

## Careers Education, Information and Guidance Policy (Including Work Experience)

<b>Written by</b>	<b>Executive Principal</b>
<b>Approved by</b>	<b>Board of Directors</b>
<b>Last Review</b>	<b>Autumn 2023</b>
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### A Policy Statement

The Academy seeks to ensure that through its Careers Education, Advice, Information and Guidance (CEAIG) programme, all students gain the skills, knowledge and understanding to manage their own lifelong learning and career development. CEAIG helps students to feel positive about themselves and their futures, raise their aspirations and take responsibility for their own career paths. Through a range of personalised interventions, they are more able to match themselves to progression routes and prepare for the world of work, leading to a positive contribution to society and fulfilling their career potential. A key role of the Careers team is to identify students who are at risk of drop out or becoming NEET (Not in Employment, Education or Training) and develop strategies that will prevent this from happening, as well as supporting our students to secure aspirational and appropriate destinations.

### Components

The main components of the programme are:

- A planned programme of CEAIG for all ages
- Access to independent and impartial information on opportunities in learning and work
- Access to individualised careers guidance and support
- Experience of the workplace to develop key employability skills
- To identify and reduce the likelihood of students becoming NEET or dropping out through a variety of interventions.
- To ensure students have interactions with a variety of colleges, training and vocational providers, employers and universities in order to make an informed decision.

### Encompassing All Students

The Academy's programme for CEAIG is planned in line with the recommendations and learning outcomes provided in the DCSF documents:

- The Gatsby Report for Good Careers Guidance, 2014.
- Not yet good enough – personal, social, health and economic education in schools: personal, social and health education in English schools in 2012 (130065), Ofsted, 2013;
- Promoting enterprise in vocational courses for 16–19-year-old students in colleges (120020), Ofsted, 2012;
- Review of vocational education: the Wolf report (DFE-00031-2011), DfE/BIS, 2011; Securing independent careers guidance: a practical guide for schools (DFE-00080- 2013), DfE, 2012;
- The duty to secure independent and impartial careers guidance for young people in schools, DfE, 2013; Going in the right direction? Careers guidance in schools from September 2012. OFSTED 2013.
- Careers Guidance and inspiration for young people in schools, Department for Education March 2015.

CEAIG also forms a significant part of the tutorial programme in KS3 and KS4. A comprehensive range of materials has been produced by the Careers team. These are designed to enable students to make informed and positive decisions for themselves at key junctions in their academic life.

All students participate in the National Careers Week activities annually and are also made aware of whole school careers events including Spotlight sessions, Careers Fairs and other relevant careers events. This is in addition to having

access to the schools' dedicated Careers and Guidance Advisers and the corresponding physical and digital resources. All students receive a Record of Achievement which they can use to store their academic and extra-curricular achievements.

### **Widening Participation**

Students are encouraged to use the Academy's extensive ICT facilities for research, career matching, writing CVs and applications and for looking at job vacancies. During their Careers interventions, all students are shown how to use the Morrisby website to which the Academy subscribes to.

Students that, due to their personal circumstances, require additional support are identified and offered additional careers guidance and support and additional sessions with employers and universities in order to raise aspirations. The Academy has strong links with a wide range of local, regional and national businesses and establishments. These partners regularly contribute to the CEAIG activities delivered in school, including Mock Interviews, Careers Fairs, Spotlight sessions and external visits. Their contributions lead to students of all abilities being made aware of and inspired by the broad range of career pathways available locally and nationally.

### **Personalisation and Individual Needs**

Collaboration between Achievement Co-ordinators, the Pastoral team and Careers staff ensure that students receive information, along with realistic guidance and support, given the local labour market information. Feedback is sought from students after events to evaluate its success and impact on the students, in addition to informing decisions made regarding future events.

It is ensured that there is sufficient careers information to meet the requirements of special needs students, and these students receive additional careers support. Advisors attend SEN Reviews and provide additional support with regards to careers guidance and work experience placements.

CEAIG is given to all students who have been identified by a range of academic and pastoral measures as requiring additional support. These students include those who have SEN requirements, physical disabilities and / or extenuating home circumstances. Visits to appropriate post 16 provision are arranged in Key Stage 4 to ensure students who have SEN have a smooth transition post 16. They will also work with the Careers Advisers from Key Stage 3 in order to develop positive relationships.

### **The Delivery of Advice and Guidance**

All students have access to independent and impartial advice through a range of means at the school. All Year 10 and 11 students are offered at least one scheduled appointment and all students in the school are able to request an appointment with a Careers Advisor (qualified at Level 6 or above) at any time.

All tutor staff are given training and support on the information given through tutorial programmes prior to delivery to the students.

Parents are fully informed of all the CEAIG interventions delivered in school and are able to attend discussions and events as appropriate.

### **The Evaluation of CEAIG**

In Careers Education and Guidance, we aim for continuous improvement, which is achieved by regular review and benchmarking.

Examples are as follows:

- Trend analysis of annual destination data is used to advise which areas of advice and support will be most required by current students.
- Interest and aspiration analysis is carried out to inform the impact of careers segment initiatives.
- Benchmarking our physical and digital resources against other providers.
- Reports are given to the governing body on how student needs are met.

### **Other Relevant Policies/Procedures**

- Work Experience
- Work Related Learning

- Citizenship
- Sex & Relationships Education
- Integrated Studies
- Equality, Diversity and Cohesion
- Special Educational Needs
- Health & Safety
- Disadvantaged Strategy

## **WORK EXPERIENCE POLICY**

### **A Policy Statement**

The Academy believes that work experience is an important component of work-related learning. It has an impact on young people's motivation and maturation and is therefore given a priority in KS4 provision in particular. The Academy has recently reviewed its current practise and the following documents: The Gatsby Report for Good Careers Guidance, 2014, "Going in the right direction? Careers guidance in schools from September 2012. OFSTED 2013" and "Review of vocational education: The Wolf report (DFE-00031-2011), DfE/BIS, 2011"

### **Aims of Work Experience**

To enable students to:

- improve their communication and other key skills; that are need to secure employment post 16.
- become more aware of the skills and qualifications needed for work;
- improve their knowledge of one particular job area;
- learn how to research into labour market trends and employment opportunities;
- learn more about their own strengths and weaknesses;
- develop positive self-esteem.

### **Implementation**

All students take part in five day's work in Year 10. Our placement agency is The North Yorkshire Business Enterprise Partnership. They access all placements for safety, risk and insurance. There are other opportunities for students to take part in work experience and/or shadowing. Students on vocational courses have further placements relevant to these courses.

Parents of Year 10 students receive communications outlining how they can best support their son's or daughter's period of work experience. Some support the scheme by offering new placements which are then vetted by the Work Experience Team. Parents are made aware of how the experience fits into the Academy's curriculum and the role that the Work Experience Team at the Careers Service plays.

All Year 10 students have a Work Experience Diary. Form Tutors work through the sections of this booklet, thereby preparing students for health and safety issues and encouraging students to assess the aims of the programme and their expectations. Students must telephone employers in order to arrange pre-experience interview.

During the form time programme, students are prepared by a small team of experienced staff using a work booklet updated annually to meet current needs. Students undertake mock interview and practice telephone calls. They consider body language and self-presentation and take part in health and safety training. The role of trade unions is introduced. Materials used by tutors and are all designed by the Careers Leader and are designed to complement and reinforce important issues.

Students are encouraged and supported to find a private arrangement. Students are discouraged from working with parents or in their part-time jobs.

They investigate the skills and knowledge required at work. They review local labour market information and the changing patterns of work and look at aspects of business organisations.

The Work Experience Co-ordinator monitors students throughout the work experience period. Students use information from the Employer's Report Form to help them compile their Personal Statement for their Record of Achievement/Progress File.

A period of debriefing follows the work experience week. Students spend time with their form tutors evaluating their experiences. They look at what they did and the use of Key Skills. They acknowledge what they have learned about themselves and the world of work and share these experiences with their tutor groups. They evaluate their experience using questionnaires, which assist future planning.

Feedback on placement from students and visiting staff is monitored and reported to the placement agency by the Work Experience Co-ordinator. Placements are also monitored in terms of equal opportunities. Where necessary, action is taken.

### **Equal Opportunities**

Work Experience is for all students. Students with special needs are a priority for placement and every effort is made to ensure their access to the scheme. This has involved a student being accompanied by a Support for Learning Assistant or a taxi being provided. Qualified advisors can provide additional support as appropriate for students before and during their experience.