



Cabot
Learning
Federation

Careers Policy

Date Approved: September 2023
Review Frequency: Biennial
Next Review: September 2025

History of most recent policy changes

Date	Page/Para	Change	Origin of Change e.g. TU request, Change in legislation
September 2023	Whole document	Implementation	Implementation of Policy

Information Advice and Guidance and Employability

Our Core Purpose:

Hans Price Academy (HPA) promotes the very best careers and employability guidance that all students can access to prepare themselves for progression through learning and education into adulthood. We aim to prepare students for life after school along with providing information on occupations and progression routes to post 16, college, university, or work/apprenticeships, as appropriate.

We are committed to providing a varied programme of activities for all students from 11 years old to 16, and beyond. Various careers related opportunities are provided via several different methods such as assemblies, our SPACE curriculum (PSHE) and Learning Family programme, thematic days, careers interviews, career-based interest guides and websites, trips to employers and universities, visiting speakers and experiences of work.

Our students also benefit from attending careers fairs, having direct support with post 16 applications, student finance, CV advice, and we offer bespoke support for Special Educational Needs and Disabilities (SEND), students. The focus is to provide activities and events that meet the needs of the individual students and thus will incorporate independent and impartial careers guidance to support career and option choices, raising the aspirations of individuals and equipping them with the necessary skills, attitudes, knowledge and understanding. We ensure that the programme follows local, regional and national frameworks for good practice working closely with the Careers and Enterprise Company.

As well as our Careers Guidance offer, we also hold lunch time drop in sessions for our HPA students Monday, Wednesday and Friday. We also recognise that parents/carers come from many different employment backgrounds and can also contribute to helping our students make informed decisions. Therefore, we welcome offers of support from community and businesses to deliver an occupational talk, host a stand at our annual events, to mentor or offer an experience of work.

At Hans Price, we fully believe that our careers advice should be available to anyone within our community, therefore we welcome parents and family members to book an appointment for careers advice.

Aims:

Through a planned programme of activities, Careers Education Information, Advice and Guidance (CEIAG), and employability, HPA seeks to help all students to take their place as knowledgeable, qualified and responsible adults within society.

The focus of our programmes and interventions is to offer careers guidance to support career and option choice, raising the aspirations and achievement of individual students and equip them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

We aim to enable young people to learn about careers, learning and work so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

CEIAG at Hans Price Academy aims to deliver a broad, balanced and connected Careers and Employability curriculum that addresses young people's entitlement and aims to provide students with personal, social and employability skills:

- Self-development through careers and work-related education (understanding themselves and the influences on them)
- Personal, Health and Social Education activities
- Career Exploration (finding out about careers and the world of work)
- Career Development (developing skills for career wellbeing and employability)
- Experiences of work including 'work experience'
- Voluntary opportunities
- National Citizenship Service

Our Commitment:

Hans Price Academy is committed to:

- Providing a planned programme of activities which all students can access, especially at key stage transitional points. The careers guidance strategy takes in to account the needs of all students and the individual academy annual Careers Plan. It is informed by an up to date audit enabling annual targets to be set, utilising the eight key areas outlined in the Gatsby Benchmarks
- Providing CEIAG which is impartial, objective and is based on the needs of students, showing no bias towards a particular education or work option

- Ensuring that the CEIAG and WRL programme follows local, regional and national frameworks for good practice and other relevant guidance from DfE and Ofsted
- Providing a programme which is person centred, integrated into the whole curriculum and based on a partnership with students and their parents/carers
- Taking an inclusive approach to ensure all students with SEND are supported to access the careers programme and are supported fully in exploring all options and planning for their next steps, including signposting from Career Advisers/Coaches
- Working with a range of partners to ensure students have access to impartial, independent information and guidance about the range of options that will help students achieve their ambitions. This includes information on the professional and technical routes open to young people via the Technical Qualifications and Apprenticeships routes offered by Further Education institutes and Training Providers
- Ensuring all students access education, employment or training at the relevant transition points.
- Striving for quality awards in careers standards including the Quality in Careers Standard

Links with Other Policies:

This policy supports and is underpinned by a range of key Academy policies, including

Equality and Diversity, PSHE, Safeguarding and Child Protection, Special Educational Needs and Children in Care. The grounds for accepting and rejecting requests for access to students will at all times be underpinned by the above policies.

Student Experience:

All students are entitled to a CEIAG and WRE programme that meets professional standards of practice and which is person centred, impartial and confidential. It will be integrated in to students' experience of the whole curriculum and be based on a partnership with students, their parents / carers and other close partners for example, employers, mentors, and universities. The programme will inspire and raise aspirations, challenge stereotyping and promote equality and diversity.

Leadership:

At Hans Price, we have a number of staff with key roles overseeing the Careers Strategy for our students, listed below:

Rachel Allchurch, Raising Standards Leader: Careers Lead rachel.allchurch@clf.uk

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Jackie Fielding, Careers Advisor: Operational Lead for Careers: jackie.fielding@clf.uk

Dawna Daw, SPACE Lead: Curriculum Delivery and Unifrog: dawna-marie.daw@clf.uk

Adrian Esch, Principal : Adrain.Esch@clf.uk

To ensure that CEIAG and WRE links with other aspects of the curriculum, the Careers Lead attends curriculum, Raising Attainment, Senior Leadership Team meetings and other related meetings both within the academy and city wide. The Careers Lead to oversee the contributions of partners who are invited into school and those from agencies who offer careers information and guidance.

The careers lead will ensure that any visiting provider should have access to all necessary requirements in order to effectively deliver an offered session. For example, a choice of room, equipment and available resources to support a provider visit. Full details of this can be found in our accompanying careers policy “Careers Guidance and Access for Education and Training Providers”.

Curriculum Delivery:

The CEIAG programme is provided through a number of different methods. These include:

A Careers Programme which is delivered through:

- The whole curriculum: Subject co-ordinators and subject area teachers are encouraged to identify CEIAG/WRE links within their subject area and contribute to the delivery through their schemes of work and lessons in all key stages. Where appropriate, partners are invited to support the careers and work-related curriculum.
- Thematic Days: Designated immersion learning days in KS3 and KS4 are designed to provide CEIAG and WRE. Depending on the topic, the collapsed timetable mornings/afternoons are delivered by appropriate partners and teachers. Further Education providers and partners within industry join us for these informative and exciting days.
- Learning Family programme: In KS3 and KS4, all tutors are actively involved in delivering the careers tutorial programme. This includes an introduction to careers, preparation and review of experiences of work, preparation for transition into Further Education, Post 16, Apprenticeships, the workplace and Higher Education.
- Timetabled lessons: Elements of subject lessons contributes towards key areas of careers education.
- Focussed events: other events at strategic times throughout the year are targeted at relevant students e.g. Raising Aspirations, university taster days, careers fairs, trips and visits where a range of partners provide advice and guidance.
- Parent/Carer events: such as parents/carers evenings, consultation evenings, academic tutoring days, family meetings, 1 – 1 support.
- Assemblies: targeted year group assemblies on specific themes as well as regular whole school assemblies
- Continuing Alumni interventions, motivational workshops and where appropriate 1 – 1 support.
- Our ongoing SPACE programme which offers 10 high quality careers-based lessons per year for all students in years 7-10.
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Access to Information:

All students have access to a range of impartial, up to date careers information through the Academy careers library and materials throughout the school and classrooms.

ICT based resources are utilised as fully as possible and include access to purchased careers guidance software. Students are made aware of the National Careers Service contact details and website in order that they can access additional independent advice.

There is an emphasis on providing information on the range options, including apprenticeships and other vocational pathways, including professional and technical qualification routes. Other useful web resources include Unifrog, CareerPilot, Kudos, Fast Tomato, Plotr, UCAS, UniStats and Careersnearhere.

Access to Guidance:

This is delivered in partnership through, and by at least one 1:1 guidance session;

- a) *Careers Advisers, Learning Mentors, Teachers and Employability School's Advisers.*
- b) *Learning Family programme:* All teachers provide advice and guidance as part of the tutorial programme with support from the Careers Adviser.
- c) *Local Authority:* provides transition advice and guidance to students with Education & Health Care plans (EHCP).
- d) *Independent Careers Guidance:* external careers guidance is provided via trips and visits, mentoring, websites and telephone helplines, employer and FE/HE visitors to the academy.

Work related Curriculum:

At Hans Price Academy, all year 10 students participate in 4 days of work experience with a lead in day of employability workshops. Within the Cabot Learning Federation, aspects of the work-related curriculum and enterprise education include Careers Education and the opportunity to participate in experiences of work and volunteering during Years 9, 10, 12 and

13. Digitech Studio School specialises in a curriculum which stems from offering a pioneering approach to learning by teaching through enterprise and real work experience. CLF Post 16 offer a range of transition curriculum vocational pathways that include work experience as part of the weekly timetable. All year 12 students are also expected to complete a work experience week during their first year of study.

Involvement with other partners:

To ensure an effective careers and work related programme HPA continues to develop and maintain close links with a range of local, national and international employers, work-based education providers, colleges and universities. We are proud to be sponsored by Rolls Royce and the University of the West of England. Each individual Academy has a vast array of business and employer support including organisations who receive support via Business In The Community.

Resources:

Funding is allocated in the annual budget planning round and is based on the upcoming needs of the CEIAG/WRE programme. The Careers Lead and Vice Principal are responsible for the effective deployment of resources.

Assessment of Impact:

Regular assessment of students will take place in accordance with the Academy Improvement Plan and will include self-assessment, questionnaires and auditing against national statutory guidance and frameworks including termly assessments against the Gatsby Benchmarks. Destination outcome information is central to the work of local Data Managers and this assessment, so is feedback from partners and students, parents/carers.

Monitoring and Development of the policy:

Delivery of the policy is monitored by the Senior Principal for CEIAG and the

Tomorrow's Citizen's Board. The policy is developed and reviewed annually in discussion with key colleagues, parents, governors and other relevant partners.

Monitoring, review and evaluation:

All programme activities are monitored, reviewed and evaluated with active involvement of students, parents / carers and colleagues. Evaluation of the effectiveness of the CEIAG policy and the accessibility of IAG is the responsibility of the Raising Standards Leader (Careers Lead). Hans Price Academy employs a range of assessment and evaluation techniques including use of evaluation forms, discussion, focus groups, evidence of

improved transition to next steps. The Gatsby Benchmarks and the Framework for Careers CDI, aid this process and act as a guide to the continuation of quality CEIAG.

Colleague Development

The Careers Lead works with all colleagues from Primary, Secondary and Post 16 and reports to the Senior Principal with responsibility for CEIAG. It is essential for colleagues to receive supervision as well as regular CPD inputs due to the ever-changing environments of qualifications and employment opportunities.

The development of the Career Coach is a city-wide initiative bringing together leaders in careers and motivational behaviour work.

Careers Education, Information, Advice and Guidance Policy.

Revised October 2022 by Sian Angell

Review Date October 2023 by T Searle

The Gatsby Benchmarks

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Student can expect ...

- access to a qualified careers adviser
- careers information and advice that is up to date and holds the value of impartiality towards a particular education or work option
- a planned programme of activities that all students can access
- that we ask your opinion on the programme so it can be reviewed and improved

Key Stage 3:

- Your careers programme will help you to explain how the world of work is changing and recognise the skills needed to be successful in the future
- name your likes, dislikes and what you are good at and explain how you can develop and improve your achievements, qualities, skills and abilities
- start to plan your future, setting targets and goals
- decide what you want to study at KS4 based on accurate information
- name the people/organisations who can help when you want information and advice on life and career matters
- look at what can influence your future plans, both positive and negative and
- identify ways in which you can overcome any negative barriers

Key Stage 4:

Your careers programme will help you to:

- use the library, the careers room, careers software and the internet to investigate careers and the range of options after Year 11
- name and describe the options available after Year 11
- investigate pathways in to jobs, including apprenticeships and university routes
- speak to a range of people including employers, educational establishments and professional organisations to help inform your career planning and decision making
- research various jobs and recognise how the world of work is changing

- develop employability skills and an understanding of work during experiences of work. Behave safely and appropriately whilst on placement
- use what you know about yourself to help plan what you want to do in the future
- identify possible barriers to you achieving your plans and look at ways to overcome them
- make decisions about your future, discuss your plans at a careers interview and
- set goals and targets
- know what financial support is available after Year 11 so you can make informed decisions and apply where appropriate
- successfully move in to a planned progression route, such as sixth form, college, apprenticeship

More information of our Careers offer within the SPACE curriculum and beyond can be found in the “Careers” section of our website, under “Curriculum”.

This policy is written, taking into account a number of key policies and statutory guidance.

Technical and Further Educational Act 2017 www.legislation.gov.uk

Making the most of everyone’s skills and talents (DfE 2017) www.gov.uk

Careers Development Institute ‘Manifesto for General Election 2017’

www.thecdi.net Gatsby Benchmarks www.gatsby.org.uk

Going In The Right Direction, Ofsted 2012 www.gov.uk

Careers and Work Related Education framework (ACEG, 2012)

Education Act (2011) and the subsequent Statutory Guidance ‘Careers guidance and inspiration for young people in schools (DfE 2014)

www.legislation.gov.uk

Raising the Participation Age (Education and Skills Act 2011) www.gov.uk

The Career Development Institute Code of Ethics www.thecdi.net

