

Weavers Academy



Careers Education Information and Guidance (CEIAG) Policy
2019 - 2020

1. Introduction
2. Aims and Learning Outcomes of CEIAG at Weavers Academy
3. Careers Education and Guidance
4. Staffing
5. CEIAG across the Year Groups
6. Careers Interviews
7. Information and Resources
8. Keeping Updated
9. Equal Opportunities
10. Recording, Assessment and Reporting
11. Entitlement
12. Monitoring, Review and Evaluation
13. Links with Community, Outside Agencies & Businesses & Labour Market Information (LMI)

1. Introduction

Gatsby Benchmarks

Weavers Academy's careers programme supports the achievement of the eight Gatsby benchmarks. We are dedicated to implementing these benchmarks in our school:

Benchmark 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.

Benchmark 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 the best use of available information

Benchmark 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.

Benchmark 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 careers paths.

Benchmark 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.

Benchmark 6: Experiences of Workplaces

Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 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.

Benchmark 8: Personal Guidance

Every Student should have opportunities for guidance interviews with a careers 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 Education and Guidance is introduced from Year 7. At Weavers Academy, we are committed to providing outstanding CEIAG for all. Ensuring that each student is offered the tools to consider and recognise their personal skills and qualities and the career options available to them underpins the whole careers education programme at the school. The school uses Unifrog as a tool to both record all students' journeys through their careers education as well as as a tool to help inform and guide their choices.

School Aim

To enable students to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world. Preparation is key as well as developing in all students a clear understanding of how their learning of knowledge and skills in the classroom links to, and prepares them for, the world of work.

Policy Statement

Careers Education and Guidance at Weavers Academy is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is unbiased and impartial with the student at the forefront.

2. Aims of CEIAG at Weavers Academy

- a) Self Development – Our students will be able to understand their own strengths and areas for development and be aware of the influences around them that affect these.
- b) Career Exploration – Our students will have the tools to know how and where to investigate, seek out and acquire, educational and work opportunities.
- c) Career Management – Our students will be able to make and adjust plans to manage change and transition.

Learning Outcomes

- a) Self Development – students will be able to:
 - Recognise and assess their achievements, qualities and skills
 - To present this information in an appropriate format to facilitate further opportunities
 - To reflect on the above and use this knowledge for personal development and further progression
 - To set their own ambitious and achievable career targets
 - To recognise and deal with influences on their own attitudes, values and behavior in relation to work
- b) Career Exploration – students will be able to:

- Access and use a variety of sources for careers information
 - Identify and understand employment trends
 - Use work experience to improve their chances of future employment and develop a clearer understanding of their talents and goals.
 - Understand the nature of work and people's attitudes to it
- c) Career Management – students will be able to:
- Identify, understand and utilise the sources of help and support in making informed career choices
 - Identify, understand and utilise decision making techniques
 - Be familiar and confident in completing job/college applications, recognise and appreciate the importance of interviews, and the need to be prepared for them to give them the greatest chances of success.
 - Understand and recognise rights and responsibilities they have in the workplace

3. Careers Education and Guidance

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate and ambitious choices, manage transitions in learning and move successfully in to the world of work. Careers Education takes place within the classrooms; during tutorial lessons, whole school assemblies, careers talks, World of Work and additional curriculum days (for each year group). Teachers at Weavers are expected to link the learning that takes place within their subjects to the key careers competencies to enable them to understand the relevance of the learning that takes place to the world of work.

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving in to work. It should be impartial, client centered and confidential. Careers Guidance mainly takes place through individual support.

4. Staffing 2019 - 2020

Magnus Wallace – Lead for The Ambition Curriculum (incorporating careers, SMSC, Rewards and Student Leadership) - Vice Principal

Emma Huett - Assistant Principal: Careers & SMSC/PSHE

Matthew Higgins - Achievement & Raising Standards – Year 11. Assistant Principal

Claire Sexsmith – Head of Sixth Form

Nisha Pandya - Careers support - 6th Form

Cheryl McCarthy – Careers Advisor (Level 6 CEIAG)
lifejigsaw@outlook.com
cheryl.mccarthy@weaversacademy.org

All staff are involved in and responsible for, preparing students for personal and working life, both as a young person and as an adult. All form tutors play an active role in CEIAG through the Uni-Frog on-line careers platform, World of Work additional curriculum days and being familiar with up to date Post 16 & Post 18 knowledge through the staff careers handbook guide. Whilst some of the provision is 'year or Key Stage specific', students are not restricted from participation in events (careers talks) and a good deal of provision is open to all students regardless of age or key stage.

5. Careers Education and Guidance across the Year Groups

Year 7 & 8

CEIAG is embedded through Uni-Frog and PHSE lessons and supported through subject lessons. Students begin to look at their skills, qualities, work preferences and interests. Personal development days (PD) are introduced in the Summer term (during careers week) and have a strong careers focus/plan. Students are invited to the 'Careers Hub' to meet the independent careers advisor and make themselves familiar with the careers support offered. All students are also encouraged to access careers advice and information during breaks and lunchtime. Students receive their careers folder which will then follow them through the school as they progress into Key Stage 4.

Year 9

Careers support comes in the form of whole class 'careers sessions' support choosing options, and the opportunity to do 'taster sessions' with the teachers. They also have the chance to take part in a PD day to support their option choices. Uni-frog continues to be used as does the PHSE school plan. Careers folders continue to be used.

Additional career information is offered through a programme of careers talks and workshops, covering numerous career sectors: visitors are invited to talk to/work with the students. Students who have previously expressed interest or show aptitude for career specific skills are targeted to attend. Careers support is also incorporated in PHSE lessons. Students in need (for example, those who are yet to form clear career aspirations) are highlighted for careers support as required - these can include student/parent careers meeting.

Year 10

Students begin to prepare for work; understanding employability and becoming employable, CV preparation, writing job applications and covering letters. They are introduced to Post 16 options; A Levels, BTecs and Apprenticeships, also considering Post 18 and beyond (assemblies and through PHSE). The programme of careers talks continues.

Work Experience - is offered to all Year 10 students during the Summer holidays. This is supported by a professional work experience company (Pro-active Education) who carry out full health & safety vetting and offer a data base of opportunities for students. As well as the knowledge they will have acquired through accessing Unifrog and the PSHE programme, students are also supported in selecting and acquiring the most suitable careers placement for them.

Personal Development Days (PD) - Year 10 take part in two off-timetable days in the Summer term; workshops with employers, additional careers talk, interview preparation and mock interviews.

Uni-frog continues to be used to track the students' engagement with CEIAG but also to help inform and guide their choices. Off-site visits to colleges are offered to students.

Students in need are highlighted for careers support as required - these can include student/parent careers meeting.

All students receive 'small group' careers sessions with our professional careers advisor, in preparation for Year 11 Post 16 choices. These take place towards the end of the Summer term.

Year 11

Students continue as above with additional focus on Post 16 options. Students all receive one-to-one CIAG sessions with Level 6/7 qualified Career Advisors. Students are supported with Post 16 selection and application process, through targeted assemblies and Uni-frog as well as a post 16 Fayre. The programme of careers talks and workshops continues. Careers support is also incorporated in PHSE lessons. In the Spring term all students attend a follow-up careers appointment looking at applications and Post 16 destinations.

6th Form

Students all take part in a number of work-related opportunities; careers days, speed networking sessions, mock interviews, personal statement preparation and careers talks. Students visit Universities and local businesses to investigate their options. Many attend additional career-related opportunities over the Summer months. All 6th form students are offered a 1-2-1 careers appointment. All Year 12 students are involved in work experience for a 2-week period (Post Easter) again supported by Pro-active Education. Students receive 1-2-1 career guidance with our qualified careers advisors.

6. Careers Interviews

Careers interviews are led by Cheryl McCarthy/Kristina Collins, Level 6/7 qualified careers advisors (LifeJigsaw), with each student being offered a 40-minute interview early in the academic year. This is then followed by a second meeting in the Spring term. These interventions are confidential, and learner focused. Students receive their own personalised action plan. All Year 11 students are included. Referrals can be made by any member of staff from any year group. All PP students are given an extra one-to-one, where parents are invited to attend. Independent careers advice is also available during break and lunchtime to all students.

7. Information and Resources

- Careers information and resources are located in the school library
- The Library offers additional IT access
- The Library is available to students at break and lunchtimes
- Materials are available on short term loan
- Information is displayed in all subject areas and around the school
- The Library has a range of new career related books

8. Keeping Updated

- Current university and college/6th form prospectuses are updated annually
- UCAS information is available
- Information is updated as often as possible
- Unifrog ensures that students receive up to date and highly specific feedback and guidance towards making informed and ambitious choices.
- Apprenticeship opportunities are displayed as appropriate
- Information is tweeted out on the careers twitter page

9. Equal Opportunities

The careers department supports the school Equal Opportunities Policy and endeavors to implement it in the following ways:-

- Equal opportunity lessons
- Careful selection of posters and display material
- By encouraging all students to aim to support themselves financially
- By encouraging all students to consider all options including non-traditional careers/roles
- By avoiding the use of one gender and gender specific job titles
- By offering as free a choice for work experience as possible
- Equal access to information for all students of all abilities

We recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, F.E and H.E courses and employment. If a student does not have the academic ability for their chosen career, we try to help them identify this and plan accordingly. We emphasise their strengths and where that might take them but also advise them on what areas they need to develop and offer suggestions on how they can achieve this.

10. Recording, Assessment and Reporting

Students have individual careers folders to store careers related information (this is issued in Year 7). Their engagement with activities that can be linked to CEIAGs is also recorded on Uni-frog. All work can be monitored by staff and areas of interest highlighted. Talks, visits and events can then be organised for students with specific sector interests. Students receive work experience reports from visiting staff and employers. Each student receives a personalised action plan after any CEIAG meeting. This is a confidential document.

11. Entitlement

Students in Years 7 – 11 should:

- learn about themselves and the influences around them
- develop decision making skills
- develop skills to help them manage transition
- have access to up to date information about learning and work
- have impartial, confidential and up-to-date guidance
- learn about the world of work
- experience the world of work, where appropriate

Parents are entitled to:

- have access to careers information at Parents Evenings
- have access to information on Options at 13 and 16 and during Post-16 evening sessions
- have information about Work Experience and the opportunity to discuss Work Experience issues

12. Monitoring, Review & Evaluation

Feedback from staff, students, parents and business representatives is key when monitoring, reviewing and evaluating the careers offer. The Gatsby Benchmarks are becoming more embedded in the school and students are becoming more involved at a much earlier age. This year, all year groups will

take part in PD days in school. Uni-frog will underpin careers provision throughout the school.

Students and teachers are continually asked to evaluate our careers offer including the PD and 1-2-1 appointments. Feedback is then recorded and used to inform future planning.

13. Links with the Community, Outside Agencies and Businesses

Weavers Academy has a vast bank of links with businesses in the local area. Pupils are encouraged to attend Post 16 Open Days and Taster Days. There are also career talks once a month where outside speakers talk to the students about their career in particular fields.

Labour Market Information (LMI) – our careers adviser is constantly in touch with the local EBP (SEMLEP) and belongs to numerous 'networking' groups to keep up to date and relevant. Research and speaking with representatives from the World of Work also supports key trends and LMI.