

# CAREERS POLICY

2022 – 2023



**Sedgehill Academy**

The best in everyone

Part of United Learning

|                                 |                |
|---------------------------------|----------------|
| Owner                           | Clare Cassidy  |
| Date Ratified by Governing Body | October 22     |
| Next Review Date                | September 2023 |

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## Vision

- To have an embedded programme of career education, information, advice and guidance that is known and understood by students, parents, teachers, governors and employers.
- To deliver a stable, structured careers programme that has the explicit backing of the senior managements team and staff to deliver.
- To deliver a programme that is regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
- To deliver a programme which is based upon trusted sources of information, providing a true vision of future careers to which students may aspire.

## Rationale

Sedgehill Academy is committed to providing our students with a programme of careers education, information, advice and guidance (CEIAG) for all students in years 7-13.

Sedgehill Academy follows the national ACEG Framework for 11-19 in England (updated February 2014) and other relevant guidance from DCSF, QCA and Ofsted as it appears and the Gatsby Benchmarks:

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>

The careers education, information, advice and guidance programme, provides an exciting and cohesive platform for the provision of Careers education and advice for all students. This programme has been created to substantially increase students' aspirations by broadening their knowledge of careers and the world of work.

The programme prepares and supports young people by helping them to gain the knowledge, skills and attitudes required to manage their own lifelong learning and career development. CEIAG helps to achieve this by linking aspiration to learning, encouraging engagement, in partnership with the provision of up to date and impartial guidance, in order for each student to make informed and effective educational decisions.

## Aims

Sedgehill Academy Careers Education and Guidance policy has the following aims:

- To provide a stable careers programme
- To support learning from career and labour market information
- To address the needs of each student
- To link curriculum learning to careers where possible
- To provide encounters with employers and employees
- To provide opportunities for and guidance on workplace in education
- To offer personalised impartial guidance

## Principles

In addition, the Sedgehill Academy will:

- Promote personal development in an environment which is challenging and supportive.
- Relate the programme to the individual needs and aspirations of students.
- Deliver the programme in partnership with other trusted organisations, ensuring a broad range of experiences.
- Ensure all guidance provided will be of high quality, objective and impartial.
- Contribute to strategies for raising achievement.
- Support inclusion.
- Challenge stereotyping and promote equality of opportunity.
- Develop enterprises and employability skills.
- Provide a comprehensive programme of careers information, supporting all students through key transition points, including online and material resources, regularly reviewed and maintained by a qualified career professional.
- Employ a Careers Leader who will have influence across the Academy and support from the Governors and SLT. They will hold responsibility for the delivery of the Careers programme of advice and guidance and for maintaining the quality of the provision.
- Publish a provider access policy on the school website explaining how employers, training providers, colleges, apprenticeship providers and universities can contact Sedgehill Academy to make arrangements to come into school in compliance with the Baker Clause (January 2018).

## Entitlement

Students are entitled to a CEIAG programme which is clear in its aims and objectives. The programme must monitor and track all student career related encounters, interactions and engagements.

## Working in Partnership

- Students: Sedgehill Academy will support every student in understanding what Career progression means, working to ensure students understand their responsibility to plan towards the future.
- Parents/Carers: Sedgehill Academy Careers Department pledge to maintain regular communication with parents and carers enabling them to access Careers information, parents' evenings, careers fairs and guidance interviews. This will inform them of their child's entitlement and their role in supporting their child.
- Employers: Sedgehill Academy works with a range of employers to offer activities which support the development of work-related skills. These activities include guest speakers, workshops, careers fairs and open evenings.
- Providers: The Careers Department will ensure that a range of providers will have access to students to provide information and opportunities relating to employment, training and education. Access is facilitated via presentations, group sessions, literature/prospectuses, assemblies, careers fairs, lunchtime drop-ins. The Baker Clause ensures every establishment will provide direct access to FE, apprenticeship and alternative 14-16 providers, enabling every student from Year 7 to Year 13 to access information regarding post 14, 16 and 18 options.

## Education

On the basis that students who engage in their own learning progress further the CEIAG programme includes activities which encourage student involvement. Teaching methods include:

- One to one guidance interviews with a qualified Careers Advisor.
- Whole class discussions or group work with tutors/visiting specialists during curriculum class time or during PSHE.
- Group sessions with Careers Advisors, employers, educational specialists or other adult experts.
- Sessions which encourage independent research and the use of online resources.

## Equal Opportunities and Equal Access

Sedgehill Academy will ensure that all students are able to benefit from CEIAG by supporting and enabling them to participate in all of the activities included in the programme. Students recognised as having special or additional needs will be identified by the SEND team and as a result of close co-operation with the Careers Leader will set plans in place to ensure all can benefit from the provision. This can be achieved by:

- Reviewing physical access.
- Ensuring the range of activities and quality assuring their accessibility.
- Reviewing the material and providing differentiated materials.
- Ensuring any specialist equipment is made available.
- Having one to one interviews with the Careers Leader to audit the needs of the group or individual.

## Recording and Action Planning

- An important aspect of the student's ability to manage their own development is to record and evaluate their individual achievements to set future targets and note action points.
- Throughout the process students will be encouraged to:
  - Discuss progress with mentors/pastoral staff
  - Set goals and targets for the future
  - Create CVs and personal statements
  - Create and organise their future plans with the aid of a Careers Advisor
- Information gathered will act as evidence for progression and be collated and stored in a central record for the student's experiences and aspirations to be tracked and monitored over time. This data allows the Careers Leader/Advisor to plan targeted support for each student as and when required.
- The Careers Leader will be responsible for maintaining the tracking document, using it to report to the local authority, SLT and Governors on the intended and actual destinations of all school leavers as and when required. This is part of the Gatsby Benchmark requirement.

## Management and Co-ordination

- The Careers Leader will work under the supervision of a member of the Senior Leadership Team and will report directly to that person. The Careers Leader will have responsibility for the delivery of the Careers Programme and will work closely with pastoral teams and they, in turn will support the delivery of the Careers programme.
- The Careers Leader will evaluate the programme and make any necessary amendments at the beginning of each academic year.

## Professional Development

- The Senior Leadership Team member with responsibility for the Careers Leader will assess the training needs of the Careers Leader ensuring they have access to relevant training programmes as and when appropriate. Opportunities to share good practice will be encouraged within the trust.

## Evaluation and Review

- The CEIAG programme will be reviewed annually by the Careers Leader and adapted as necessary. Any alterations will take into account feedback from staff, students or external providers linked to the current year's activities.

## Delivery of Programme

- Careers activities may be delivered during PSHE, as part of drop-down days, assemblies or form part of tutor time. Some events may take place off site including work experiences and employment visits/workshops.

The links below provide sources of information for what is required by law in Careers Education:

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

<https://www.careersandenterprise.co.uk/schools-colleges/training-careers-leaders>

<https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>

<https://nationalcareersweek.com/ncw-briefing-new-statutory-careers-guidance/>

## Equality Impact Assessment

| Question  | Response  |
|---|---|
| 1. Name of policy/funding activity/event being assessed   | Careers Policy  |
| 2. Summary of aims and objectives of the policy/funding activity/event  | To provide a clear view of provision and entitlement to all parents, students, staff and employers  |
| 3. Who is affected by the policy/funding activity/event?  | All students, staff, parents, supporting employers  |
| 4. What are the arrangements for monitoring and reviewing the actual impact of the policy/funding activity/event? | The programme is continuously monitored and evaluated after every event/scheme of work. Data is discussed with Line Manager and provision adapted where necessary |



| <b>Protected Characteristic Group</b> | <b>Is there a potential for positive or negative impact?</b> | <b>Please explain and give examples of any evidence/data used</b>  | <b>Action to address negative impact (e.g. adjustments to the policy)</b> |
|---------------------------------------|--|--|---|
| <b>Disability</b>                     | Yes positive   | Schemes of work are differentiated/events aimed at specific groups of students/parents included in the programme                 |   |
| <b>Gender reassignment</b>            | Yes positive   | One to one guidance provided to students who wish to discuss their individual plan of action. Support put in place as required   |   |
| <b>Marriage or civil partnership</b>  | NA   |  |   |
| <b>Pregnancy and maternity</b>        | Yes positive   | Support from Prospects in place for students who require additional support  |   |
| <b>Race</b>                           | Yes positive   | Supporters of the programme represent a range of ethnic backgrounds providing a diverse range of role models and career pathways |   |
| <b>Religion or belief</b>             | Yes positive   | The programme includes a programme of workplace behaviours including tolerance   |   |
| <b>Sexual orientation</b>             | Yes positive   | The programme is inclusive to all regardless of sexual orientation   |   |

## Provisional Drop Down Day Programme

|  | <b>YEAR 7</b><br>Exploring different employment sectors | <b>YEAR 8</b><br>Breaking down barriers and combatting stereotypes | <b>YEAR 9</b><br>Exploring different career paths | <b>YEAR 10</b><br>Exploring how businesses work    | <b>YEAR 11</b><br>Exploring post-16 options, progression routes & pathways | <b>YEAR 12</b><br>Looking ahead to life after sixth form | <b>YEAR 13</b><br>Preparing for life after sixth form |
|--|---|--|---|--|--|--|---|
|  | My Journey  | Combatting Stereotypes   | Different Career Paths                            | Labour Market Information                          | Updating IAG Action Plans  | Introduction to UCAS                                     | <i>Mock Interviews</i>                                |
|  | Introduction to Employability Skills                    |  | Different Types of Career                         | Running a Business / Types of Business             | Post-16 Pathways   |  |   |
|  | Different Employment Sectors                            | Overcoming Obstacles   | <u>Fast Tomato?</u> (or similar)                  | Local Business Case Study                          | <i>External FE Providers</i>   | <i>Introduction to Apprenticeships</i>                   | <i>Personal Finance &amp; Student Loans</i>           |
|  |   |  | <i>Your Social Media Footprint</i>                | The Law – Your Rights; Employers' Responsibilities | Choosing Subjects  | <u>Fast Tomato?</u> (or similar)                         | Labour Market Information                             |
|  | Different Employment Sectors                            | <u>Personality Types</u>   | GCSE Options?                                     | Work Experience Preparation                        | Wellbeing  | <i>Gap Years</i>   | Work/Life Balance                                     |