

1. VISION STATEMENT

- 1.1 Indie Education aims to maximise the life chances of all young people by preparing them for life beyond school and college. We are committed to providing high-quality Careers Education, Information, Advice, and Guidance (CEIAG) that helps learners make informed decisions about their future, raising aspirations, improving motivation, and overcoming barriers to success

FIGURE 1: CAREERS STRATEGY



2. KEY OBJECTIVES

2.1 Embed Careers Across the Curriculum

- Integrate career-related learning into all subject areas.
- Develop subject-specific career lessons at key transitional points.
- Conduct college audits to identify career opportunities across the curriculum.

2.2 Improve Access to Labour Market Information (LMI)

- Provide learners with clear and accessible LMI through the school website and career education pathways.
- Use Achieving Careers Excellence (ACE) days to explore LMI and its relevance to learners' future careers.

2.3 Increase Purposeful Encounters with Employers and Educational Institutions

- (a) Organise regular encounters with employers, further education (FE), and higher education (HE) institutions.
- (b) Facilitate work experience opportunities and visits to workplaces for all learners, including those with special educational needs and disabilities (SEND).

2.4 Enhance Support for SEND Learners

- (a) Offer tailored career guidance and work experience opportunities for SEND learners.
- (b) Ensure regular visits to places of work and FE providers to explore various career options.
- (c) Provide access to assistive technologies and adaptive learning environments.

2.5 Parental Engagement

- (a) Increase parental awareness and involvement in their child's career education.
- (b) Provide guidance and resources to help parents support their child's career decisions.

3. IMPLEMENTATION PLAN

3.1 Curriculum Integration

- (a) KS4 and post 16: Implement subject-specific career lessons.
- (b) Audit: Conduct audits to identify career opportunities within each curriculum pathway.
- (c) Resources: Utilise resources from, Oak National Academy, AQA unit awards linked to careers and our DMU and Leicester College strategic partners alongside all assistive technology to support curriculum integration.

3.2 Labour Market Information (LMI)

- (a) Achieve Careers Excellence Days: Use ACE Days to provide guided sessions on LMI.
- (b) Website: Regularly update the school website with relevant LMI and career guidance information.

3.3 Employer and Educational Institution Engagement

- (a) Encounters: Organise regular encounters with employers and educational institutions through assemblies, ACE Days, and career fairs.
- (b) Work Experience: Facilitate work experience opportunities for all learners, with a focus on SEND learners.

3.4 Support for SEND Learners

- (a) Visits: Arrange termly visits to workplaces and FE providers.
- (b) Pathways: Develop bespoke pathways for SEND learners based on their interests and needs.
- (c) Assistive Technologies: Utilise adaptive technologies to enhance learning experiences and accessibility.

- (d) Individual Learning Plans (ILP): Develop individualised learning plans that address each learner's unique needs and strengths.

3.5 Parental Engagement

- (a) Communication: Improve communication with parents through the school website, newsletters, and events.
- (b) Guidance: Provide resources and guidance to help parents support their child's career decisions.

4. STRATEGIC PARTNERSHIPS

4.1 Leicester Education Improvement Partnership (LEIP)

Collaborate to enhance career education and opportunities for learners through this group of secondary and tertiary schools and colleges along with their localised Leicestershire CIEG hub.

4.2 De Montfort University (DMU)

Partner for higher education encounters, workshops, and taster sessions.

4.3 Leicester College

Facilitate vocational training, work experience, and further education opportunities.

4.4 Leicester and Leicestershire Enterprise Partnership

LLEP is a local enterprise partnership that aims to drive economic prosperity across the Leicester and Leicestershire area. The LLEP works through strong partnerships, robust intelligence, and innovation to develop plans for both short and long-term economic recovery

5. ALIGNMENT WITH GATSBY BENCHMARKS

5.1 A Stable Careers Programme

- Ensure a structured and stable careers programme is in place.

5.2 Learning from Career and Labour Market Information

- Provide learners with up-to-date LMI.

5.3 Addressing the Needs of Each Learner

Offer personalized career guidance and support.

5.4 Linking Curriculum Learning to Careers

- Integrate career learning into the curriculum.

5.5 Encounters with Employers and Employees

- Organise regular encounters with employers.

5.6 Experiences of Workplaces

Facilitate work experience opportunities.

5.7 **Encounters with Further and Higher Education**

- Provide encounters with FE and HE institutions.

5.8 **Personal Guidance**

Offer one-on-one career guidance sessions.

6. **MONITORING AND EVALUATION**

6.1 **Compass+:** Use the Compass+ platform to monitor and track the implementation of the careers programme.

6.2 **Feedback:** Collect feedback from learners, parents, and colleagues to continuously improve the careers strategy.

6.3 **Review:** Conduct annual reviews of the careers programme and action plan to ensure it meets the needs of all learners.

7. **CURRENT STATUS**

- (a) **Careers Week:** Pathways, tasters, and using school partners.
- (b) **Parental Engagement:** At home and in school.
- (c) **Culture:** Care, CORE and Career.
- (d) **Vocational Qualifications:** Use of a bespoke timetable to explore vocational qualifications.
- (e) **Successes:** Reduction in NEET (Not in Education, Employment, or Training) and Youth Offending Service (YOS) intervention.
- (f) **Academic:** Rise in aspirations and learner outcomes.

8. **IMPLEMENTATION**

- (a) **Providers:** Invite providers to learner showcase events.
- (b) **Gatsby Benchmarks:** Monitor using Compass+.
- (c) **Personal Skills:** Develop through Pillars.
- (d) **Learner Journals:** Track progress.
- (e) **Pathways:** Intervention at Year 10, 11 and 12.
- (f) **Engagement:** With LLEP and local provisions.
- (g) **Curriculum:** Embedded into the curriculum.

9. **VISION**

- (a) **Interpersonal Skills:** Developing these skills in learners.
- (b) **Parent Confidence:** Developing parent confidence and skills.
- (c) **Local Business:** Focusing on local business and enterprise.

- (d) **Destinations:** Providing a variety of destinations.
- (e) **Awareness:** Raising awareness of options for stakeholders.
- (f) **Corporate Social Responsibility:** Engaging with local businesses to improve CSR and help vulnerable young people.

10. OPENING AND FLEXIBILITY

- 10.1 Indie Education will open in September 2025. We are prepared to support a range of learner characteristics from a variety of previous educational settings. Our learners may arrive at any point in the school year and remain as long as necessary to have a successful transition into the next stage of learning or employment. This flexible approach ensures that each learner receives the support they need, tailored to their individual circumstances and goals.

11. AUTHORISATION

- 11.1 This document has been authorised by the Chief Executive Officer.