



## **CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**

Careers Education, Information, Advice and Guidance at Read Academy endeavours to help all pupils achieve their potential while being aware of their individual needs.

Following the statutory guidance, *Careers Guidance and Inspiration in Schools (April 2015)*: we provide a planned diverse, integrated and relevant programme to meet the needs of every student and to endeavour to help every pupil develop high aspirations and consider a broad and ambitious range of careers.

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16 until their 18<sup>th</sup> birthday.

Read Academy will ensure that pupils understand what this means for them; that they are not required to stay in school and have a range of options for how they can participate which might be through:

- full-time study in a school, college or training provider;
- an apprenticeship, traineeship or supported internship;
- full-time work or volunteering (20 hours or more) combined with part-time study or training.

### **Aims and Objectives**

**Impartial and independent careers education will enable pupils:**

1. To understand themselves and develop their capabilities.
  - Consider their personal qualities and skills
  - Clarify and discuss their values, attitudes and preferences in relation to work
  - Develop key skills and capabilities
  - Develop career management skills, including self-reliance and self-presentation
2. To investigate careers and opportunities

- Investigate the knowledge and skills which people need at work and the methods used to assess these
- Use occupational and labour market information to investigate opportunities
- Consider the changing patterns of work and careers
- Investigate social and moral issues at work
- Develop ways of organising information about work
- Find out about the range of education and training options including apprenticeships and other vocational pathways

### 3. To implement their career plans

- Use self-assessment in their career planning
- Make decisions concerning their post-16 choices
- Use action planning and the recording of achievement to support their career development
- Seek and use information and guidance to shape their plans
- Develop pupils' understanding of local and world issues from geographical and historical perspectives thereby aiding their inclusion in society.

### **At Key Stage 3**

The careers programme will be thought as part of their PSHE lessons (KS3 and KS4) as well as the timetabled tutor time every school day between 13:40PM and 13:50PM. During Tutor time, Career planning research lessons will be thought by Sahil Ahmad (SLT and Careers Advisor) and overlooked by Mr Gulam Hussain (Headteacher and Careers Leader). More details can be found in Appendix 1.

### **At Key Stage 4**

In year 10 and 11 students have a weekly timetabled lesson as part of the Careers programme. More details can be found in Appendix 1. In addition, they have:

- Access to impartial, up-to-date information.
- Access to individual, independent guidance with their Key Tutor.
- Work related learning and experiences of the world of work.
- Recording of achievement.
- Support with planning their future.

All students in years 7-11 have a Career Planning Workbook, which their Form Tutors use as a basis for Careers lessons during Tutor time. The Career Planning Workbooks are specifically designed to address relevant CEIAG issues in the different year groups.

All curriculum areas have a responsibility to provide students with information about careers relating to, or leading from, their subject. Opportunities such as National Careers Week provide a focus for all curriculum areas to design lessons which address this responsibility and continue to integrate CEIAG across all subjects.

Assemblies and information evenings for students and parents, which focus on preparing them for key transitions –Post 14 options, Post 16 options and Post 18 options. The information advice and guidance is provided in an impartial manner and encourages students to consider the full range of pathways available to them at these important

transitional points. They are empowered to make informed choices about their careers (their career = their progress through learning and work). Students and parents are also provided with specific reference guides at these transition points, 'It's your choice', 'which way now' and 'UCAS guide'.

**The aims and objectives of this Policy are best achieved by using a wide range of delivery methods and activities including:**

- Group work and discussion
- Visitors to the groups
- Mock interviews
- CV preparation
- Placements with learning providers and colleges
- Individual interviews
- Work experience/work shadowing
- Individual project work
- Visits to Further and Higher Education
- Application forms/letters of application
- Career action planning
- World of work week
- Business games and Enterprise competitions

**Upcoming Dates for the Year:**

- External Careers Advisor to carry out 1- to -1 interviews with Year 9 students (**23<sup>rd</sup> January 2019**)
- Live interactive chat with the National Careers Service for all year groups (**14<sup>th</sup> , 21<sup>st</sup> and 28<sup>th</sup> January 2019**)
- Encounter with employer at Big Moe's (**11<sup>th</sup> March 2019**)

### **Personnel**

Provision of careers education, information, advice and guidance will be delivered by Read Academy staff working closely with other partners including:

- Parents/Carers
- Employers
- Local Further Education providers
- Training Providers
- National Careers Service
- Inspiring Futures

### **Extra-curricular opportunities.**

Students are provided with a rich and varied extra-curricular programme of activities which gives them significant opportunities for self-development and for gaining employability skills. Read Academy operates a vertical House system, which also provides students with opportunities to gain leadership, teamwork, problem solving and organisational skills.

## **Equal Opportunities**

Careers education, information, advice and guidance will be provided for all pupils regardless of cultural background, ethnicity, sexuality, economic circumstances, faith, class, gender, disability and educational needs. Programmes of study will be inclusive, free from bias and actively promote equal opportunities.

## **Inclusion Statement**

- Staff aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.
- Staff plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. We are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn.
- All staff should be aware of potential barriers to learning and assessment and must take account of these and make provision where necessary. Staff should take specific action to provide access to learning.

## **MONITORING AND REVIEW**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, World of Work week activities, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18.

**Policy approved by Headteacher Date:**

**Signature:**

**Review Date: February 2020**

**References:**

The Gatsby Benchmarks <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Career Development Institute Careers Framework <http://www.thecdi.net/Careers-Framework-2018>

**Appendix 1**

**Year 7 Careers**

Year 7 students focus on the following in their Careers Education:

- Investigating the role within school.
- Identifying where students can become involved in wider school life

**Year 8 Careers**

Year 8 students focus on the following in their Careers Education:

- Jobs / careers and occupations
- Personal aspirations and work / life balance
- Using skills to develop a career
- Managing money well
- Using education
- Putting it all together to achieve goals.

**Year 9 Careers**

Year 9 students focus on the following in their Careers Education:

- Personal skills
- Transferable skills
- Understanding job roles
- Local Labour Market Information (LMI)
- Using skills.

**Year 10 Careers**

5 hours of dedicated curriculum time plus 20 hours of work experience time:

- Introducing work experience
- Work experience applications workshop
- Preparation for work experience (3 lessons)

- Work experience Placement

### **Year 11 Careers**

Within the Year 11 Programme students focus on Careers Education covering the following areas:

- Review Post 16 Options and Action Plan
- Application procedures
- Application letters and forms
- Producing a CV
- Interview process and practice
- Employment trends and LMI
- Working Rights and Responsibilities