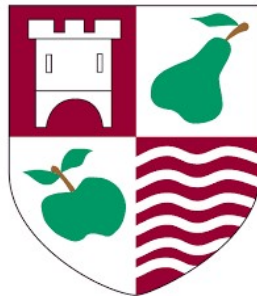


Tenbury High Ormiston Academy Careers Policy



Updated annually: 30th September


Rationale

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of the Tenbury High Ormiston Academy (THOA) academic programme, which is delivered in curriculum time from experienced staff with support from a Careers Lead and the academy Careers Advisor who is an impartial qualified deliverer of guidance. Particular emphasis is placed on making effective career decisions in Years 9 and 11.

Careers Education helps prepare pupils for the opportunities and responsibilities of adult working life. It contributes vastly to the school's aims of working closely with employers, Further and Higher Education institutions as well as Jobcentre Plus and our local community and supporting pupils in the life-time experience of learning.

We have strong and effective pastoral and tutorial systems which provide the means to ensure pupils receive support and guidance at transition points. Referral systems (including diagnosis of needs) ensure that pupils requiring more specialist guidance can receive it from appropriate agencies.

The academy was awarded the Gold standard for QiCS (June 2023). The academy currently satisfies 100% of the Gatsby Benchmarks.

Gatsby Benchmark	% achieved in latest evaluation 	% achieved
1 - A stable careers programme	100%	100%
2 - Learning from career and labour market information	100%	100%
3 - Addressing the needs of each pupil	100%	100%
4 - Linking curriculum learning to careers	100%	100%
5 - Encounters with employers and employees	100%	100%
6 - Experiences of workplaces	100%	100%
7 - Encounters with further and higher education	100%	100%
8 - Personal guidance	100%	100%

GB 1 - THOA has a stable careers programme which is approved by governors and has the explicit backing of senior leadership. It is allocated funding and is regularly monitored and reviewed. It is published on the school website and is aimed at all stakeholders, including employers, further education and training providers. The programme is reviewed annually. Feedback is received from students via the 'Future Skills Questionnaire'; Teachers via curriculum meetings; Employers via email/evaluation forms post-events; Parents and carers via evaluation forms post-events.

GB2 - The overwhelming majority of pupils have accessed and used up-to-date information about career paths and the labour market by the end of year 9. Electronic communication via Edulink and via social media encourages parents and carers to access and use up-to-date labour market information, future study options and career paths to enhance the support they can give their children.

GB3 - The THOA career programme challenges stereo-typical thinking in terms of gender and actively seeks to raise the aspirations of all pupils. The academy uses the Compass+tool to keep systematic records of pupil's career and enterprise activities. Destination data is completed and shared with the L.A and the academy works closely with the L.A. to ensure students with SEND and vulnerabilities progress through transitions smoothly.

GB 4 - By the time they leave THOA the overwhelming majority of pupils have experienced curriculum learning that highlights the relevance of a broad range of subjects to future career paths. Specific focus will be placed on linking curriculum to careers in English, Maths, Sciences and PHSE lessons.

GB5 - Every pupil has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes. The legal requirement is now for pupils across KS3 & 4 to have two encounters with an employer in each key stage.

The Skills and Post-16 Education Act 2022 sets out new requirements on the number and types of encounters schools will need to deliver for their pupils with providers of technical education or apprenticeships. It is anticipated that young people should have at least six encounters for all their pupils – two in Years 8 and 9, two in Years 10 and 11 (all pupils in these year groups will be expected to access these encounters) <https://www.careersandenterprise.co.uk>

GB6 - Every pupil has the opportunity to 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 during their time at THOA.

GB7 - By the time they leave THOA all pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning. This is achieved through meaningful encounters with a range of sixth form colleges, further education colleges, universities, independent training providers and information about apprenticeships.

GB8 - Every pupil has opportunities for guidance interviews with a qualified career adviser, who is internally based at THOA. The career adviser is present whenever significant study or career choices are being made. Meetings with the career adviser are timed to meet the pupil's individual needs. By the end of year 11 every pupil will have received a 1-2-1 career interview.

Related Policies

CEIAG is underpinned by all of the current policies held within the school. These include the Work Experience Policy, Child Protection, Equal Opportunities, Racial Equality, Anti-bullying, Inclusion, Special Needs, and Staff Development.

THOA endeavours to follow the Careers Enterprise and Employability Framework – CDI 2018 revised in January 2020 and other relevant guidance from the DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for careers guidance following changes made through the Skills and Post-16 Education Act 2022, these changes came into effect on 1 January 2023. This replaces all other guidance released in March 2015, updated in April 2017 & January 2018).

Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 8-13. **NB: In the “Skills for Jobs” White Paper published in January 2021, the DfE stated its intention to lower the age range for the duty on schools to provide independent careers guidance to Year 7. This recommendation became a statutory legal requirement from September 2022.**

Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including Apprenticeships
- promote the best interests of the pupils to whom it is given.

Since 2 January 2018, educators and training providers of approved technical education qualifications and apprenticeships must be given access to all pupils in year 8 to year 11 to inform them of courses and qualifications as alternatives to academic and school-based routes. In practice, this may take the form of a visit from a University, Technical College, FE college or training provider of apprenticeships and technical options.

Organisation

THOA is a successful 11 - 16 comprehensive school serving a predominantly rural area. It serves both its local catchment area and additionally offers daily transport to students from local towns covering a wider geographical area. Teachers have pastoral and academic mentoring responsibilities as Form Tutors to a year-based tutor group. The Form Tutor and their Head of Year are the first point of contact for all parents.

Pupil voice is a tool used frequently to support quality assurance and development planning. As well as this, discussion and debate is valuable in contributing to learning across the school but also through Religion, Philosophy & Ethics (RPE) lessons, assemblies and the School Council. The proportion of pupils supported by an Education and Health Care plan is above the national average and the proportion eligible for the pupil premium is slightly below national average but in line with local schools. The proportion of LAC pupils attending the school is also above the national average.

THOA is perceived as offering a nurturing and safe environment, supported by its smaller size. It provides pastoral care to a variety of pupils' additional needs, such as those who are looked after, to overcome the additional challenges encountered by pupils who are living with disadvantage. A particular characteristic reflected in the aim of the school is high achievement and outstanding care.

THOA has a commitment to CEIAG provision, recognising the importance of supporting pupils to plan appropriately for life beyond the academy. Curriculum time is given for Careers lessons throughout years 7-11. It continues to provide a week of work experience for year 10 pupils and provides internal careers guidance with a qualified Level 6 Careers Adviser – Caroline Palethorpe.

THOA reflects this commitment by inclusion of careers information in the academy prospectus and on the academy website. At THOA we want our pupils to:

Achieve Work Together Inspire Learn through failure See the big picture Respect others Create Grasp opportunities Have a sense of humour Harvest great memories Show resilience Prioritise Reflect Value lifelong learning Develop positive work habits Follow their dreams

This is at the heart of everything we do and it begins with students having a clear direction. To this end we place great emphasis on providing our students with the necessary support and advice to ensure that each and every one of them finds their own pathway to success.

The Aims of our CEIAG Policy

The CEIAG Policy has the following aims:

- To help pupils learn to understand themselves and develop their capabilities.
- To develop an understanding of the range of opportunities available at 14+, 16+ and 18+ including technical training/education routes and higher and degree apprenticeships.
- To raise pupils' self-esteem and encourage them to have high aspirations which allow them to achieve economic well-being.
- To support pupils in making informed and realistic career decisions.
- To help pupils manage transitions through education and into work.

Objectives

- A programme of CEIAG within the curriculum, beginning in Year 7 and continuing through to Year 11.
- Work-related learning is addressed through the curriculum with a series of Careers lessons during the academic year but additionally through the RPE, Curriculum, PSHE, work experience and vocational courses. Although no longer statutory, THOA fully supports the importance of CEIAG within its curriculum, offering a week's work experience for Y10 in the Summer Term.
- Open access to the careers resources within the school library.
- Group and individual support from our own impartial, Level 6 guidance qualified Careers Adviser and Career Lead (Caroline Palethorpe) according to need.

Meeting statutory requirements

Advice and Guidance

A partnership agreement is on-going with the local Careers Service, detailing the contributions to the programme that each will make.

Our own Level 6 qualified Careers Adviser is available to all students and completes individual interviews with all year 11's and other identified pupils throughout the year. The Careers Lead/Adviser is available at other events such as the Careers Fair and Year 9 options evenings etc.

Other links with local 14-19 Providers are made when required as are links with the Careers and Enterprise Company and Worcestershire Apprenticeships along with Worcestershire Skills for Post 16 and 18 destinations. Links with parents / carers are maintained using a variety of methods (parental leaflets, letters, options evenings, Post 16 Evenings, school web-site).

The CEIAG Curriculum CEIAG curriculum is provided to all students, who are encouraged to follow career paths that suit their own particular strengths, skills and interests without stereotyping. All students are given the same opportunities and diversity is encouraged and celebrated.

Student Entitlement: Aims and Objectives of the CEIAG program:

- 1. Self-development** – to increase self awareness and gain confidence in making decisions and choices concerning education, training and work. Pupils need to be able to assess their strengths, limitations and potential to facilitate sensible decision-making.
- 2. Career exploration** – to access and examine sources of information so that they are aware of the range of courses and progression routes open to them at 16+. This will involve group and individual guidance and pupils will be encouraged to use a range of websites.
- 3. Career Management** – pupils will create a career action plan with smart targets. This will enable them to negotiate key transitions.
- 4. Transition** – pupils will be effectively supported to deal with the key career decision making transition points such as year 9 to 10 and year 11 to post 16.

The CDI framework - 2021

The main purpose of the CDI's Career Development Framework is to clarify the skills, knowledge and attitudes that individuals need to have a positive career. The CDI's Career Development Framework describes the six career development skills that people need to have positive careers, supporting career development learning across the life course.

- Growth Throughout Life
- Explore Possibilities
- Manage Career
- Create Opportunities
- Balance Life and Work
- See 'The Big Picture'

The Careers Education Programme will be delivered as follows in the academic year 2023/24. This programme will be delivered by the following in the Academy:

- Qualified Academy Careers Advisor (Mrs C Palethorpe)
- Careers Leader (Mrs C Palethorpe)
- PSHE curriculum including careers (Mrs E Taylor-Johnson)
- PRE teaching staff
- Form Tutors
- Subject areas
- Pupils receive a range of visits from external providers
 - Through ICT - emphasis here will be on recommending a range of Careers software programmes that pupils and parents can access for advice, giving them the opportunities to research career pathways and to develop self-awareness.
 - Through the 'world of work' focus week during National Careers Week, where subjects will deliver their lessons but with a focus on work, careers and life skills and employment linked to subject areas.
 - Through individual careers guidance interviews beginning in Year 7 and occurring throughout key stages as and when required.
 - Through Careers Conventions, Careers Fair & Offsite trips and also visits to the school by local providers. Students will also be encouraged to attend sixth form and college open days, which will be advertised on the careers notice board and the school website. 'Skills for Worcestershire' promotes a number of career events in the community, all students from years 10 and 11 are invited. Year 10 are offered the opportunity of attending a work experience placement

Assessment, Recording and Reporting

Work is assessed and marked through self and peer assessment, by tutors or by the Careers Leader. Achievement in Year 11 is recognised by pupils finding a pathway suited to them and through academy destination data over a three-year period.

Year 10 it is recognised by successful completion of Work Experience and by successful self-evaluation.

Plans for the future include recording achievement by delivery staff on a central database and reporting to parents annually in a full school report, starting with the key transition years 9 and 11 and also regarding work experience outcomes for year 10.

Staffing

All staff will be briefed on a basic understanding of the CEIAG provision to ensure they are aware of their role in relation to this. Key staff, i.e. tutors and staff delivering careers education will receive INSET training for CEIAG to allow them to carry out their role effectively.

Staff training needs are identified as part of the Partnership Agreement process and during regular planning meetings between the Careers Lead and Principal.

Resources

Funding is allocated in the annual budget. The Careers Lead is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Staff Shared Area for all staff to access.

Information and Implementation

i) Careers resources

- Careers break out space suitable for careers clubs and workshops
- A wide range of materials and access to ICT
- Open throughout the school day

THOA Careers Adviser

- Available to all students via an appointment and based on site four days a week
- Used for individual interviews with year 11s and 10s and other identified pupils throughout the year
- Available at academy Parents Evenings

ii) Parents Evenings

- Careers Lead/Adviser is available at Parents Evenings, Open Evenings, Options Evenings and Results Day for Years 9-11

v) I.T. - a range of software products are available for pupils to use.

These include:

- StartProfile
- UCAS
- Fledglink
- Barclays Lifeskills
- National Careers Service

Role of the Careers Leader

In line with current statutory guidance, THOA has appointed a Careers Leader whose role is to assist young people's career learning, planning and development by leading and managing the development of careers education, information and guidance (CEIAG). The Careers Leader advises the Senior Leadership Team and governors, facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

Key accountabilities:

- To support the development of effective and continually improving careers education, careers information and careers guidance for young people.
- To support pupils and parents through the delivery of high-quality careers guidance.
- To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development.
- To select and provide curriculum resources, activities and services to meet young people's career needs.

- To ensure continuing professional development for themselves and others to secure high standards of careers teaching, learning and guidance.
- To ensure the school meets the 8 Gatsby Benchmarks by the end of 2020

THOA has followed guidance produced by the Career Development Institute (CDI) in their briefing document 'Careers Leaders in Schools' which can be accessed here:

https://www.thecdi.net/write/Documents/CDI_120-Career_Guidance_in_Schools-2021-FINAL.pdf

Monitoring, Review and Evaluation

Teaching of CEIAG related topics and the learning outcomes are monitored and evaluated by SLT through observation of lessons and checks of folders/books (in line with the school's monitoring policy).

Schemes of work and modules of work are reviewed annually by the Careers Leader in liaison with the Careers delivery staff, subject leaders and SLT and students to ensure that the objectives are suitable to meet the outcomes.

The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG, and will include information gained from all pupils via surveys and feedback forms for 1-2-1 encounters with the Careers Adviser.

Pupil destinations will be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

Handling sensitive and controversial issues

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the Designated Safeguarding Lead within school and dealt with in line with the relevant school policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

Partnership Working

A partnership agreement is on-going with a number of Careers Services, detailing the contributions to the programme that each will make. THOA works in partnership with the CEC, local colleges, Aim Higher, Worcestershire Apprenticeships and Worcestershire Skills.

Quality Assurance

THOA completes the Careers and Enterprise Company's Compass Tool termly to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty. Currently we meet 100% of the benchmarks – as at July 2023.

THOA has successfully regained the QCIS Gold Award in June 2023 provided by Career Mark to quality assure the provision of CEIAG delivered at the establishment. Career Mark is important as the school wants the students to achieve high standards, see the value and relevance of their learning, both to themselves and the working world and to make good choices that are successful for them. Using Career Mark will enable THOA to continue to deliver the best possible

careers education and employability skills development programme, which is sophisticated, integrated and effective.

Consultation, Dissemination and Review

- Careers Education is monitored and evaluated annually.
- Careers Guidance is monitored and evaluated with the independent Careers Adviser on a termly basis to ensure that the provision is meeting the needs of the students.
- The programme is reviewed annually by the Careers Lead and SLT Line Manager. Changes and improvements to the programme feed into the Careers Action Plan (CAP) along with timescales for completion.
- When reviewing the programme, the Academy Development Plan (ADP) is used to ensure that the Careers Department is fully supporting whole school aims.
- All staff are made aware of the CEIAG Policy and their role in supporting it.
- This policy will be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.

Policy Co-ordinator: (Caroline Palethorpe)

Policy Reviewed: (Caroline Palethorpe)

Policy sent to Leadership Team and Governors for approval: (September 2023. Date to be arranged)

Reference Sources: This policy has used the legislation referred to in the DfE Career Guidance and Access for Education and Training Providers: <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

• Section 42A, 42B, 45 and 45A of the Education Act 1997 • Section 72 of the Education and Skills Act 2008 • Schedule 4 (15) of the School Information (England) Regulations 2008

<https://www.thecdi.net/Home>