

Careers Policy

SOUTH AXHOLME ACADEMY



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1 Statement of Intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in [July 2021](#).

The main aims of careers provision at South Axholme Academy are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between academy and work.
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving academy.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

2 Legal Framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

DfE 'Careers guidance and access for education and training providers' 2021

Education Act 1997

Education and Skills Act 2008

Apprenticeships, Skills, Children and Learning Act 2009

Equality Act 2010

Children and Families Act 2014

Technical and Further Education Act 2017

The Academy Information (England) (Amendment) Regulations 2018

3 Roles and Responsibilities

The AOC is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 8 to Year 13.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. The Academy's Access Policy sets out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the academy's Complaints Procedure Policy.

- Providing clear advice and guidance to the principal on which they can base a strategy for careers education and guidance which meets the academy's legal requirements.

The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the principal and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with tutorial managers, mentors, the SENCO and head of sixth form to identify students needing guidance.
- Referring students to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged students.
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of academy staff to promote careers guidance to their students.
- Using the Gatsby Benchmarks to improve the academy's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the academy offers.
- Publishing details of the academy's careers programme and a policy statement on provider access on its website.
- Engaging with the designated teacher for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all students with SEND and implement personalised support.
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

The careers administration alongside the careers leader is responsible for:

- Reporting regularly to the careers leader, regarding student progress and the effectiveness of the academy's career plan.
- Providing a thorough, personalised career service throughout the academy.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in academy.
- Organising workshops for students and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Attending regular meetings with the careers leader to discuss the academy's career plan.
- Providing an open-door service for students to drop in and discuss their options.
- Arranging meetings and follow-up appointments with students who are interested in the Academy's bought in independent personal guidance.
- Offering services to past students for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual academy head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the academy's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

4 A Stable Careers Programme

- The academy will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed termly against the benchmarks to ensure it remains on target.
- A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the academy website.
- A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to students.
- Details of the academy's careers plan will be published on the academy website inviting students, parents, teachers, governors and employers to provide feedback.
- The careers leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to.

- The academy will work towards the Quality in Careers Standard to support the development of their careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

5 Labour Market Information

- The academy will ensure every student, and their parents, has access to good-quality information about future study options and labour market opportunities.
- Students and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- The academy will ensure students and their parents understand the value of finding out about the labour market and support them in accessing this information. Students and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- The academy will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- The academy will provide students with the necessary links and information that will enable them to access this. Access will be monitored to review whether students are making the most of the service, and if not, what can be done to ensure they do.
- The academy will make use of local enterprise partnerships to provide students with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in the academy.
- To support social mobility, the academy will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for students to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

6 Addressing the needs of students.

- The academy's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- Comprehensive and accurate records will be kept to support the career development of students. These will be stored securely in SIMs. The academy will allow access to this information, should a student or their parent request it.
- Destinations data will be retained by the academy for at least three years.

- Information about destinations, e.g. the percentage of students attending sixth form in the following term, will be published on the academy's website alongside the academy's careers programme.
- The academy will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the principal and careers leader on a regular basis who can then base further development of the academy's career guidance plan on the results and areas of success or failure.

7 Targeted Support

- The academy will work with the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.
- The academy will ensure that students understand the programmes available to support them and the financial costs associated with staying in post-16 FE.
- To support students who are likely to need support with post-16 participation costs, such as those with SEND, the academy will work with the LA and local post-16 education or training providers to share student data and ensure these students receive such support.
- The academy will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

8 Students with SEND

- The academy will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- The careers leader will work closely with the SENCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The academy will work with families of students to help them understand what career options are available.
- Surveys will be conducted to find out individual students' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to students needs based on their own aspirations and abilities.
- Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

- The academy will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- Careers guidance will focus on a student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or HE.
- The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.
- Students with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the academy's successful careers strategy.
- When arranging work experience for students, the academy will work with the employer to determine any additional support that will be needed during the work placement.

9 Curriculum

- The academy will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- The academy will ensure that every student is exposed to the world of work by the age of 14.
- Students are expected to study the core academic subjects at GCSE, including English, maths, science, history, geography and a language.
- Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- The academy will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can relate to.
- Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer delivered employability workshops.
- Business games and enterprise competitions.

10 Work Experience

- The academy will ensure that all students have had at least one experience of a work place by the age of 18.
- 16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger students, including the following:
 - Workplace visits
 - Job shadowing
 - Career-related volunteering and social action

11 Further Education

- Students are required to remain in education or training until their 18th birthday.
- The academy will provide students with a range of information and opportunities to learn about education, training and career paths throughout their academy life, to prevent last minute decision-making.
- Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities. Education and training providers will have access to all students in Years 8 to 13 for the purpose of informing them about approved technical education qualifications and apprenticeships.
- The academy will ensure that there are opportunities for providers to visit the academy and speak to students in Years 8 to 13, by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops.
- A range of opportunities for visits from providers offering other options, such as FE will also be provided.
- An Access Policy will be published on the academy website and will include:
 - Any procedural requirements in relation to requests for access.
 - Grounds for granting and refusing requests for access.
 - Details of premises or facilities to be provided to a person who is given access.

12 Personal Guidance

- All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16, with the opportunity for a further interview by the age of 18.
- Careers advisers will meet the professional standards outlined by the Career Development Institute. The academy will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- Careers advisers working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These students will have a named adviser who will build a relationship with them to better understand their individual needs.

13 Information Sharing

- The academy will provide the relevant information about all students to the LA support services including:
 - Basic information, such as the student's name or address.
 - Other information that the LA requires to support the student to participate in education or training to track their progress.
- The academy's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.
- LAs will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The academy will agree on local arrangements for ensuring these duties are met.

14 Monitoring and Review

- The AOC, in conjunction with the principal and careers leader, will review this policy on an annual basis, taking into account the success of supporting students in accessing post-16 education and training.
- The principal will make any necessary changes to this policy, and will communicate these to all members of staff.

15 Document Control

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