



Careers & Progression Strategy

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Intent

It is Ada's mission to be a centre of excellence for the teaching and learning of digital skills and to educate and empower the next generation of diverse digital talent. This plan aims to support Ada staff to give students the very best career progression by providing an effective careers programme that offers advice, experience and contact with employers to encourage students to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career. The progression plan lays out how all educators at Ada will contribute to this aim.

This plan aims to involve all stakeholders, including students, operations staff and industry professionals in contributing to ensuring high quality progression opportunities are presented to our students through a rich variety of events and workshops supporting readiness for the next phase of education, training or employment so that students can make the transition to the next stage successfully.

It is the aim of Ada's progression curriculum to ensure all students benefit from high academic, technical and vocational ambitions. The curriculum aims to be ambitious for disadvantaged students and those with SEND, including those who have high needs.

It is our aim that 100% of students will apply for university and at least 50% progress onto higher level apprenticeships.

London is the top ranked city for cost of living versus salary for tech roles. The number of advertised tech jobs in 2021 is 42% higher than pre-pandemic levels. Tech Nation jobs and skills report 2021. (<https://technation.io/jobs-and-skills-report-2021/#executive-summary>) It is the aim of this progression curriculum to place Ada students at the forefront of filling this growing skills gap.

Ada's Progression related Key Performance Indicators (KPIs)

1. 90% of students progressing into higher education or higher degree apprenticeships
2. 100% of students make applications to university and have an mock interview and a CV in place
3. 25% of Ada Sixth Form students progress into Ada higher degree apprenticeships

Two Year Continuous Approach

At Ada progression is not delivered as a stand alone entity. Progression planning is embedded into the curriculum right from when our students join us.

The aim is to develop the knowledge, skills and behaviours that students need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, Ada aims to powerfully address social disadvantage.

This begins with an intensive Ada Skills Programme which runs in the first half term. The aim of the Ada Skills program is two fold. Firstly it is to introduce the various different pathways our

students can follow to build a fulfilling career in the digital sector. Secondly it is to support our students with professional skills as well as building professional profiles and CVs.

Throughout year 12 our students attend workshops delivered by universities or industry partners to support their career planning. Towards the end of year 12, students are supported to start their UCAS applications. As part of the year 12 Ada skills program in the second half of the first term, the focus shifts to oracy, this supports students with interview skills. In term two, students start to learn the skills they require to write a personal statement in the communications sessions. The focus is on effective writing, advanced writing and professional writing. In the second half of the third term the Ada skills sessions are devoted to writing the first draft of personal statements in a supported environment.

In year 13 the first term focuses on completing UCAS applications. All students at Ada complete a UCAS application. We have high expectations of our students and we believe the UCAS process is fantastic practice for an application process where you not only have to sell yourself but also for the administration part of an application process.

Towards the end of the first term of year 13, the support for apprenticeship applications begins. students are supported to be successful in Apprenticeship and job interviews with CV checking workshops, interview skills workshops and mock assessment centres.

Term 1	Term 2	Term 3
<p>Getting to know subject and careers in that area in class</p> <p>Making a Plan for the Future workshop with Salesforce</p> <p>Literacy workshops</p> <p>First Industry Project (with year 13s)</p> <p>Skills London</p>	<p>Industry Coaches</p> <p>Second Industry Project (Bank of America)</p> <p>University Open Days</p> <p>Work experience/ shadowing for holidays</p> <p>UCAS fair</p>	<p>Understanding UCAS</p> <ul style="list-style-type: none"> ● <i>Creating an account</i> ● <i>Personal statement workshop</i> <p>University visits</p> <p>University research</p> <p>Understanding Apprenticeships</p> <p>Talking to Apprentices</p> <p>Writing a CV</p> <p>Third Industry Project (Deloitte)</p>

Term 1	Term 2	Term 3
Attend final Uni Open Days Complete UCAS applications by half term Usually receive Uni offers from Dec (except Graphics) Graphics Portfolio support Apprenticeship Employer sessions Final Industry Project at Ada (with year 12s)	Apprenticeship applications practice <ul style="list-style-type: none"> • Forms • CVs • Interviews • Assessment centres 	Targeted support for Apprenticeship applications Focus on academic achievement

Ada Skills

It is the intent of the Ada Skills Programme to deliver this aspect of the Curriculum intent: *Developing the core skills of communication and self-reflection, through our focus on the Ada values, is essential if students are to not just realise their academic potential but make a constructive contribution in the digital workplace, and to society at large.*

In the first half term of year 12, students have 4 sessions of Ada Skills.

Session 1	Progression And Careers Focus
Week1	Skills needed in the Digital Sector
Week2	CVs based on Ada values
Week3	Apprenticeships- Mark Smith
Week4	Presentations from university representatives
Week5	Finding your direction workshop by Ayumi
Week6	Presentation from social mobility foundation Presentation from previous Ada students about their journey post Ada

Session 2	Professional Skills
Week1	Intro, Time Keeping, Online Working (Google suite) Resilience and Mental Health
Week2	Professional behaviours and building a positive working culture
Week3	Online working - emails and listening skills & strategies
Week4	Motivation (internal vs external) and procrastination
Week5	Identifying strengths and weaknesses in self and others
Week6	Self-reflection deliverables

Sessions 3 and 4 of Ada skills continue after the first half term and the focus shifts to oracy and writing skills.

Session 3	Communication Skills
Week1	Active learning strategies 1
Week2	Active learning strategies 2
Week3	Active planning strategies 1
Week4	Active planning strategies 2
Week5	How to write clearly and concisely
Week6	How to review and revise completed drafts of work

Session 4	Ada Values
Week1	Introduction to the Ada Values (TG) Creativity
Week2	
Week3	Curiosity - what opportunities are out there, taking advantage of those opportunities
Week4	Collaboration - getting to know new people, working with a range of diverse and neurodiversity people
Week5	Rigour - study skills
Week6	Resilience - Confidence and Mental Health

Industry Projects - Project Based Learning (PBL) at Ada

At Ada we aim to work like industry. During their time at Ada students work on projects co-created and co-delivered by an Industry Partner. These provide rich and relevant contexts for our students to learn both skill sets and mindsets that will make them successful in their futures.

PBL advocates the use of real-world problems, challenging students to solve them outside of the traditional classroom environment, and supporting the development of critical thinking, teamwork, problem solving and time management.

In the fast-paced digital sector, where none of us are able to predict the possible jobs and careers our students will have in the future, it is essential that we equip students with both the technical, entrepreneurial and creative problem-solving skills to identify and solve challenging problems, and the soft skills to collaborate, build networks, and bring ethical awareness to their solutions.

PBL with industry engagement helps students apply their theoretical understanding in a more authentic context. The high-stakes public showcase provides a focus and motivation, and allows students to shine producing professional standard work.

We have used our industry projects to develop independence, as well as personal and social Responsibility.

The industry projects also allow a forum in which our students can network with employers. The industry projects allow employers to meet our students and scout talent.

Futures Week

In the final term of the academic year, we host a week that focuses on the “future” for our year 12 learners. The week includes activities such as a detailed overview of the UCAS process. Learners attend workshops where they are supported in starting their personal statements for UCAS. During this week we also host universities who come and speak about the courses they offer.

The week also includes presentations from Adas apprenticeship team where learners are introduced to the apprenticeship application process. Ada invites alumni who are currently on apprenticeships to speak to our learners and facilitate workshops.

University Applications - UCAS

At Ada all students apply for university. The rationale for this is we have the highest expectations of all our students and will support them to access all possible future opportunities. University applications are an important part of this as many students will want to study Computing and other subjects at Undergraduate level in order to further their skills and knowledge in their chosen field before embarking on a career. University applications via the the Universities and Colleges Admissions Service (UCAS) supports them to gain university admission but also requires students to write a Personal Statement which is a key skill that all will need for a successful University, job or apprenticeship application. In this way applying for University is a route to practice and then gain these skills even if the student then does not go to University.

Additionally this process serves to build their confidence in successfully completing a rigorous application process and being successful. Because we require students to do this first, with much support both from Ada and UCAS, it is a training opportunity for their future, more challenging Apprenticeship or job applications.

The other reason all Ada students are required to complete a UCAS application is that it is a process which allows our students their first experience in most cases of having to sell themselves as well as having to complete a thorough process. At Ada we feel this equips them with the skills for job and apprenticeships applications.

Support for UCAS personal statements starts in the final term of year 12, where students write a first draft of their personal statement and a member of staff is assigned to each student to proof read and critique the personal statement. Students are then given the opportunity to write a second draft which is again proof read and critiqued by their assigned member of staff. Following completion of their second drafts, Ada invites in admissions tutors from various universities to hold one to one support sessions with students to support them in finalising their personal statements.

Team Times are then dedicated to supporting students to complete their UCAS applications and students are supported by their team leads to complete their forms. Students who are struggling are assigned to a member of the wider leadership team for one to one support.

Students are supported in their choices by subject specialists, allowing them to make the best decisions based on their career aspirations and abilities.

Students are supported financially to pay the UCAS fee to allow all of our students the same opportunities.

Ada celebrates our students completing their UCAS applications as well as their university offers as we believe this in itself is an achievement.

Apprenticeships Applications

At Ada our students' apprenticeship applications are supported not just by our staff but also by our industry partners as well as previous Ada graduates.

For our year 13 students industry partners are invited into the college to run workshops on applying for their apprenticeships before application windows open to allow our students the best possible chance. We arrange a schedule of workshops beginning in the second half of the autumn term and continue through the spring term.

In February Ada hosts apprenticeship week which is run in collaboration with the apprenticeship team. During this week, the sixth form hosts an apprenticeship fair which is open to all of our students as well as parents. Ada invites all of our industry partners to come to the college and facilitate stalls. Students are encouraged to network with employers.

Timetable of Activities

The progression curriculum has been sequenced so that students can build on previous teaching and learning and develop the new knowledge and skills they need.

Year 12

Event	The Aims of Adas Progression Curriculum	Dates
Induction Industry Project 0	An introduction to problem based learning from a tech industry perspective. This is also an opportunity for our year 12 students to collaborate with their year 13 colleagues.	Autumn 1
What are Apprenticeships ?	These introductions to the various career paths are offered right at the start of the Ada journey to give students a scaffold upon which to start building their career pathways. students are encouraged to approach these sessions with an open mind and consider all of the avenues open to them.	Autumn 1
Studying at University		Autumn 1
Finding your direction workshop		Autumn 1
Presentation from on their Aspiring Professionals Programme which supports high achieving Year 12/S5/Lower Sixth students from low income backgrounds across the UK to access top universities and careers. social mobility foundation	Ada aims to empower all of its students to feel able to access every potential career pathway. The social mobility foundations works with students from backgrounds where their socioeconomic background could be a barrier to accessing opportunities. The purpose of this is to start the support for overcoming these barriers right from the very start of their Ada journey.	Autumn 1
Presentation from Ada graduates about their journey	Having introduced the various pathways from an industry perspective, the aim is now to introduce our students to the lived experience of those pathways from their peers.	Autumn 1
Industry Project 1 (joint with year 13)	Industry projects are an ongoing opportunity for Ada students to practice the skills they are learning in a practical way. It is also an opportunity for our students to network with industry partners and build those relationships.	Autumn 2
Staffordshire University's The Great Minds Bus Tour	Given the socioeconomic background of many of Adas students, the aim is to make university open days as accessible as possible.	Spring 1
Salesforce workshop - Career visualisation activity	At this point in the Ada journey students have been introduced to all the possible career pathways from a number of different	Spring 1

	perspectives. The aim is now to support students to develop their thought processes on forging their career path.	
Industry Project 2	Traditionally Bank of America Infographic Challenge	Spring 1
Apprenticeship fair	Whilst this is predominantly aimed at year 13 students, year 12 students are encouraged to attend to network with industry partners.	Spring 1
National Skills Challenge	Activities like this are spaced throughout a learner's Ada journey. The purpose of this is to not only to practice the technical skills they are learning/developing at Ada but also to develop the soft skills required in the world of work.	Spring 1
Careers Week	The purpose of careers week is to provide a focus for careers guidance activities at an important stage in the academic calendar to help support young people leaving education. At Ada careers week is celebrated by running activities with industry partners.	Spring 2
Futures week	A week of activities, talks and workshops to inform and prepare students for University and Apprenticeship applications in their second year as year 13 students	Summer 2
UCAS application timeline session.	The UCAS journey of an Ada learner begins in the final term of year 12. The purpose of this is to allow sufficient time for the process to be completed effectively. students leave for the summer break with the first draft of their personal statements completed and having received feedback. This allows students to work on their PS over the extended break. This is also an opportunity for students to have detailed conversations with parents/carers about choices they need to make early in year 13.	Summer 1
Personal Statement writing Session		Summer 1
Choosing the right course How to make yourself stand out to competitive universities		Summer 1
CV writing		Summer 1
Developing the employability of underrepresented talent workshop	Ada aims to empower all of its students to feel able to access every potential career pathway.	Summer 2
Apprenticeship Insight	This is a continuation of planting the seeds for	Summer 2

Sessions with Ada Industry Partners	Ada students to grow their career pathways over the summer break.	
Industry Project 3	Traditionally Deloitte and Internet of Things	Summer 2

Year 13

Event	Rationale	Dates
Induction Industry Project 0 (joint with year 12s)	Industry projects are an ongoing opportunity for Ada students to practice the skills they are learning in a practical way. It is also an opportunity for our students to network with industry partners and build those relationships.	Autumn 1
University Applications with UCAS	Ada internal deadline - early Nov UCAS deadline - mid Jan	
University representatives at Ada to run one to one personal statement sessions	The aim of these activities is to support students through the UCAS application process.	Autumn 1
University representatives at Ada to run one to one personal statement sessions	Ada students are given one to one sessions with admissions tutors from universities to workshop their personal statements giving them the best possible chance of securing a place at their chosen universities.	Autumn 1
One to one support for Oxbridge entrance exams		Autumn 1
One to one mock interviews for Oxford applicants.		Autumn 1
University representatives at Ada to run one to one personal statement sessions	Ada students are given access to admissions teams/tutors from universities for support with the application forms as well as the interviews.	Autumn 2
SAE Institute workshop for Creative pathway students		Autumn 2
One to one personal statement sessions with University representations		Autumn 2
Industry Project 4 (joint with year 12s)	Industry projects are an ongoing opportunity for Ada students to practice the skills they are learning in a practical way. It is also an opportunity for our students to network with industry partners and build those relationships.	Autumn 2
Apprenticeship Applications	Throughout Year 13, support starting in Nov and running throughout the year	
An Ada graduate who is now an apprentice at JP Morgan ran a workshop on applying for	The Apprenticeship application journey of an Ada learner begins in the second term of year 13.	Autumn 2

apprenticeships and JP Morgan apprenticeships more specifically.	<p>The aim of these activities is to support students through the apprenticeship application process.</p> <p>This involves practising the skills needed as well as giving students access to peers to understand the lived experience of the application process.</p>	
Bank of America team ran a workshop on applying for BoA apprenticeships.		Autumn 2
Salesforce workshop - Interview and secure a job		Spring 1
Apprenticeship fair		Spring 1
Mock University Interviews		Spring 1 & 2
Mock Apprenticeship interviews		Spring 1 & 2
Mock Assessment centers		Spring 1 & 2
Deloitte Apprenticeships and Info session		Spring 1
Careers Week	<p>The purpose of careers week is to provide a focus for careers guidance activities at an important stage in the academic calendar to help support young people leaving education. At Ada careers week is celebrated by running activities with industry partners.</p>	Spring 2

Our industry partners are involved in a variety of activities with our learners. Our learners have contact with industry partners on average on a fortnightly basis. This contact includes:

- Industry projects
- Mentoring programme
- Being involved in the delivery of some lessons throughout the year.

Specialised Career Advice and opportunities

Ada staff have built up personal connections with industry partners, either from their time in industry or as part of their role at Ada. These connections allow staff to arrange specialised work experience often in the form of day visits.

Ada staff have a wealth of industry experience between them and this allows them to offer specialised career advice to Ada students.

Coaching

The aim of coaching at Ada is to provide students with an industry coach to support them with making decisions about their next steps beyond college. The coach will support our students to develop a wide range of professional skills, which might include communication skills (written and verbal), organisation, applications skills and so on. The coach will also aim to wherever possible, provide students with experience of the real working world. Coaches will work 1:1 or 1:2 with students who have opted in to the opportunity via a short form, understanding the commitment and how having a mentor will benefit them.

Communicating to Parent/carers

The triangle consisting of parent-student-teachers plays a vital role in education. It is an equilateral triangle where the role of each is of the same importance and is interconnected with each other. For this reason, Ada aims to keep parents/carers informed of all progression events and activities. There are several ways we do this:

1. A section in the end of week update newsletter is dedicated to progression activities and events.
2. Information evening for parents and carers in year 12 to discuss career pathways
3. Parent/carers are invited to events such as the apprenticeship fair
4. The email for the assistant principal responsible for progression is shared with parents and carers.

Evaluation of Ada's progression curriculum using Gatsby Benchmarking

The Gatsby career benchmarks are a framework that schools and colleges can use to develop a good careers programme. They are the recommended elements of good practice in career guidance. These benchmarks were born out of research completed by Sir John Holman in 2013.

A Gatsby benchmarking assessment was carried out to assess this progression curriculum. The results below show a significant improvement will be achieved with the implementation of this curriculum plan.

Benchmark	Number of Assessment Areas	April 2018	January 2022
1. Learning from careers and labour market information	18	29%	61%
2. A stable careers programme	2	100%	100%

3. Addressing the needs of each student	8	42%	83%
4. Linking curriculum learning to careers	3	75%	100%
5. Encounters with employers and employees	3	100%	100%
6. Experiences of workplaces	1	0%	100%
7. Encounters with further and higher education	3	100%	100%
8. Personal guidance	2	0%	0%

The current barriers to achieving 100% in all Gatsby benchmarks are detailed below

Benchmark 1

- The progression curriculum must be approved by the board of governors
- The college must publish its careers programme on its website

Benchmark 3

- The college must share data on each learner's experiences of career and enterprise activity with the local authority.
- Integrates records of a learner's participation in careers programmes at previous stages of the learner's education (including their secondary school) where these are made available

This is not a benchmark we will score 100% on as we do not collect data from previous years career support. As we are a specialised college and the careers guidance offered is tailored to this, having previous data where generalised support will have been received will not add value to our careers guidance.

Benchmark

- Interviews with a qualified careers adviser are made available to all learners whenever significant study or career choices are being made.
- The majority of learners have had at least one interview with a qualified careers adviser by the end of their study programme.

Employing a qualified careers adviser will be counterproductive to our offer of career development. Our learners follow a specialised career pathway and as such require tailored career guidance. This is provided by our staff who have mostly all worked in industry prior to teaching at Ada as well as from our industry partners.

The progression lead will carry out a gatsby benchmarking assessment at the start of July each year, following which a review meeting will take place. The CEO, Principal and Progression lead will attend.