



## **Careers Education and Guidance Policy**

**September 2023**

## RATIONALE

We want every person, no matter what their background, to be able to build a rewarding career. Excellent careers guidance makes sure there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages. We need to develop a culture of having the right advice, in the right place, at the right time-backed up by the experiences with employers and educators that make a difference. To achieve this, we will link our provision to the **Gatsby Benchmarks** as set out in the new statutory guidance. ('Careers strategy: making the most of everyone's skills and talent' 2017)

## AIMS & OBJECTIVES

- To ensure every child leaves school prepared for life in modern Britain.
- To ensure academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life.
- To ensure children will receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.
- To provide high quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work.
- To ensure all students will be well-informed when making subject and career decisions and receive support tailored to their circumstances.

## LINKS TO OTHER POLICIES

The policy for Careers Education and Guidance supports and is itself underpinned by a range of key school policies/action plans, including;

- Teaching and learning
- Assessment for Learning
- CONNECT (PSHE) Education
- Disability Equality
- Safeguarding
- SEND <http://www.alleynesacademy.co.uk/index.php?p=39>

## MANAGEMENT

The Head of CONNECT (PSHE) and the Head of Sixth Form co-ordinate the careers programme and are responsible to the Career Leader.

Work experience is planned and implemented by the Head of Connect, the Careers Leader and Admin Staff.

## **STAFFING**

All staff contribute to Careers Education and Guidance through their roles as subject teachers. Specialist sessions are delivered by relevant staff. The Careers Education and Guidance programme is planned, monitored and evaluated by the Career Leader and Head of CONNECT (PSHE) in consultation with the independent careers personal adviser who provides specialist careers IAG.

## **CURRICULUM**

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including one week's work experience in Year 10 & Year 12), and individual learning planning/portfolio activities. Careers work is part of the school's CONNECT (PSHE) programme, a series of curriculum sessions including those devoted to careers and work related learning. Other events are provided on an annual basis.

Work experience preparation and evaluation occurs during both tutor time and curriculum sessions. Students are actively involved in the planning, delivery, recording and evaluation of activities. All activities are subject to COVID restrictions and will be virtual if necessary.

## **PARTNERSHIPS**

An annual service level agreement is negotiated between the school and the Careers and Participation Service which identifies the contributions to the programme that each will make. Other links are being developed, e.g. Local Enterprise Partnerships, training providers and STEM employers, STEM lead at local middle schools.

## **RESOURCES**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the careers education and guidance area. The head of CONNECT (PSHE) is responsible for the effective deployment of resources. Sources of external funding are actively sought to provide training and fund the running of events.

## **STAFF DEVELOPMENT**

Staff training needs are identified as part of the Service Level Agreement process with the Careers and Participation Service and in conjunction with the school CPD strategy. Funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time.

## MONITORING, REVIEW AND EVALUATION

The service level agreement with Careers and Participation Service is reviewed annually. The programme will be reviewed and evaluated annually by the career leader, deputy head and the careers adviser using the local quality standards for CEG to identify areas for improvement. A report is submitted to the senior leadership team and governors.

### Strategy

Alleyne's uses the most up-to-date information released by the DfE on careers guidance to help ensure all students post 16 and 18 are fully prepared and informed about their next step. Its careers programme links to each of the eight **Gatsby Benchmarks**, which define the elements of an excellent careers programme.

The following are the key requirements and were met in July 2019 to gain QICS Full Accreditation (valid for 3 years)

#### **S1. A stable careers programme**

Alleyne's must have an embedded, structured, stable and professional careers programme that meets the other seven Gatsby Benchmarks and is fully supported by the senior team. It should provide face-to-face advice and guidance to build confidence, raise aspirations and motivate young people. This careers programme should be accessible and regularly evaluated. It must be published on the school website in such a way that students, parents and employers can access and understand. It should widen access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A-levels and university route.

#### **S2. Learning from career and labour market information**

Every student and their parents/carers should have access to good quality information that helps them to understand the local Labour Market and future study options. It should provide information and build strong links with employers from the local area who can help to improve young people's attitudes and employability skills. It should also inform pupils about the range of roles and opportunities available to them and help them understand how to make this a reality. Parents/Carers should be encouraged to support their children.

#### **S3. Addressing the needs of each student**

Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. Ensure support is differentiated as students have different career guidance needs at different stages. Where appropriate differentiated for SEND students based on their own aspirations, abilities and needs. School and Students should keep records of individual and group advice given and students should be encouraged to use it to support their own career development. Collect and maintain accurate records of destinations.

#### **S4. Linking curriculum learning to careers**

All teachers should link curriculum learning with careers. It should be highlighted to students how STEM subjects will help them and also show them how good maths and English skills will help them to gain entry into and be better workers within a wide variety of careers.

#### **S5. Encounters with employers and employees**

Every student should have multiple opportunities to identify skills that are valued in the workplace by having meaningful interactions with employers and employees. This can take the form of presentations by visiting speakers ( virtual & face to face) , meetings, mentoring, enrichment and enterprise schemes.

#### **S6. Experiences of the workplaces**

Every student should have first-hand experiences of the work place. Here at Alleyne's we offer high quality work experience at KS4 and KS5 that properly reflects individuals' studies and strengths, and supports the academic curriculum allowing them to expand networks and explore career opportunities. Students should also be encouraged to take up opportunities for work shadowing and work place visits.

#### **S7 Encounters with further and higher education**

Students should understand the full range of learning opportunities available to them, academic, technical and vocational by meeting with staff and students from multiple further and higher education establishments and apprenticeship providers. In addition, at Alleyne's, information is be provided to students about the financial support that may be available to help them stay in education post-16.

#### **S8 Personal Guidance**

Every student should have opportunities to meet with the Careers Advisor whenever significant study or career choices are being made e.g. options, exam results. At Alleyne's, students are offered the opportunity for a 1 to 1 or small group interviews. Referrals can be made directly via email, through form tutors, HOP's or the Careers Leader. The guidance given will be tailored to the needs of the child and take into account any additional support needs and is provided by Entrust.

### **Education and Training Providers Access to Students**

#### **Requirements**

A number of opportunities will be planned into the careers programme to enable providers to come into school and speak with, parents and carers students. Contact must initially be made to the career leader who will arrange for an application form to be provided. On completion, the form should be returned and will be processed within 10 working days (term time only).

All reasonable requests for access will be granted subject to students being available e.g. not being involved in exams or out of school activities. Requests which do not give reasonable time to plan or that require the school to go to excessive expense may not be granted.

## Premises/Facilities

The school will make the school hall/theatre, classrooms and meeting rooms available to facilitate discussions between providers and students. It will provide projectors and screens for presentations if agreed in advance. Providers may leave a copy of their prospectus or other literature with the careers leader who will ensure it is made available to students during break times and/or lunchtimes.

## CAREERS OVERVIEW- Planned events for this year

Year Group	Activity and Learning Outcomes	Links to Benchmarks	Date of Session
9	<p><b>Careers</b> Careers is part of the CONNECT (PSHE) curriculum. It includes events such as;</p> <ul style="list-style-type: none"><li>▪ Completing an online careers questionnaire (such <b>U explore</b>) that will help to match students' skills and interests with potential career paths and Labour Market Information</li><li>▪ Next Engineer Workshops &amp; Assembly</li><li>▪ <b>“What’s My Job “</b> A selection of visitors take questions from students in an attempt for students to guess what each one does. Followed by a short talk by the visitor about the job they do.</li></ul>	<p>S1, S2, S3</p> <p>S1,S2,S4,S5</p> <p>S1,S2,S3,S4,S5</p>	<p>Autumn Term</p> <p>Summer Term</p> <p>Spring Term</p>

10	<p><b>Work Experience</b></p> <ul style="list-style-type: none"> <li>▪ Students complete a 5 day work experience placement during the spring term. This is supported by a series of career guidance sessions which are delivered through form tutors, prior and after the work experience as part of the wider PSHE curriculum.</li> </ul>	S1, S5,S6	Spring Term
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	<ul style="list-style-type: none"> <li>▪ A selection of year 10 students are given career guidance sessions during the summer term.</li> </ul>	S1, S2, S8	Summer Term
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11	<p><b>Career Guidance (Entrust)</b></p> <ul style="list-style-type: none"> <li>▪ In Year 11 all students will have contact with the school’s careers and guidance officer through group presentations. Each student will complete a careers and guidance questionnaire which is used to identify students who require further guidance through a one-to-one interview and help inform choice of speakers etc. Students identified as being a high priority will complete a careers action plan which is then reviewed throughout the year.</li> </ul> <p><b>Next Steps Talks</b></p> <ul style="list-style-type: none"> <li>▪ Year 11 students are given the opportunity to listen to talks by local employers and apprenticeship providers to enable them to make informed choices Post 16 to improve their awareness of local organisations that offer educational, apprenticeships, or other training pathways.</li> <li>▪ Information collated from student questionnaires is used to provide the following activities; <ul style="list-style-type: none"> <li>• One-to-one interviews with college tutors from a range of vocational and academic fields.</li> <li>• Interactive workshops, such as, hair and beauty, construction etc.</li> <li>• Mock interviews.</li> </ul> </li> </ul>	S1,S2,S3,S4,S8	Ongoing through Y11
		S1,S2,S5	Spring Term
		S2,S3,S7	Spring Term
		S2, S3, S4, S7	Spring Term
		S1, S2, S3, S4, S5	Autumn Term/Spring Term
		S1, S2, S3, S4, S7	Spring Term



	<p><b>Sixth Form Taster Days</b></p> <ul style="list-style-type: none"> <li>Students from relevant courses are given the opportunity to attend taster sessions ie Construction, ART, PE</li> </ul> <p><b>Sixth Form Open Evening</b></p> <ul style="list-style-type: none"> <li>This opportunity allows current year 11 students to find out what courses are available in the sixth form and the pathways available.</li> </ul> <p><b>Careers Guidance</b> The school's career advisor is available during GCSE results day in the summer for one-to-one careers guidance.</p>	<p>S1, S3, S4, S7</p> <p>S5</p>	<p>Jan 2024</p> <p>October 2023</p>
12 & 13	<p><b>UCAS Personal Statement</b> Students are given one-to-one support during a series of lunch time help sessions on writing personal statements and completing UCAS applications. Advisors from Keele university also work with students on UCAS personal statements and other aspects of higher education such as student finance.</p> <p><b>Career Guidance</b> In Year 12 and 13 students can access the support and advice from the career's advisor. These students are normally identified early in year 12 through monitoring by tutors.</p> <p><b>University Open Days</b> Students interested in going to University are allowed the opportunity to attend an open days. Here they can get a feel of the different subjects available to study.</p> <p><b>University Presentations</b> Alleyne's sixth form invites local</p>	<p>S3,S4,S7</p> <p>S1, S2, S3, S4, S8</p> <p>S7</p>	<p>From Autumn Term</p> <p>Ongoing through Y12 &amp; 13</p> <p>Various see their websites</p>

	<p>universities to come and deliver a range of presentations over the course of the year to students interested in applying to a variety of different courses at university.</p> <p><b>Apprenticeships</b> Staffordshire University come in and present information to students about higher level apprenticeships.</p> <p><b>UCAS Evening</b> Parents and carers are invited to a presentation evening on the UCAS system. A variety of topics and information are covered, such as, financial support, choosing the correct University and what help is available if students are not successful with their applications.</p> <p><b>Careers Guidance</b> The school's career advisor is available during A- Level results day in the summer for one-to-one careers guidance.</p> <p><b>Work Experience</b> Students complete a 5 day work experience placement during the spring term. This is supported by a series of career guidance sessions which are delivered through form tutors, prior and after the work experience as part of the wider CONNECT (PSHE) curriculum.</p>	<p>S7</p> <p>S2, S3, S5,S7</p> <p>S1,S2,S3,S7,S8</p> <p>S1,S2,S3,S4,S8</p> <p>S5,S6</p>	<p>Ongoing during Year 12 and Year 13</p> <p>Autumn Term</p> <p>April 2024</p> <p>August 2024</p> <p>Summer Term</p>
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