



Statement of Principle

Intent: Careers education, information advice and guidance provides a platform for Students at John Port Spencer Academy to transition not only on to further education, vocational training or employment, but to the next stage of their development as effective members of society. Lifelong learning is a key concept for all students leaving John Port Spencer Academy and this includes providing opportunities to develop key employability and enterprise skills, which are highly valued by employers, colleges, universities and apprenticeship providers. By engaging parents and the local community, our aim is for every child to fulfil their potential and be inspired to achieve a successful future. Our Careers programme allows every student to access and engage in a programme in line with the eight Gatsby Benchmarks.

1. Introduction:

From September 2012, the DfE (Department for Education) determined that schools have a statutory duty to secure independent and impartial careers guidance for their pupils and strongly recommend that a quality programme of careers education be provided to students in Years 7 through to 13. The DfE created a revised and up-dated Careers Strategy for schools in January 2018. CEIAG has good links to the teaching and learning process at John Port Spencer Academy, and is relevant across all subject areas.

Following this directive there have been a number of informative publications providing a framework for the provision of careers education and guidance; notably from the CDI (Careers Development Institute) the government's new Careers Strategy: making the most of everyone's skills and talents (December/Jan 2017/18) Careers guidance and access for education and training providers (Oct 2018) and Lord Sainsbury's Gatsby Foundation Good Career Guidance (2014) which highlights eight good practice benchmarks. These documents have been used to review and evaluate our current provision.

The academy PSHE (personal, social, health and economic education) programme incorporates many careers activities, although curriculum areas have a role to play in this process and subject leaders are encouraged to provide work related and enterprise contexts for their pupils' learning. All students are given access to high quality, impartial and unbiased careers information and equal opportunities for careers education from Year 7 onwards. Effective delivery of CEIAG, which includes provision for self-development, career exploration and career management, will enable students to have a greater understanding of the requirements for their career interests and it is intended that this will have an important impact in terms of raising their aspirations and help students make challenging but realistic plans for their future career progression. It should be an integral part of helping to raise aspirations and in turn attainment.

The CEIAG programme of delivery, the content and evaluation is co-ordinated and managed by the Careers Leader, with input from the Careers linked governor.

2. Objectives:

All students have an entitlement to CEIAG and the DfE recommend careers and work-related contexts are incorporated into the academy curriculum.

John Port Spencer Academy help pupils to achieve the following learning outcomes:

- Understand the requirements and possibilities within Further and Higher Education and gain knowledge of technical qualifications, Apprenticeships and vocational pathways, and have access to representatives from these organisations



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- Understand themselves and develop their full/unique potential (both academic and personal) and to overcome barriers to progression and challenge stereotypes
- Investigate and research careers and job opportunities and develop a general understanding of the world of work
- Able to interpret information and to review and adapt their plans
- Recognise, develop and apply their skills for enterprise and employability
- Engage with people, ideas, challenges and applications from the business world
- Have experience (direct or indirect) of working practices and environments
- Know how to access unbiased, impartial, up-date IAG (Information, Advice and Guidance)
- Have opportunities for a personalised careers guidance interview with a specially trained member of staff.
- Have opportunities to learn about STEM related careers (Science, Technology, Engineering and Maths)
- Be able to career plan and set targets incorporating the use of dedicated careers IT software (KUDOS)
- Have opportunities to record their careers, enterprise and non-academic experiences
- Have access to the academy Careers Lead/Careers Manager for additional support

3. How the learning outcomes will be achieved:

Self-Development - All students from Year 7 onwards will have access to a comprehensive and impartial programme of careers and work-related learning activities. This will include formal delivery of dedicated CEIAG topics via Form time, within lessons, external visits, internal presentations and Enrichment Day events.

Career Exploration - Students in Year 9 will be given the opportunity to participate in a taster workday with collaboration with parents, enabling students to have a greater understanding of the requirements in the career, and it is intended that this will be valuable in helping students to career plan more effectively at key transition stages.

All students will be provided with equality of opportunity in terms of access to the next stage of their Careers journey.

Priorities for improvements in CEIAG should be linked to the Academy Development Plan.

Legislation and guidance documents referred to during the development of the programme are:

- Careers guidance and access for education and training providers (Oct 2018)
- DfE Careers Strategy – January 2018
- DfE Careers Guidance and Inspiration in Schools – April 2017
- CDI (Careers Development Institute) Careers & enterprise Framework (2015)
- Gatsby Foundation Good Career Guidance (2014)
- DfE New Guidance on Work Experience 16-19 – October 2013
- The Education Act 2011 – The duty to secure independent and impartial careers guidance for young people in schools
- CfBT Education Trust (2009) Raising the Participation Age
- EBP Child protection and work experience guidelines

Information:

Careers Displays within department: will be eye-catching and regularly updated to include job advertisements linked to their subject areas. All subject departments to identify a 'careers lead' who will, with the guidance of the Academy Careers Leader, develop and embed relevant careers information for their schemes of learning.



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Careers Library: will be well resourced, kept up-to-date and include a range of easily accessible information, Local college brochures, university prospectuses and Labour market information.

ICT: all students will be encouraged to develop ICT skills through access to Careers and work-related programmes – KUDOS & START. Students will also have opportunities to explore relevant websites and make Post 16 applications to Sixth Form, colleges or apprenticeship providers via the Internet. Resources will be available via the academy website,

Additional Needs: support is provided for students when completing specific tasks, as determined by the SEND team.

Guidance: Year teams will meet with students on an informal basis to provide general advice relating to future career planning and option choices.

In addition, Year 11 and Sixth Form students will be offered an interview with our externally contracted careers adviser. The focus of these interviews is to support students in making an informed and unbiased decision regarding their Post 16 and Post 18 option choices and progressions routes. KS4 Students with an EHCP (Education Health Care Plan) will also receive early intervention in relation to careers guidance.

The raising of the participation age came into effect from September 2013. As a result, any Year 11 student who is at risk of becoming NEET (not in employment with training, education or other training programme) may be contacted by the local authority upon leaving the academy if they are without an offer of continued education or training.

Interviews for Sixth Form students will be undertaken by members of the academy Sixth Form team in the first instance and will be referred for a specialist careers guidance interview where necessary.

Staff development: Designated members of staff will be encouraged to attend relevant training to develop existing methods or to integrate new initiatives.

Parental involvement: The academy encourages and promotes parental involvement through its Careers programme, which includes a number of parent information events. Parents and governors working in local business also contribute to academy activities, as do other members of the local community. Parents are invited to support their children with the use of Kudos at home and actively engage in promoting effective careers choices.

4. Cross references:

The following policies and documents should also support the Careers education and Guidance process: -

- Equality and Diversity
- Special educational needs (SEND)
- Academy Development plan
- Safeguarding and Child Protection
- Partnership agreements with external agencies

5. Resourcing:

An annual CEIAG budget is set and agreed between the Principal, Academy Finance Manager and the Careers Leader/Manager.



6. Evaluation and reflection procedures:

The Careers Leader/Manager and Careers team will be responsible for monitoring, reviewing and evaluating the programme of activities through a range of methods:

- Team meetings for informal feedback and discussion.
- Discussions with the Assistant Principal, with oversight of Careers
- Retention of the nationally recognised Career Mark award, which will evidence high standards and an efficient monitoring, review and evaluation process
- Teacher, student, employer and parental responses to events and topics
- Analysis of the destination data and student tracking documentation
- Career guidance interviews and mentoring feedback
- Formal meetings with external agencies – Careers Ready, Careers and Enterprise Network
- Feedback from student council meetings
- Work scrutiny and completion of diagnostic questionnaires and career plans
- Enrichment day observations, where practical
- Employer feedback following events and subject specific contributions
- Feedback from parents and carers
- Evaluation of the programme using the Compass audit tool

The policy will be reviewed annually by the Careers Leader/Manager in accordance with academy policy and to reflect future statutory requirements, evaluation and recommendations. This policy is also shared with the link governor and SLT.

Contact Us

Please refer to the academy website/ reception if you wish to contact the Careers lead regarding the information in this policy.

This policy has been reviewed with due regard to The Equality Act.