <p>Calculate the cost of higher education against an apprenticeship and how the return on their investment can be managed</p> <p>Reflect on attending a careers fairs to research the implications of choosing one pathway over another</p>	<p>Analyse stories in the news about the factors that affect the mental health of workers</p> <p>Talk to alumni about how their jobs are likely to change in the next 5-10 years</p> <p>Compare and contrast my experience of two different enterprise simulations - one based on a shareholder model and the other on a co-operative model</p> <p>Reflect on what organisational structure appeals most to me and why</p>

Post 16

Student 'I can' suggested statements

Grow throughout life	Explore possibilities	Manage career	Create opportunities	Balance life and work	See the big picture
<p>Complete a personal skills audit and review using one of the online tools e.g. Unifrog, YEUK</p> <p>Write a statement of my career values for my personal career (e-)portfolio to use in preparation for my personal statement for forthcoming applications</p> <p>Construct a personal statement for an application I am making (e.g. a UCAS or apprenticeship application)</p> <p>Use career 'dilemma' scenarios to discuss and consider what the impact of each dilemma could be on my future e.g. my results are better than expected</p> <p>Take part in a group activity and complete a questionnaire to assess my contribution to the work of the group and what I would do differently or better next time</p> <p>Access face-to-face and online help and can explain what I would do to prepare for and follow up a careers interview</p>	<p>Investigate trends in HE admissions and graduate employment and consider possible implications for my own plans</p> <p>Access HE/ Careers/ Skills Fairs to gather further information about the different pathways available and am able to draw conclusions about the personal benefits and discuss this in a careers interview</p> <p>Investigate how self-employed people use different strategies to market themselves safely online using network tools such as LinkedIn, Twitter and Facebook establishing what works well and why</p> <p>Tailor an application to specific roles/courses</p> <p>Perform well when taking part in an online interview and learn from the experience</p>	<p>Explore the notion of 'careership' by comparing and contrasting different systems of advancement, e.g. 'bureaucratic careers', apprenticeships, the training regimes of sportspeople and instant fame TV talent competitions</p> <p>Reflect and discuss on the different processes I have experienced in order to manage my own career development e.g. using my traits – interest, abilities and values to fit or match particular jobs or through social learning, family/ environment/events/ learning experiences</p> <p>Review and reflect what I have learned about the discipline and responsibilities of work and the skills gained from participating in work experience and/or voluntary work</p> <p>Evaluate my contributions to the work of a team</p> <p>Use a digital decision support system (DSS) to aid career choice and discuss its potential efficacy</p> <p>Review and reflect on my past and current goals/ targets learning from the outcomes and complete my plans for the next 3 weeks, 3 months, 3 years using my career action plan</p> <p>Make plans for the post-results period in the event that my exam results are not what I expected</p> <p>Critique the personal transition curve model by seeing if its stages correspond to the feelings I experienced during a previous transition and can discuss its relevance to handling future transitions</p>	<p>Create two revision timetables with one taking 15% less time than the other and consider the risks of cutting down on the time available</p> <p>Develop my enterprise and employability skills through volunteering and recording when and how I use them</p> <p>Prepare and plan beforehand to get the most out of a careers and opportunities fair by talking with past students, careers adviser, tutor, parents</p> <p>Research and evaluate newly emerging alternatives to the standard three-year degree course at a UCAS institution through using comprehensive websites and attending careers/skills fairs to gather information from employers, FE, HE and the voluntary sector</p>	<p>Explain what the role of trade unions are past and present</p> <p>Investigate a range of health and safety issues such as working at height, use of VDU, lone working, working time</p> <p>Work out the cost of higher education and compare the likely return on investment for different subjects studied</p> <p>Understand the start up costs involved for me in working for myself e.g. equipment/ resources/ tax and other contributions and the implications of borrowing or taking out loans</p> <p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for my behaviour and others</p>	<p>Interrogate the key ideas coming out of think tanks such as the Future Work Forum or research reports from UKCES, CBI/Pearson and consider how the findings and thoughts will have an impact on me and my career decisions</p> <p>Take part in a debate with Employers to discuss the topic 'life-work balance' as part of the Tutorial programme programme</p> <p>Complete a work experience assignment into changing organisational structures and follow this up by pooling information about emerging trends and explain why change has or is taking place</p> <p>Debate a range of topics such as Corporate Social Responsibility or the rise and impact of online retail businesses with my tutor in order to undertake an investigation for my EPQ</p>



Compass Evaluation (appendix 3)

Overview of your results

This is an overview of your Compass evaluation results against the Gatsby Benchmarks. Use the filter to compare with previous evaluation results.

See how your latest results compare to previous evaluations

Compare previous evaluation results

Gatsby Benchmark	% achieved in latest evaluation 	% achieved in previous evaluation	Indicator 
GB1 - A stable careers programme	92%	-%	→
GB2 - Learning from careers and labour market information	96%	-%	→
GB3 - Addressing the needs of each young person	100%	-%	→
GB4 - Linking curriculum learning to careers	92%	-%	→
GB5 - Encounters with employers and employees	75%	-%	→
GB6 - Experiences of workplaces	79%	-%	→
GB7 - Encounters with further education and higher education	86%	-%	→
GB8 - Personal guidance	92%	-%	→

Internal Leadership Review (appendix 4)

Key areas of focus

We consider themes 1 and 2 from the Careers Impact Maturity Model as the most important for underpinning a strategic and embedded approach to careers.

Use the filter on the graphic to easily identify any priority action areas, which is where your institution or organisation should focus to achieve the greatest impact.

● PRIORITY ACTION AREAS
 ● INDICATED AREAS OF STRENGTH

Highlight statements

Select an option

Compare against another review

Select a review

Maturity model statement	Indicator of maturity			
	Response 1	Response 2	Response 3	Response 4
1.1 Distributed careers leadership	[Teal bar spanning all 4 responses]			
1.2 Leaders' vision	[Teal bar spanning all 4 responses]			
1.3 Strategic careers planning	[Teal bar spanning all 4 responses]			
1.4 Strategic careers leadership	[Teal bar spanning all 4 responses]			
1.5 Governance	[Teal bar spanning all 4 responses]			
1.6 Careers Hub engagement	[Orange bar spanning all 4 responses]			
1.7 Enterprise Adviser engagement	[Orange bar spanning all 4 responses]			
2.1 Career learning journeys	[Teal bar spanning all 4 responses]			
2.2 Addressing the needs	[Orange bar spanning all 4 responses]			
2.3 Recording systems	[Teal bar spanning all 4 responses]			
2.4 Destinations data	[Orange bar spanning all 4 responses]			
2.5 Learner perception	[Orange bar spanning all 4 responses]			
2.6 Stakeholder voice	[Teal bar spanning all 4 responses]			
2.7 Quality assurance	[Teal bar spanning all 4 responses]			

Dorset Local Skills Improvement Plan (appendix 5)

[Dorset LSIP Progress Report June-2025](#)

[Dorset LSIP Annex-B June 2025](#)

[Dorset LSIP Annex-C June 2025](#)

[LSIP employer priorities March 2025](#)

[Dorset LSIP Progress Report June 2024](#)

[LSIP employer priorities](#)

[Dorset LSIP Stage 1](#)

[Dorset LSIP Annexes Stage1](#)

Strength of Careers Provision SOAR (appendix 6)

Strengths

- The Careers Lead has achieved their Level 6 Careers Leader qualification and reports directly into SLT. The Careers Leader has capacity within their timetable to focus on careers.
- There are 3 members of staff within the Careers Team: Mary Diffey (Careers Leader), Andrew Roberts-Wray (Deputy Careers Leader and Careers Adviser) and Megan Boome (Careers Administrator, Careers Adviser and Work Experience Co-ordinator).
- The careers team are embedded across the whole school and are included in pastoral and SEND meetings to support the effective targeting of careers intervention for all students.
- The Careers Leader is also the Young Carers Champion and Bourne Scholars Lead, enabling successful engagement with a wide range of students.
- Students have at least one (often more) employer engagement opportunities in every year of the curriculum.
- All students have at least one careers guidance meeting in year 11, again in Year 12 and again in year 13 and all students are able to request a careers meeting in any year.
- Excellent relationships with local FE Colleges, who regularly attend ASPIRE events, as well as delivering assemblies, and supporting the Year 10 SEND work experience group and year 11 students identified as needing targeted provision.
- All students have a visit from at least two FE Colleges before year 11, with the majority of students having visits from three or more different FE Colleges and a visit to a HE Provider.
- Every year 10 student attend the annual Careers and Apprenticeship Show which is attended by a large number of FE Colleges, HE providers, Apprenticeship providers and Employers.
- The Academy have a strong and packed careers programme across all year groups.
- The school regularly have low NEET scores below the national average.

Opportunities

- The use of Arbor for recording trips allows for closer monitoring of careers activity across the whole school/curriculum
- The Careers Leader is line-managed by a member of SLT so can regularly raise careers.
- We have a Link Governor who is a magistrate and has a background as a senior leader in the Local Authority 14-19 team so brings extensive careers knowledge.
- The Academy's enterprise adviser works at a global financial services company who have a base in Bournemouth
- An Internal Leadership Review and subsequent Peer-to-Peer Review has been completed which has identified key strengths and several priority areas for development
- Exploration of becoming the first school to have a membership with Dorset Chamber

- There are 3 'dropdown' events (ASPIRE days) across the academic year which are designed to include careers education and encounters.
- The Academy use UniFrog and Skillsbuilder, enabling access to a vast range of resources. UniFrog allows for the recording of each student's career journey throughout their time at the Academy.
- A weekly newsletter is sent to all students and parent/carers
- The careers team have bookable appointments at every parent/carer and teacher consultation evening
- Parent/carers are invited to attend careers meetings for students who want them to attend
- The careers team have a good system for tracking all students which also identifies indicators including SEND, Children in Care, Young Carers and Bourne Scholars

Aspirations

- Further work underway to review how well embedded careers in the curriculum is
- Implementation of the key priorities from the Internal Leadership Review
- Increased engagement with parent/carers through additional parent/carer focussed events across the academic year such as a year 11 options assembly and better use of social media.
- Adaptation of current careers newsletter to better incorporate local and targeted opportunities for students
- To have an additional 5 days of meaningful work experience during key stage 3, as per the new statutory career's guidance.
- Development of employer engagement through the reintroduction of business breakfasts, an employer stakeholder group and better use of Compass Plus employer database feature
- Better use of data to inform careers provision including maximising the use of Compass Plus to record intended destinations, an improved staff/student and parent/carer evaluation form and process, Future Skills Questionnaire (FSQ) rollout across every year group and participation in Risk of NEET Indicator (RONI) pilot and embedding of RONI tool in careers programme/intervention

Results

- All students have a clear idea of their options, their strengths and future pathways. They achieve a good range of destinations and are suitably prepared for their next steps.
- The number of NEETs leaving the school remains low and information sharing between the Local Authority and the school allows the careers team to identify any gaps in provision which may have contributed to a student becoming NEET. This will inform the future careers programme.
- Every student will complete the FSQ every year and the results of the questionnaire will demonstrate that students' employability skills are progressively improving each year they are at the school.
- The careers team seek regular feedback from different stakeholders and act on this to improve the careers curriculum.
- Parent/Carers are fully engaged in their child's career journey and feel equipped to support their children accordingly.
- There will be a strong careers presence on school social media platforms (Facebook and LinkedIn)
- There will be a robust employer stakeholder group and termly business breakfast/networking events attended by employers, school staff and students

- Better use of destinations data with the rollout of consent to share forms for all year 11 and year 13 students which will enable BCP to share information on every student's destination beyond The Bourne Academy

- Every student will undertake 10 days of meaningful work experience by the end of year 11 with a further work experience week for those staying at the school for year 12.
- Careers will be recognised as a valuable and effective means to improve student attainment and expectations across the whole school.

Key priority/action areas from SOAR:

1. Rollout of Modern Work Experience (5 days across year 7-9)
2. Employer Pipeline Relationships and engagement
3. Use of data to target the needs of every learner
4. Support for Parent/Carers
5. Careers in the curriculum across the whole school

