



Thinking Schools Academy Trust

"Transforming Life Chances"

Draft Careers Education Information and Advice Guidance Policy (CEIAG)

Policy No:	39a	Review Period:	Triennial	Last Reviewed:	March 2021
Person Responsible:	Maria Arkell		Reviewer:	Governor-delegate	

1.0 CAREERS STRATEGY AND RATIONALE

A planned programme of careers and inspiration activities is a vital component in preparing young people for the world beyond Plympton Academy. We aim to raise aspirations, challenge stereotypes, maximise students' academic and personal achievements and encourage them to consider a wide range of careers. Through careers education and guidance, it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs and intelligence.

Plympton Academy is committed to providing its students with a planned programme of careers education for all students in years 7-13, information, advice and guidance that is impartial and confidential and prepares students for the challenges of adult and working life.

2.0 AIMS

CEIAG is crucial in order to meet the skills, knowledge and understanding needed by each student. The staff and Governors at Plympton Academy recognise that career planning is not limited to one stage in life. For this reason, careers education and guidance aims to develop career management skills which students can draw on at each stage in their career planning. We fully endorse the DFE's 'Careers strategy: making the most of everyone's skills and talents' (December 2017) and the 8 Gatsby benchmarks:

The Gatsby Career Benchmarks: a world-class standard for schools and colleges

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. **Encounters with employers and employees.** Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

3.0 DELIVERY AND CONTENT

In October 2018, the Department for Education issued updated statutory guidance on careers guidance and inspiration in schools. The message from this is that the school's provision of advice and guidance should comprise a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. This programme of activities must:

- be presented in an impartial manner;
- include information on the full range of post-16 education or training options, including apprenticeships;
- promote the best interests of the students;
- fulfil our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

Careers Information and Advice is provided through dedicated lessons to provide informative guidance to assist in the development and future career directions of students. Advice and guidance is provided through the tutor programme, assemblies, work experience, careers fairs, participation in the National Careers Week activities, group workshops, enterprise events, individual interviews, college and university visits, and presentations by prospective employers. Brochures, leaflets and other forms of printed material are provided and additional advice through subject teachers.

All careers advice and guidance given is person-centered, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice. During arranged events including 'Parents Evenings', 'Open Evenings' and 'Options Evenings', careers information and advice is made available to students, parents and carers.

At all times the programme is informed by these priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs

The careers area in the LRC and the Leader Leader's room is stocked with key publications suitable for a range of ages and abilities, with advice on hand from attending staff. Both locations are located on the ground floor of the main building and are easily accessible to students and staff. Materials are audited to ensure information is up-to-date and accurate and relevant to meet with the students' requirements.

Further information is available on the school's website displaying current careers advice for all year groups and contains web links to reliable careers websites.

Plympton Academy's vision states, 'We believe in inspiring a culture of success for all. In our Academy, individuals are equipped to take pride in their achievement and pursue their dreams'. The Careers Education programme is an integral part of that vision. To do this students in Years 7-13 are entitled to:

- have access to their careers' advice records to support their career development.
- have the opportunity to learn the different STEM subjects to help them gain entry to, and be more effective workers within, a wide range of careers (by the age of 14).
- at least one experience of a workplace, additional to any part time jobs they may have (by the age of 16).
- have one further workplace experience additional to any part time job they may have (by the age of 18)
- have a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers – including opportunities to meet both staff and students (by the age of 16)
- at least two visits to universities to meet staff and pupils (by the age of 18)
- receive guidance interviews with a careers adviser by the age of 16, and the opportunity for a further interview by the age of 18
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses available.
- develop the skills and attitudes necessary for success in adult and working life
- develop an awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally

At points across the school year, a variety of employers and external providers are invited into Plympton Academy to talk about different careers. Plympton Academy is also participating in Career and Enterprise Company's (CEC) Enterprise Adviser Network to strengthen the linkage between education and industry; particularly in respect of the identified growth sectors in Plymouth; raising awareness of opportunities in the current labour market and preparing students for these career experiences.

Parents/carers are welcome to speak to the extended careers team, which includes: their child's form tutor, Head of Year, Pastoral Mentor, SENCO or the Careers Leader if they have any questions or concerns about their child's progress and their child's participation in careers events. Parental involvement is encouraged at all stages. The Academy recognises that parents/carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 8 with GCSE options decisions and Year 11 with post 16 choices.

4.0 RESOURCES

The Academy guarantees impartial and independent advice via:

- the governing body who are actively involved in shaping careers policy and strategy through its committee structure
- a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth Form) and specialist careers staff
- a middle leader to manage the day-to-day running of the careers programme
- a link governor who acts as a link between the school and the governors
- a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the plan
- all staff, including subject teachers and tutors, for students' career learning and planning by setting out clearly the contribution expected of them
- engaging and coordinating our partners, including link schools to ensure effective provision
- actively involving students themselves in the planning, delivery and evaluation of the careers programme.

The Academy will also commission independent careers guidance services from individuals and/or organisations whenever required.

All staff have a part to play in the implementation of this policy through their role as tutors as part of the Preparation for Life programme and as teachers embedded in their curriculum. Careers information and resources are located on Teams Drive and in the careers office, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Leader. These resources can be accessed by students before school, during break and lunch times and after school.

The Careers Leader is responsible for the effective deployment and monitoring of resources, and ensures that staff CPD is included in the annual calendar of events.

5.0 PROVIDER ACCESS STATEMENT

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider) answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils: University of Exeter, University of Plymouth, Marjons University, University of Bath, Cardiff Metropolitan University, City College Plymouth, Cornwall College, Norpro, CTSW Skills Ltd, Focus Training, Discovery College, Access Creative College, GHQ and Focus Training.

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school: City College Plymouth, Cornwall College, Norpro, Achievement Training, Skills Group, Greenlight Safety and Training, Torquay Boy's Grammar School, Ivybridge College, Scott Medical College, MPCT College, Plymouth College of Art, South Devon College, and Hele's School

Last year our year 13 pupils moved to range of providers in the local area after school: University of Plymouth, Marjons University, City College Plymouth, Skills Group, Derby University, Kingston University, University of the West of England (Bristol), University of Exeter, Greenlight Safety and Training

Management of provider access requests Procedure

A provider wishing to request access should contact Mrs Maria Arkell, Careers Leader, via email maria.arkell@plymptonacademy.tsat.uk

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into

school to speak to pupils or their parents or carers. Please speak to our Careers Leader to identify the most suitable opportunity for you.

Once visits have been agreed, the school will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available.

Providers are also welcome to leave a copy of their prospectus or other relevant course literature with the Careers Leader to make available to the students in all appropriate locations.

6.0 MONITORING, REVIEW AND EVALUATION

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil responses to provision. This policy will be reviewed annually as part of the whole-school self-assessment process, informing the COMPASS+ and SEF, and will be reviewed by the Governors. Plympton Academy welcomes feedback from Students, Parents and Employers on any aspect of the CEIAG programme to the Careers Leader, via email and via surveys sent out throughout the year. Student voice activities are conducted with students from various year groups at least once a year through the Junior Leadership Team.

The annual CEIAG plan takes account of the CEC's Careers and Enterprise Strategic Plan. It is reviewed every semester by the Careers Leader and annually by the Senior Leadership Team.

7.0 LINKS WITH OTHER POLICIES

Freedom of Information Policy

Sex and Relationship Education Policy

SEND Policy

Equality Information and Objectives