



Careers Policy Statement



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This policy was developed in collaboration with PROSPECTS Careers and school staff.

Attendance at Careers Association meetings and Network meetings is encouraged where possible to keep up to date with current thinking in Careers Educations & Guidance (CEG) and Information, Advice & Guidance (IAG) and Quality Standards (QiCS).

Annual review of this policy will be promoted and in the light of legislation and guidance from the Government, current trends, school development plans and partnership activities, it will be amended and implemented.

Careers Leader maps interventions across all Key Stages throughout the academic year.

Development of partnership work between school, business and industry, HE/FE, parents and students on a range of careers activities.

Introduction

CEIAG refers to a range of activities and interventions that help our young people to be informed to make individual decisions about their future in the world of work. The experience and guidance they receive will be fundamental in their personal development and giving them the confidence and aspiration to begin their personal journey into employment with the right skills, knowledge and understanding.

This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their wellbeing and staying on in learning. Statutory Guidance requires schools to secure independent and impartial careers guidance for young people from Year 7 to Year 11.

This policy is linked to the key areas of the school improvement plan which aims to develop a culture of quality personal development for all pupils and promotion of engagement within our wider society and being prepared for adult life through having received effective and targeted career guidance and support. Through our Programme of Study for PSHCE and Form Time we have planned and aim to deliver a diverse curriculum which reflects the needs of the Academy's learners in order to become well informed, resilient and confident citizens who move onto the world of work and success.

Another key area of the school improvement plan aims to provide opportunities for all pupils to engage with aspects of life outside the Academy, including, but not limited to, the local community, charities, key services / agencies, work-based opportunities and extra-curricular activities which centres on raising achievement and the reduction of NEET figures. It will link into other related policies to enhance the guidance process across curriculum and pastoral areas and will be used as a tool to develop school objectives and priorities on teaching and learning and aspire and achieve.

CEIAG should help students develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

Our Careers programme is in conjunction with the Gatsby Benchmarks set by the Government. These are effective from September 2018 and are an increased focus by Ofsted.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take. Personal interviews are scheduled throughout the academic year with a qualified careers advisor under our service level agreement with C&K Careers.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous and all staff contributes alongside external agencies working in partnership (reference CDI Framework for Careers, Employability and Enterprise Education March 2018).

It encompasses all aspects of school life and all staff who are involved in the personal, social and emotional wellbeing of the young person.

The Careers Education at BAPA

The school aims:

- ✓ To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with and responsibilities towards other people, the community and environment.
- ✓ To develop the skills which will help them to make informed and realistic choices for their future.
- ✓ To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations
- ✓ To develop the skills, including communication and confidence that will be needed in new roles and situations.
- ✓ To encourage understanding and experience of the world of work through WRL and enterprise activities
- ✓ To promote equality of opportunity in respect of race, religion, sex and special educational needs and disability.
- ✓ To develop students' capabilities and to understand their own needs and abilities.
- ✓ To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities.
- ✓ To encourage students to implement their career plans.
- ✓ To review and evaluate in order to make improved decisions and manage the transition processes effectively.
- ✓ Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors.
- ✓ Reduce the NEET Figures for the academy.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to

make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances.

Best practice provision integrates careers guidance with a well-planned programme of careers education.

Statutory Requirements

Statutory guidance (October 2018), places schools under a duty to secure access to independent careers guidance for their students in all school years. This must be presented impartially and must promote the best interests of students.

Expectation

In the light of the current changes in the world of work and the raising of the participation age, students should expect:

- To be told about key people who can help with education, career and any other personal, health or financial problem.
- To get information on the guarantee of an offer of further learning at key points.
- To be told about financial help they can get to stay in education (e.g. bursaries/student loans/grants).
- To know how to access information.
- To know where to get help after 19 years of age, 25 years if they have a disability.
- To be given opportunities to get involved in planning and improving information and advice services.
- To complete an exit interview where students move elsewhere at the end of Year 11.

Help should:

- ✓ be quickly and easily available.
- ✓ respect individual needs.
- ✓ be confidential.
- ✓ Instil confidence in order to plan the next step.
- ✓ be impartial and all relevant options should be considered.
- ✓ signpost the National Careers Service and local websites where appropriate.
- ✓ be located in a central part of school (Careers LRC) and accessible to all students/CEIAG team and relevant staff.
- ✓ To ensure quality and demonstrate it meets robust national standards the school will work towards
- ✓ Continuously achieving the Quality in Careers standard awarded by PROSPECTS Careers as a licensed awarding body.
- ✓ Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, internet and e-mail also allows current information to be given to parents.
- ✓ Revisit the careers action plan and make changes according to the young person's development and perspectives.

Organisation and Content

The careers education programme is delivered through a structured programme in Key Stages 3 and 4.

This programme is published and available on the school website.

School Improvement Plan

The yearly Career Plan/Service Delivery Agreement is put together in consultation with staff, Careers Advisers and senior management. The focal areas are driven by the whole school improvement plan. These are then identified in the department improvement plan alongside the focal points identified by the whole school priorities and through review and monitoring cycles.

Cross-curricular links

These are made with appropriate departments and enhanced by work related learning/enterprise activities.

All students are encouraged to develop an understanding and awareness of equality in relation to sex, race, religion, disability, age and sexual orientation.

The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

Tracking

The careers related opportunities that students access must be recorded and tracked to ensure that all students participate in at least one meaningful encounter with an employer every year from the age of 11.

Provision for Learners with Additional Needs and with an Educational Health care Plan

Close links with the Coordinator (SENDCo) ensure that equal opportunities and inclusion are addressed.

Reference should be made to the SEND Code of Practice from January 2015. Learning support staff support identified students and suitable material is provided. The Careers resource area also has appropriate, differentiated and personal material. The careers adviser is involved in transition reviews for all SEND students in key transition periods.

Key Personnel

CEIAG Delivery

The Careers education programme is delivered through the PSHE programme. Group work sessions are delivered and led by the Careers Leader with support from Form Tutors in where appropriate. The Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

The Careers Leader maps intervention across Key Stages throughout the academic year and this mapped with the Gatsby Benchmarks.

The Careers Leader works with key school and external partners to promote KS3 and 4 focus events. These are developed on a rolling programme with the aim of raising awareness of progression opportunities in specific sectors. These activities will also aim to include parents to participate.

There are regular links with identified personnel to ensure individual needs are met. Safe Guarding Leads, Key Workers and Senior Key Workers feed in information to support the guidance process. Careers advisers are invited to contribute to Year 8 and Year 11 student

review. Overall responsibility is given to the Careers Leader to ensure the CEIAG programme is updated and developed. The Careers Leader has the overview and line manages the CEIAG offer at BAPAC and links to the identified careers Governor and Trustee.

Information on our Careers Team can be found on the Careers page of the school website.

Partnership Activities & Support for Quality in Careers standard awarded by PROSPECTS Careers as a licensed awarding body

PROSPECTS Careers service support the school in enhancing the CEIAG provision through INSET, network meetings, advisory sessions and consultancy e.g. support for the PROSPECTS Quality Standard. An annual service delivery agreement is drawn up between the school and PROSPECTS Careers. Links with employers and training providers enhance the programmes where possible.

Partners include: Local Enterprise Partnership (LEP) Ring Automotive, CTT, Mosaic Mentors (Princes Trust).

Destination Data

Recent results from our students' destinations are published annually on the school website and can in our Outcomes document.

Resources

There is an annual allocation of money for careers and careers resources. Relevant resources are available.

Professional development is emphasised and provided in line with the school's commitment to CPD.

In-house training is ongoing for newly-appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

Staffing and Staff Development

The Careers Leader attends local Calderdale CIAG meetings on a regular basis and updates staff on current trends. Current careers strategies will inform the nature and frequency of in-service training. The Careers Leader meets regularly with the Calderdale Enterprise Coordinator, West Yorkshire Combined Authority.

Assessment, Review and Evaluation

Monitoring and Evaluation

The Careers Leader is responsible for annual review of CEIAG.

Review and evaluation is carried out termly on an informal basis between the Careers Leader, The Careers Leader attends Senior Leadership meetings on a regular basis. Feedback from staff, students and support staff teams also helps in evaluating the Careers programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the programme. Departmental monitoring forms part of the whole school monitoring system, focusing on termly focal areas. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Careers Leader to update the Careers Enterprise Compass tool every term to meet the 8 Gatsby Benchmarks by 2020.

Student voice is encouraged through the use of the website and school council and focus groups.

To ensure quality, the school will actively work towards maintaining the Quality in Careers standard awarded by PROSPECTS Careers as a licensed awarding body.