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King's Academy
Prospect

Careers Education Guidance and Procedure

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King's Academy Prospect Careers Education Guidance and Procedure

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

1. Introduction

King's Academy Prospect is committed to providing Careers Education, Information Advice and Guidance and Work Related Learning to all its students through the curriculum, organised activities and an independent and impartial IAG service. Careers Guidance will focus on the specific needs of the individual student to promote self – awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student.

2. Commitment

King's Academy Prospect is committed to the DfE's "Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff (January 2018)". In line with the Government Careers Strategy (December 2017), The Gatsby Charitable Foundation's Benchmarks have been used to develop and improve careers provision in the school.

3. Aims

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all of our students:

- **Self-development** – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem.
- **Career exploration** through the provision of a wide range of resources: careers websites, careers software, books and leaflets, posters and access to impartial careers guidance.
- **Career Management** through making informed choices at key transition periods.
- **Independent investigation** through the use of media sources and employer engagement.

- **Progression planning** for a better journey to work through the provision of Information, advice and Guidance (IAG) from the All Together Guidance Professional in the School.
- **Links to the curriculum** through organised activities and events in association with local education providers and businesses.
- **An understanding** of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

This will be achieved through the following objectives

The student as an individual.

- Ensure that all students have access to the careers department information channels.
- Help students identify their strengths, weaknesses, interests and values.
- Help students recognize opportunities that are realistically open to them.
- Ensure that each student has an individual action plan when seen by a qualified careers guidance professional.
- Ensure that each student has opportunities available through special events and careers evenings.

In the curriculum.

- Opportunities to develop decision making skills.
- Ensure that students gain an understanding of qualifications and career routes available.
- Give students a knowledge of the local labour market.
- Establish clear learning outcomes for each session.
- Ensure that enterprise education is available to students in parts of the school curriculum.

Support the teacher delivering careers.

- Ensure that all relevant staff are involved in the planning of the programme.

- Disseminate information to relevant staff on a regular basis through school communication systems.
- Have clear lesson plans that show relevance and progression.
- Ensure that tutors have access to lesson plans and resources beforehand so that they are familiar with the topic.
- Monitor and evaluate materials used in lessons and update as necessary.

4. Access to careers information

It is important that students have easy access to careers information and that there is a well-resourced library area for students and staff to visit. Further education prospectuses should be available both in the Yr12/13 common room and in the careers library. College prospectuses are also available in the careers library and opportunities are disseminated through school assemblies.

There are several ways in which students are exposed to careers information:

- Interviews with a qualified careers guidance professional to develop a career plan.
- Informal drop-in sessions.
- Use of resources in the careers library.
- Software on the network, e.g. Careers Pilot.
- Information given through worksheets and other resources in the PHSE programme.
- Employer engagement opportunities, including mentoring.
- Input into special event days and careers evenings.

We measure and assess the impact of the careers programme on students by using both formative and summative assessment methods. As well as participation engagement and destination data. We also use the compass evaluation tool to benchmark best practice.

5. Key Stage aims and objectives

Career focused activities are delivered through the curriculum throughout the year, spanning all year groups. These are managed by the responsible Curriculum Lead and the All Together Guidance Professional. Participation in activities, both in school and off-site, provide employer contact and further information. The All Together Guidance Professional supports the delivery of Impartial

Careers Advice and Guidance and is available to students and staff. Students will be consulted on the impact of the CEIAG programme through questionnaires following activities and an annual survey.

By the end of Key Stage 3 all students will have;

- Experienced a general introduction into the world of work and the career pathways that are available.
- Been supported in identifying their own qualities and skills.
- Attended a 'World of Careers Day' giving an insight into opportunities available in different employment sectors.
- Developed the knowledge and skills to investigate career topics and job information with confidence.
- Developed the ability to take into account a broad spectrum of opportunities thus helping them to make relevant choices in their options.
- Independent and impartial information, advice and guidance from an All Together Guidance Professional where required during the options process.
- Introduction of action planning and interview support.
- Awareness of local labour market information.
- Accessed the 'Career Pilot' programme.

By the end of Key Stage 4 all students will have:

- Reflected on their qualities and explore job skills and opportunities.
- Received a personal guidance interview from an independent careers guidance professional.
- Used information to develop their own ideas and interests for future learning and career routes.
- Understood different progression routes and skills needed to progress into employment.
- Attended 'Progression Day' where experts represent and speak about different progression pathways.

- Been supported in making decisions about their future and are encouraged to take ownership of their career and training opportunities.
- Attended a careers evening, supported by various apprenticeship and education providers.

Key Stage 5

- Year 12 students are offered a one-to-one interview with an All Together Guidance Professional.
- A small careers library is kept in the 6th Form Common Room which contains prospectuses from all the universities and colleges. Duplicates of all prospectuses are also kept in the main careers library in the LRC.

6. Staffing

CEIAG will be delivered by;

- All Together Guidance Professional
- PSHE Co-ordinator
- Form Tutors
- SENCO
- Subject Tutors
- External agencies and businesses where appropriate
- Named member of Senior Leadership Team with responsibility for and oversight of careers provision.
- And supported through mentors, Governors and Senior Leadership Team.

7. Professional Development

The All Together Guidance Professional holds the Level 7 Diploma in Career Guidance and Development. Being a registered professional she ensures that registration requirements are met through regular recorded CPD.

8. Resources

Resources include books and a range of current careers literature and further education and higher education prospectuses. All students can access careers guidance software using a login available from the student intranet. Career information and resources are displayed throughout the school. A weekly newsletter is distributed to both staff parents and students giving up to date information and guidance.

9. Entitlement

Students are entitled to careers education, information, advice and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, diversity and inclusion, in the best interests of the students to whom it is given.

Specifically, students at King's Academy Prospect are entitled to receive:

- Clear information, advice and guidance about **all** options available
- Help to decide what to do when they finish their course/education, including further learning, training or employment
- A programme of CEIAG which helps them to develop skills and knowledge to make choices and the transition to work and learning
- The opportunity to be involved in making decisions about things that affect their learning
- An opportunity to learn about the world of work

Students and parents/carers are made aware of this entitlement through the School's website.

10. Vulnerable Groups

Priority is given to those students identified as most vulnerable. These groups and factors contributing to vulnerable students include;

- Special Education Needs
- Looked after children
- High risk of NEET
- Students involved in the CAF process
- EAL students
- School refusers and persistent non-attenders
- Students in intervention
- Young carers
- Students from disadvantaged backgrounds

The School works with the Local Authority and other services to ensure continuity of approach and transition to post 16 education provision. The All Together Guidance Professional attends annual reviews and transition reviews as required and contributes to the EHC plans in collaboration with the SENCO, student and parent/carer. The All Together Guidance Professional also works with the pastoral team to ensure that any vulnerable students are referred for specific IAG.

11. Referral

An individual working with a student may identify the need for specialist support from the All Together Guidance Professional. The process for referral is to contact the All Together Guidance

Professional and refer the student. The student is informed of the process and their views sought at all times. Confidentiality is always respected where this is possible.

12. One to one guidance

Every student will be offered the opportunity for a 1:1 personal guidance session before the end of Year 11 and again in Sixth Form with an independent careers guidance professional. Additional support will be given to students with additional /special needs.

Students can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the CEIAG programme
- Given extra help if they have additional / special needs.

13. Monitoring, review and evaluation

This will take place through a range of mediums;

- Careers Fair evaluation forms
- Student feedback and online surveys
- Focus groups
- Case studies
- Destination tracking
- Recording career interventions from Year 7 to 11
- Mapping against Gatsby Benchmarks.

14. Links with the community, outside agencies and business

King's Academy Prospect has a strong network of links with local and national businesses. Organisations are invited into the School and students visit employer premises as appropriate. Speakers from a range of local colleges and training providers are invited to King's Academy Prospect to ensure students have access to a full range of impartial information. Students are encouraged to attend open days at colleges and universities.

15. The Governing Body

There is a link CEIAG Governor. The Governing Body has strong links to business and employers in the local community.