



# **Careers Education, Information, Advice and Guidance Policy**

**Review Cycle:** 2 Years - Summer Term

**Review By:** Leadership Team, Qu of Ed/HR Sub-Committee

## **Contents:**

Introduction; Commitment; Links with other policies; Entitlement; Assessment; Implementation; Staff Development; External Partnerships; Employment Partnerships; Further & Higher Education Links; Resources; Monitoring, Review, Evaluation & Development

## **Introduction**

The Alcester Academy careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Alcester Academy is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance.

## **Aim**

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance.

## **Objectives**

To ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 13+, 16+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and
- appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

## **Provision**

Careers provision is mapped against the Gatsby benchmarks. The current careers programme is delivered through a combination of methods, including explicit lessons provided in Years 7 through to Year 11, which is predominantly form tutor led. Careers information is available in the Careers Zone which provides access to information on apprenticeships, universities, the labour market, career pathways.

At Key Stage 3, this includes careers library research with an aim to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and pupil information evening on choosing options are also provided.

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement,

assemblies on apprenticeships and A-level options. Individual interviews are held with the careers co-ordinators, who also provides guidance on apprenticeships. Several special events are held, for example an annual careers fair in which local employers, colleges, sixth forms and uniformed services such as police, fire service, paramedics and the armed services all attend.

The Careers Programme at Alcester Academy is distinguished by the personalised nature of the support given to each student. The Careers Co-ordinator is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. In addition, the Careers Co-ordinator provides an important contribution to the planning, design and delivery of all aspects of our careers education including Super Learning Days, allowing for current labour market intelligence to inform these processes.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

### **Careers and SEND provision**

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Pupils with SEND will have support in Year 8 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns.

In Key Stage 4 SEND students will have additional support from the careers co-ordinator to ensure that all post 16 opportunities are considered and that transition is as smooth as possible, this involves additional visits, support with interviews and liaison with the SEND department from the relevant post 16 providers.

### **Monitoring, Recording and Evaluation**

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10.

In key stage 3 Pupils develop a profile on Start Careers through which their activities and skills development can be recorded and monitored by the careers coordinator.

Leavers' destination information is also analysed.

Developmental activity is identified as needed in school development plan.

### **Monitoring, Recording & Implementation**

The Careers Co-ordinator plans, co-ordinates and evaluates the careers opportunities the Academy offers and is responsible to the Assistant Headteacher. Work experience is planned and implemented by the Careers Co-ordinator.

All teaching staff contribute to careers education through their roles as tutors and subject teachers. The careers education programme is planned, monitored and evaluated by the Assistant Head and Careers information is available in the Careers Zone which is maintained by the Careers Co-ordinator

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Work-related Learning (WRL), Alcester Academy assists all students to take their place as suitably qualified and responsible young people within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them

with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

### **Provision**

- To provide a planned programme of activities to which all students from Years 7 – 11 are entitled and which will help them to plan and manage their education and career choices.
- Providing careers education in line with the Gatsby Foundation benchmarks. The guidance we provide will be impartial, unbiased and is based on their needs.

The eight Gatsby benchmarks of Good Career Guidance

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Alcester Academy will ensure that careers education follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 42A and Section 45A of the Education Act 1997, Statutory guidance: Careers guidance and inspiration in schools (March 2015), Non-statutory guidance: Careers guidance and inspiration in schools (April 2014), as well as guidelines from Ofsted and the Career Development Institute.

- To work in partnership with local 16 – 18 education providers, that includes local sixth forms and colleges, to ensure all students access appropriate education, employment with training or an apprenticeship on leaving the Academy.
- Demonstrates a commitment to raising, achieving and continuously improving standards by re-securing Investor in Careers Award

### **Links with other policies**

The policy for careers education supports, and is itself underpinned by, a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, work-related learning and enterprise, Equal Opportunities and diversity, most able, pupil premium and SEND.

Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them.

Tutor and mentoring activities

- Careers interviews
- Careers presentations and activities
- Careers activities with employers
- Enterprise activities including guest speakers
- The Work Experience programme

- Attendance at both external and in-house careers fairs
- University Visits
- Apprenticeship talks
- Lessons in CV building skills
- Mock interviews

### **External Partnerships**

As we have no sixth form provision at Alcester Academy, we believe we are able to give all students impartial careers advice about their choice of destination for Year 12. We do this by working with all local providers of sixth form education, vocational training and apprenticeships. This careers guidance is available through taster days at educational establishments, external careers fairs, in-house careers fairs, to which all providers are invited, and the provision of information in the careers library.

### **Employment partnerships:**

Firm links have been established with local employees, particularly through the provision of work placements. Employers visit the school to run work related activities with pupils and to speak to pupils about a range of employment sectors. Students take part in employability and enterprise competitions. Students are also encouraged to volunteer within the local community, through opportunities such as the Duke of Edinburgh Award Scheme.

### **Further and Higher Education Links:**

Strong links exist with local sixth forms, further education colleges, and universities, which enable our students to access training and education.

### **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers Co-ordinator is responsible for the effective deployment of resources.

- The Careers Zone is a resource area is located in the Learning Resource Centre which contains the Careers Library, prospectuses for local sixth forms, colleges and UK universities.
- Budget provision – funding is provided annually from the capitation budget.

**Signed:** \_\_\_\_\_ Chair of Governor

**Signed:** \_\_\_\_\_ Headteacher

**Date:** \_\_\_\_\_

(ratified by Full Governing Body 25<sup>th</sup> May 2021)

## **Appendix A: Careers Entitlement**

Pupils attending the School are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Further / Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in further education and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience if wanted (optional)

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources
- Record careers-related skills, participation, and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and
- Resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options & post 16 options.