

Padgate Academy

Careers Education Policy

Introduction

Careers education and guidance programmes play a major part in helping young people choose pathways that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations. The Padgate Academy programme helps our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. The policy is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Padgate Academy is committed to providing all students in Years 7-11 with a programme of careers activities and supporting activity. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

The current careers programme is delivered through a combination of methods, including PHSE Careers day, Head of Year led review session, assemblies, presentations, visits by employers, the annual careers fair, options evening, college and university visits.

Aims

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life;
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+;
- To equip students with the necessary decision-making skills to manage those same transitions;
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally;
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey;
- To foster links between the school, local businesses and further/higher education establishments;
- To enable students to experience the world of work and develop transferable skills;
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training;
- To maintain a culture of high aspirations;
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it.

Implementation: Management

Implementation is managed by the Vice Principal with oversight of CEIAG and supported by the PSHEE Co-ordinator. They plan, co-ordinate and evaluate the careers programme. Subject leaders, Heads of Year and the PSHEE leaders are consulted and directed to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in subjects across the Academy. All subject leaders and teachers are directed to actively promote careers opportunities facilitated by their subjects. This is co-ordinated through the work of the VP and prioritised through the School Improvement Plan.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. All staff contribute the annual IAG PSHEE day and careers fair. Heads of Learning and Learning Coaches liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisor. Careers information is available in the Academy Library which is overseen by the VP and maintained by the Librarian and on the Academy website.

Implementation: The CEIAG Programme

The careers programme includes an annual careers and aspirations PSHEE day during which students engage in a planned series of careers guidance activities including information and research activities and opportunities to engage with local employers and HE providers, appropriate to their year group. The PSHEE day is calendared to support the year 9 options process and transition to KS4. Additionally all students take part in the annual Academy careers fair providing engagement with employers, apprenticeship providers and local FE providers. The careers day forms part of a themed week of careers activity during form time.

All students are surveyed at two points in year 11 to determine their current post 16 plans and the level of support they require to apply for college or an apprenticeship. This allows resources to be directed most effectively. Students are able to receive at least one careers interview with the Careers Advisor during KS4, many students have two interviews and additional appointments are made as appropriate. Many SEND and PP students will have interviews with the careers advisor from year 9 onwards and additional intervention strategies are introduced for those students who may find processes particularly challenging involving their Head of Learning or Learning Coach. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our careers education, including Aspirations Days, allowing for current labour market intelligence to inform these processes.

The Careers Advisor runs a weekly lunchtime Drop-In Session where pupils from all year groups are able to access information and guidance. Year 11 students at risk of becoming NEET post-16 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Learning or Learning Coach and implemented well before any student at this risk is due to leave the school. Warrington Borough Council systems are also used to keep them up to date with students at risk of NEET.

All students have access to KUDOS to support them to explore a wide range of career opportunities, to determine their likes, dislikes and suitability for particular jobs. KUDOS also provides labour market information. KUDOS is also used to support CV writing.

External Partnerships

An annual partnership agreement is negotiated between the school and Mploy Solutions careers service who provide the external, independent Careers Advisor who is qualified to CEIAG NVQ level 6.

The Academy is an active member of the Warrington Careers Hub which meets on a termly basis to discuss best practice and identify areas of collaboration.

Firm links have been established with local FE providers who come to the Academy to deliver assemblies for year 10 and 11, they also attend multiple PSHEE days (Careers day and other themed days), they attend year 10 and 11 parents evenings, our year 9 options evening and our welcome to key stage 4 evening. Additionally students visit at least two local colleges for taster days at the end of year 10.

Students in year 9 take part in a visit to a local University to allow them to see first-hand what University has to offer and to start to think if it is something which is right for them.

Local employers offering apprenticeships visit the Academy to talk to groups of students who may be interested in applying for apprenticeships in particular sectors. Apprenticeship opportunities are advertised on the careers noticeboard, the Academy website and via the Careers Advisor.

The Academy is now part of the Aspire to STEM project which will bring additional opportunities for engagement with STEM providers.

Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Principal with oversight of CEIAG is responsible for the effective deployment of resources.

Monitoring, review, evaluation and development of CEG

Our partnerships are reviewed regularly. The following provision is reviewed by the AP with oversight of CEIAG:-

- Annual review of partnership activities with Mploy.
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student voice and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.

Employability Learning and Careers Education, Information and Guidance Statement of Entitlement

As a pupil at Padgate Academy, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect ...

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations, no limitations will be imposed on your aspirations based upon your, gender, sexuality, social, economic or ethnic background
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice
- Also,

ALL STUDENTS WILL:

By the end of Key Stage 3 you will:

- begin to develop an awareness of your individual skills, strengths and preferences in relation to post 16 pathways and future career goals.
- have the opportunity to hear from and speak to employers about different career opportunities
- be able to access careers resources via the Library and the Careers Website and KUDOS
- understand which subjects support access to different career opportunities. Receive careers information and on-going support from staff such as your Tutor
- take part in the Year 9 Options event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4
- have been given the opportunity to meet with a qualified, independent and impartial careers guidance advisor

- be set targets and review progress through year group mentoring sessions

By the end of Key Stage 4 you will:

- through Aspiration Days experience careers education, focused on your development, labour market awareness, educational pathways and employability skills.
- be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- devise an action plan towards your career goals
- have taken part in an enterprise activity
- have listened to talks on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have produced and reviewed a Curriculum Vitae
- have written a formal letter, e.g. covering letter
- have been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- have developed presentation and interview skills
- be able to access careers information and resources via the Library, Academy website and KUDOS
- be offered the opportunity to take part in taster days at local colleges
- have visited or spoken to representatives of further or higher education institutions, such as universities, colleges or apprenticeships
- have opportunities to evaluate individual achievements e.g. Year Group Mentoring sessions, rewards assemblies