



PADGATE  
ACADEMY

## Careers Education Policy - 2020-2021

Date approved by the Governing Body	November 2020
Signature of Chair of Padgate Academy Governing Body	Mr J Monaghan
Signature of Academy Principal	Mrs M. Barclay
Date of next review	November 2021

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## 1. Introduction

Careers education, information, advice and guidance programme plays a significant role 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: the PSHEE personal development curriculum, the Academy Careers Day, assemblies, presentations, visits by employers, the annual careers fair, options evening, college and university visits.

## 2. Aims

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions at the end of each key stage.

## 3. 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.

## 4. Implementation

### 4.1 Implementation: Management

Implementation is managed by the Careers Leader with oversight of CEIAG. The Careers Leader plans and evaluates the Careers Programme to ensure appropriate coverage through the careers/PSHEE personal development programme. The careers leader works with Heads of Department to ensure that careers education is embedded with the curriculum to promote careers opportunities facilitated by each subject. The careers programme is evaluated twice annually using the Careers and Enterprise Company Compass tool.

### 4.2 Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. All staff contribute the annual Academy Careers Day and careers fair. Heads of Learning liaise with the Careers Leader to address the needs of all students, including referrals to the independent Careers Advisor.

Staff CPD is provided to ensure that staff understand their role in the provision of CEIAG and are able to find curriculum resources for to support delivery of careers within the curriculum

### 4.3 Implementation: The CEIAG Programme

The careers programme includes a planned sequence of lessons appropriate for each year group which form part of the Personal Development programme. In addition students take part in the annual careers and aspirations 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, HE and FE 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.

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 involving the Head of Year are introduced for those students who may find the process particularly challenging.

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 career's 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 students 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 a range of online resources including labour market information to support them to explore a wide range of career opportunities, to determine their likes, dislikes and suitability for particular jobs.

#### **4.4 Implementation: Resources**

CEIAG is resourced with adequate time for leadership and management of this area.

Careers information is available in the new 'Futures Hub'. The 'Futures Hub' is a dedicated space in which students can find careers information advice and guidance. The 'Futures Hub' is very easy for students to access and will be known by all students as the place they can go to for careers information. Meetings with the career's advisor take place in the 'Futures Hub' and a range of resources are available to allow students to complete careers research and to complete college and apprenticeship applications. Students are able to access the 'Futures Hub' at lunchtime and the careers advisor provides an informal drop-in session on a Thursday.

The televisions around the academy and a noticeboard outside the 'Futures Hub' is used to promote relevant events to students.

Resources are provided to support the careers aspect of the personal development programme.

## **5. External Partnerships**

An annual partnership agreement is negotiated between the school and Career Connect who provide our 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.

The Academy is fully engaged with the Warrington Pledge which is a great support in providing careers opportunities for students.

Firm links are well established with local FE providers who come to the Academy to deliver assemblies for year 10 and 11, and attend the Academy careers day. They attend year 10 and 11 parents' evenings, the 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 7 and 10 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 consider 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 career's 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.

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## 7. Monitoring, review, evaluation and development of CEIAG

Our partnerships are reviewed annually:

- The Careers and Enterprise Company, Compass Toolkit is used to evaluate the careers provision. This is carried out with our adviser from the 'Warrington Pledge'.
- The results of the Compass evaluation are used to inform the development plan for the coming year. The development plan is completed in consultation with our 'Pledge' advisor.
- Annual review of partnership activities with Careers Connect.
- 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.

## 8. Employability Learning and Careers Education, Information and Guidance Statement of Entitlement

As a student 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 'Futures Hub' and via the Academy website
- 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

#### By the end of Key Stage 4 you will:

- 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 resources via the 'Futures Hub' and via the Academy website
- 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