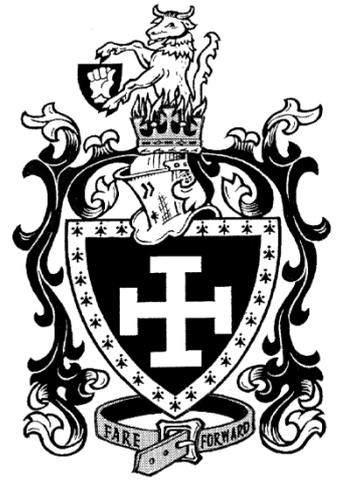


Buckler's Mead Academy



Policy Document

CAREERS EDUCATION AND GUIDANCE POLICY

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| <i>Please note: The version of this document contained within the 'Policy Documents' Folder on BMStaff (T:\Admin\Policies and Procedures) is the only version that is maintained.</i> | |

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Buckler's Mead Academy. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life, helping them to make decisions and manage transitions as learners and workers. Options for young people have become more varied and complex in recent years so it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole- academy remit designed to complement the rest of the academy curriculum.

Buckler's Mead Academy is a member of the South Somerset 14-19 Group who work collaboratively to improve the curriculum offer to students in line with the 14-19 Reforms. The academy is committed to developing good quality IAG provision in line with that agreed by the Federation.

This policy sets out how career activities are delivered at the academy and explains what students, parents/carers, staff and Directors can expect from the careers programme.

Aims and objectives

The Buckler's Mead Academy careers programme aims to:

- encourage students to be ambitious and broaden their horizons and enable them to explore their own career aspirations throughout their life at academy
- improve students' readiness to progress in their learning or career.

Buckler's Mead Academy aims to follow the principles of the Gatsby Benchmarks as detailed in the Good Career Guidance report (2014) and forming the basis of the government's Careers Strategy (2017). The objectives for the careers programme are as follows:

- helping students and parents to understand the changing world of work
- facilitating meaningful encounters with employers for all students through Work Experience placements and other visits
- supporting students to make positive transitions post-16, even after students are no longer on roll
- enabling students to develop useful research skills and to find out about opportunities that will enable them to transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- forge close links with partner academies and colleges to increase participation and raise aspirations

Parental involvement

The academy is keen to engage parental involvement in the careers programme wherever possible as we are aware that students rely heavily on advice from home to make decisions about their future.

- Parents/carers are invited into the academy regularly to discuss their child's progress, on Parents Evening and Academic Mentoring Day as well as Meet the Tutor events in Year 7 and 11. The Careers Advisor liaises closely with tutors at this time to ensure that progress is being made towards realising future career goals and career planning is taking place.
- The Careers Advisor and key local education and training providers, attend events for specific year groups, including Meet the Tutor evenings, Year 8 Specialised Curriculum evening and all parents evenings.

- Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the academy website/portal and social media.

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development through the emphasis on student participation and self-development; learning about careers and the world of work; and developing employability skills.

During their time at academy, all students can expect:

- the support they need to choose the right pathways in Year 8 and Year 11
- access up-to-date and unbiased information on future learning and training, careers and labour market information through the Careers Advisor and their tutors
- career lessons delivered via the PSHE activity workbooks during tutor time from Year 7 to Year 11. These cover: options after academy, the world of work, the job market and employability skills as well as encouraging the students to develop a self-awareness of their personal skills and strengths
- a number of meaningful encounters with representatives from the world of work; this could be through work experience, assemblies, careers talks within specific lessons, projects and off site visits
- Where relevant, academic subject links with Careers will be fostered at Buckler's Mead Academy, thus furthering the concept of 'Careers across the Curriculum'
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this will include visits and taster days, as well as assemblies and talks at the academy
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers advisor
- access to one-to-one guidance with a trained, impartial careers advisor. Students from any year group can make an appointment for themselves or ask their form tutor for a referral
- the academy to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement with the Careers Advisor
- to be asked their views about the service they have received to ensure that our provision continues to meet their needs and to improve.

Delivery of the careers programme

Key Stage 3

Key activities: Specialised Curriculum Year 8, Aim Higher college event

The academy endeavours to follow the CDI framework for careers, employability and enterprise education, updated following the new careers strategy published 2018. Lessons might include what work is, salaries, budgeting, rights and responsibilities, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future and transferable skills. Activities will support the options process directly in advance of students choosing their specialised curriculum, which takes place in Year 8.

By the end of Y9, all students will have had the opportunity to:

- Be introduced to career resources such as Careerpilot to help them understand their preferences and the options open to them
- Had the opportunity to experience a higher education or vocational course at a local FE setting

- Develop their self-awareness, their strengths and weaknesses
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at academy and the option of a careers meeting, either in a group setting or one to one.

Year 10

Key activities: Work experience, Careers Fair and College Taster Day

- Lessons in an ICT suite include preparing to find and carry out work experience placements; CVs, letters of application and interview techniques in preparation for work experience; understanding post-16 options.
- All students take part in a unit of work 'Preparation for Work Experience' which includes topics such as Health & Safety of employers' premises. This is planned by the Work Experience Co-ordinator and is delivered by tutors through the PSHE timetable. Students are encouraged to consider placements outside traditional gender roles.
- Buckler's Mead holds a Partnership agreement with Yeovil College. Before placements are made employers' premises are checked, particularly for Health & Safety insurance arrangements by Yeovil College. All students will have a visit by a member of staff whilst out on placement and regular communication between the placement and the academy is encouraged.
- All students have the opportunity to attend a local Careers Fair run by the South Somerset Partnership to learn more about local and national career opportunities and apprenticeships.
- All students attend a local college Taster/Experience Day to learn more about apprenticeships, A levels and vocational courses.
- Plans are in place for Year 10s to undertake a Mock Job Interview which is supported by local businesses. Interviews are likely to be conducted by volunteers from the business community and will take place before their work experience placement commences.

By the end of Y10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Experience a taster day in a college setting
- Attend a Careers Fair
- Learn about the different Post-16 pathways.

Year 11

Key activities: Post-16 applications

Students will learn how to write a personal statement for post-16 applications and improve their CV following their Work experience placement, reflect on the skills they learned whilst on placement and what they would like to work on. Students will be supported to apply for courses at local colleges as well as how to search for and apply for apprenticeships.

By the end of Y11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in academy and out of academy where they can speak to employers, colleges, training providers and universities
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with the Careers Advisor.

Access to careers information can be obtained by contacting Rachael Howe the Careers Coordinator via the Academy website.

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at academy can request an appointment with the Careers Advisor but, in practice, Y10s and Y11s, are most likely to access the service. Students can be referred to the Careers Advisor by any member of staff as necessary and all students will have the opportunity to meet with the advisor at least three times (either in a group setting or one to one) throughout their time at Buckler's Mead Academy.

Students are also identified for careers meetings based on need and through self-referral. Parents/carers are also welcome to attend a guidance meeting with their child by prior appointment.

Needs-based referral

The referral procedure works as follows:

- Heads of Year, tutors and the SENCO Team identify students who would benefit from early intervention, for example students with a lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training). Students may also be referred by the Safeguarding lead or any member of staff who feels a student has lost motivation in lessons.
- At the end of Y10, the Careers Advisor will priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students complete a growth mind-set questionnaire in Year 9 where they are asked about their career and post-16 ideas.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves academy.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the Careers Office or via a Form Tutor or Head of Year. An appointment with the Careers Advisor will then be arranged. Students are made aware of the Careers Advisor initially through assemblies and via form tutors. The Careers Advisor also plays a key role in coordinating Work Experience and in undertaking other roles around the academy to ensure visibility and raise awareness. Students are encouraged to drop in for an informal chat as often as they like during lunch and break times, as well as before and after academy.

The careers adviser will record any contact on the academy system, including any short or long term plans as well as if a college application has been made. If a student is away or fails to attend, an alternative time will be arranged and this will also be recorded.

Equal opportunities

The academy is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. Heads of Year work on early-identification of students requiring additional support, with no limits placed on how many times a student might see the advisor. Parents are also encouraged to attend events and information gathering sessions as often as possible to address any concerns or issues they have regarding stereotypes or limiting beliefs.

Management and staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the academy; working alongside the Careers Advisor and Work Experience Coordinator,

Curriculum Leaders, Assistant Heads and Heads of Year and has responsibility for careers and employability across the academy.

The Careers Advisor will be trained to a Level 6-qualified Careers Advisor and a member of the UK Register of Career Development Professionals. The Careers Programme has support from a range of other administrative staff who assist in the organisation of activities on a day to day basis.

There is a budget allocated to the Careers programme which is controlled by the Careers Lead and Advisor. Funds are also allocated for the Work Experience Programme.

Staff Development

Every teacher has a responsibility for the Careers Education and Guidance provision, delivery and development of all students in their care, to assist them in taking their role in contemporary society.

Form Tutors and Heads of Year are cascaded relevant information and guidance by the Careers Lead and the Careers Coordinator. Information is also passed on during INSET days and during Curriculum Leaders meetings. Either the Careers Lead or the Careers Advisor attends local conferences and network meetings to keep up to date with best practice and legislation.

Career information

Career information is available through the Careers Office located at the back of the Study Centre, on noticeboards or via form tutors and assemblies. The Careers Office resources include a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. The Study Centre computers are available for online research using approved Careers websites.

Careers Pilot <https://www.careerpilot.org.uk/>

LMI in a Box <https://www.careerpilot.org.uk/adviser-zone/national-careers-service-south-west/lmiin-a-box>

External providers

A range of external providers are invited into academy to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, academy alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by staff at the academy and will be accompanied at all times. These visits may be the duration of an assembly or through workshops during the academy day. They may also be tailored towards key students who have expressed a specific interest in finding out more about a particular line of work.

Employer links

Links with employers, businesses and other external agencies continue to grow. We have a strengthening number of alumni willing to work with us and we are building on local community connections through the local chamber of commerce and work experience connections. We are also developing links through the Careers & Enterprise Company.

Monitoring and evaluation

When monitoring the success of the careers programme, Buckler's Mead Academy considers formal and informal measures as well as obtaining evaluations and feedback after careers related events. Parents, staff and students are regularly asked for evaluations of the careers programme and this is monitored by the Careers Advisor. The destinations of academy-leavers are also monitored and staff work with students to ensure they receive the support they need even after they finish at Buckler's Mead Academy.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons and events
- gathering formal and informal feedback from external partners and from parents
- regular monitoring of Careers lesson delivery
- student destination figures post -16.

Buckler's Mead Academy achieved the Investors in Careers award, a dedicated quality award for careers programmes through Careers South West in December 2015. We are now renewing our commitment to this by working towards the new Quality in Careers Standard which has been updated to reflect the Gatsby Benchmark requirements.

References

The Gatsby Benchmarks <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Career Development Institute Careers Framework <http://www.thecdi.net/New-Careers-Framework-2015>