



CAREERS POLICY

(FURNESS ACADEMY)

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| Approved by: Trust Board | |
| Chair | Adam Hearnden |
| Signed: | |
| Date: | |
| Chief Executive Officer | Simon Laheney |
| Signed: | |
| Date: | |

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| Policy Owner: | Director of PSHE, Careers and Guidance |
| Implementation Date | Summer 2022 |
| Review Date: | Summer 2023 |

Policy statement:

Rationale

Furness Academy has a statutory duty to secure independent careers guidance for all year 7 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018) and to meet the eight Gatsby Benchmarks for Good Career Guidance by 2020. All young people regardless of their race, sex or academic abilities need a planned programme of activities to help them make decisions and plan their careers. From September 2013 The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 8-11 have access to independent, accurate and impartial information advice and guidance.

Directors / Governors recognise that to meet this statutory requirement we must ensure that the independent careers guidance provided:

- is presented in an impartial manner
- includes information on the range of education or training options, including apprenticeships and vocational pathways
- is guidance that the person giving it considers will promote the best interests of the students to whom is it given

Furness Academy has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our aim at Furness Academy is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial, independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions.

A young person's career is their pathway through learning and work and we recognise that effective career guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

We have high expectations for all of our students, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning which are valued by employers. This will help every young person to realise their potential and enhance their employability.

Aims

Careers Education, Information, Advice and Guidance (CEIAG) within Furness Academy helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work. CEIAG is statutory from year 8 but we begin from year 7 in order to raise aspirations, challenge stereotypes and encourage ALL learners to consider a wide range of careers. A copy of the statutory guidance 'Careers Guidance and access for education and training providers' (October 2018) can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final/pdf

All learners in the Furness Academy are entitled to receive a full programme of careers education, which is delivered through lessons, activities and events and guest speakers.

During their time at school learners will:

- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make.
- Find out about different courses, what qualifications they might need and what opportunities there might be.
- Develop the skills they may need for working life
- Make realistic, but ambitious choices about courses and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop interview skills
- Improve confidence
- Receive high quality information, advice and guidance by a fully qualified staff.

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+
- To equip students with the necessary decision-making skills to manage these transitions.
- To develop in students an awareness of the wide variety of education, training and career opportunities both locally and nationally.
- To provide appropriate guidance, up-to-date information and a range of opportunities to support students' development at key points throughout their education.
- 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 Trust 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, such as SEN students or pupil premium students receive it.
- To ensure any independent careers guidance given is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- To give information on the range of education or training options, including apprenticeships and technical education routes.
- To ensure all guidance given will promote the best interests of the pupils to whom it is given.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 7 to Year 11 for the purpose of informing them about technical education qualifications or apprenticeships.
- To ensure there is a policy statement in place setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed.

- To develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- To be based on the Gatsby Benchmarks for Good Career Guidance
- To be weaved and embedded into subjects across the Curriculum.

Careers Education

The school is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (see below) and the CDI Framework for Careers, Employability and Enterprise Education (January 2020). This is differentiated to suit the needs of each individual student. The current careers programme is delivered through a combination of methods, including weekly Personal Development lessons and additionally for all year groups through assemblies, presentations, careers open evenings, careers fairs, employer visits and work experience.

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| 1 | A STABLE CAREERS PROGRAMME | Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers. |
| 2 | LEARNING FROM CAREER AND LABOUR MARKET INFORMATION | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information. |
| 3 | ADDRESSING THE NEEDS OF EACH STUDENT | Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout. |
| 4 | LINKING CURRICULUM LEARNING TO CAREERS | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. |
| 5 | ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes. |
| 6 | EXPERIENCES OF WORKPLACES | Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. |
| 7 | ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION | All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace. |
| 8 | PERSONAL GUIDANCE | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs. |

Careers Impartial Advice and Guidance

- Independent and impartial careers information, advice and guidance can be accessed by any student on request.

- All students receive a face-to-face interview at key decision making points during their education (in Years 7 and 11) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11, all students are helped to develop a suitable pathway to prepare them for transition.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews. The Local Authority provides careers interviews for our more vulnerable Year 11 students through a service-level agreement.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Furness academy organise information events for students and their parents to which local providers of education and training are invited and actively engaged in offering advice.
- The school advertises the open days and evenings for local education providers to all students and their parents.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on each Academy's website.
- Learner views are sought on the best way to offer provision.
- Personal guidance is provided by the Personal Development team.
- Additional careers guidance is provided by INSPIRA for targeted students.

Equalities

The Academy consciously works to prevent all forms of stereotyping in the advice and guidance we provide to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. Learners are encouraged to explore career paths that suit their interests, skills and strengths. All learners are provided with the same opportunities and diversity is celebrated as we try to discourage stereotypical attitudes. The careers team supports the whole school equal opportunities policy, and endeavours to implement it in the following ways:

- Equal opportunities lessons
- Careful selection of posters and display material
- By encouraging all students to prepare to support themselves financially
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g., using she/he; waiter / waitress.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By encouraging mixed gender groups for group work
- Ensuring equal access to information for all students of all abilities

We recognise that courses and employment opportunities are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when looking at their options post-16 and post-18. If a learner does not have an academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

We use the Destination Measures data published by the Department for Education to assess how successfully our students make the transition into the next stage of education or training, or into employment and data provided to us by the Local Authority.

Partnerships

The CEIAG programme is greatly enhanced through links with a number of partners who help us make the students' learning up to date and relevant. We constantly strive to expand and improve links with employers and other local providers. We work with many different partners, including qualified career professionals, employers and training providers, to make sure our young people receive information and guidance to understand the full range of options available to them. This involvement includes the provision of work experience placements, careers talks, and workplace visits. Links are also maintained with various training providers supporting apprenticeships for those pupils considering that route as an alternative to further or higher education. Parental involvement is encouraged at all stages. We recognise that parents/carers remain the biggest influencers on a young person's career choices and we offer parents help and guidance at critical stages in the students' time with us, for example in Year 9 with KS4 options decisions, Year 10 with Work Experience placements, Year 11 with 16+ choices. Our provision includes:

- Careers fairs;
- Work experience (for all year 10 students);
- Workshops;
- Career insight talks;
- Mentoring;
- Collapsed timetable days;
- STEM Inspiration Day and events;
- Workplace visits;
- Visits to FE and HE institutions;
- Build My Skills Programme;
- Work Discovery;
- CCEOP (Hello Future)
- Curriculum projects
- National Careers and Apprenticeship Week.

Additional Provision

Pupils will be surveyed annually about their career ambitions via Inspira to help identify their strengths and to ensure that their aspirations are built on a solid foundation of understanding, this is in the form of an Intended Destination Questionnaire (IDQ).

The school has strong links to local Employers

- BAE
- Cumbria County Council
- Inspira
- Gen 2
- GlaxoSmithKline
- Kimberley Clarke

- NHS
- Oxley
- Sellafield
- Siemens

The school organises an annual careers fair for Year 11 and parents of year 11 are actively encouraged to attend with the pupils.

We have links to the following local colleges and Universities:

- Furness College (including Barrow sixth form)
- UVHS
- Kendal College
- Lancaster and Morecambe College
- Newton Rigg
- Russel Group Universities
- UCLAN (University of Central Lancashire)

Parental Involvement

Young people do not make decisions about their future careers pathways in isolation. Parents/carers can have a substantial impact on the decisions young people make, as well as a clear interest in ensuring the right outcomes for their young person. The school is committed to involving parents as much as possible, wherever possible. Furness Academy actively promotes parent / carer involvement through careers events, the schools websites, careers support at parental evenings and the offer of parental attendance at students' individual guidance sessions.

Staff Development

Training needs are identified through performance management, staff appraisals, line manager meetings and Careers Champion meetings. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff through Careers Champion meetings and the Academy CPD programme. Staff attend local and regional careers network meetings to share good practice with other local secondary schools and careers providers. Staff development is monitored by line managers. Staff training needs for planning and delivering the careers programme will be identified in the academy development plans.

Careers Programme

This is published on the individual academy websites and is reviewed annually. The school will ensure that the school's websites gives information regarding gaining further information around careers events and future pathways, including apprenticeships and approved technical qualifications.

Roles and responsibilities

Senior Leadership Team

The Director of PSHE, Careers and Guidance will take overall responsibility for the application of this policy, monitoring of the quality of provision in relation to individual student learning outcomes.

Director of PSHCE and Guidance (Careers Leader)

The Director of PSHE, Careers and Guidance will take responsibility for the implementation of the policy to ensure equal opportunity for all students. They will be responsible for the day to day application of the policy across the school and external stakeholders to ensure that all students have equal opportunity and access to this element of the curriculum.

The Careers Leader will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to WRL and report to the Senior Leadership Team in relation to changes required to policy or practice. The Careers Leader will deliver the careers programme across all eight Gatsby Benchmarks.

All staff across the school contribute to careers through their roles as tutors, subject teachers and support roles.

Monitoring, review and evaluation

Furness Academy careers programme is delivered through Personal Development lessons, morning registration time, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Compass+ tracking data
- Work scrutiny
- Curriculum plans
- Destination data
- Monitoring of the quality of Careers Guidance Interviews by the Careers Leader and external quality assurance.

Evaluation activities are used to measure the impact of our career programme and inform future planning. Evaluation activities include:

- Analysis of destination data
- Career participation dashboard
- Activity survey
- Destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners

- Focus groups – students, staff, Careers Champions
- Student evaluations of personal guidance interviews

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

The Careers Strategy is reviewed on an annual basis by the Director of PSHE, Careers and Guidance. The careers policy is reviewed on a biannual basis.

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed regularly in relation to government policy as part of the whole-school self-assessment process and will be reviewed when any additions or amendments are made.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader.

Links with other policies

This policy should be read in conjunction with the Learning Policy, RSE Policy, and Provider Access Policy.

Last review date: Summer 2022

Person Responsible: **Abbie Rawlinson** (Director of PSHE, Careers and Guidance Careers Leader)