

## Careers Policy OSWBA Academy 2019 - 20

This policy provides a framework for meeting and achieving through Careers Education, Information and Guidance (CEIAG) the aims of:

- raising students' achievement
- supporting inclusion and promoting equality of opportunity
- encouraging participation in lifelong learning, including further and higher education
- developing enterprise and employability skills
- encouraging students to contribute positively to their communities

### Main points

- This policy is based upon statutory guidance (DFE: Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff January 2018) . This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.
- The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.
- The Careers & Enterprise Company (CEC) will provide external support to schools. In 2014, the Government established the CEC, to provide the strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 12-18). The CEC's initial focus has been on employer

engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire pupils and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that the CEC will take on a more ambitious role, building on their progress to date by coordinating support for schools across all of the Gatsby Benchmarks.

- The careers strategy sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement will be introduced in September 2018, by when more information and support will be made available.
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework and School Inspection Handbook.
- A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. We publish KS4 and 16-18 (KS5) education destinations in performance tables on gov.uk.

## **1. The Academy's Commitment:**

**1.1** OSWB Academy is committed to providing high quality careers education & guidance as an integral part of every student's education. It will seek to ensure that the provision is appropriate to the age, stage, ability and educational needs of every individual and is underpinned by equality of opportunity. The academy is committed to providing a planned programme for all students in Years 7-13 in partnership with the local authority and other services as necessary. Planning, resourcing and implementation of the differentiated curriculum content in Years 7 -11 through enrichment and the CORE curriculum time and is the responsibility of the Assistant Principal (CEIAG), Careers leader, pastoral leads for Yrs 7-11, and the Head of Sixth Form/Deputy Head of Sixth form in year 12 &13. The timing and content of the delivery is aimed at the particular needs of the individual students. Please see action plan for individual year group breakdown.

**1.2** The academy endeavours to consider practically guidelines published and amended from time to time by the Department for Education, the Qualifications and Curriculum Development Agency and Ofsted

**1.3** Staff training needs are identified by the Assistant Principal (CEIAG) in tandem with the Careers leader and relevant pastoral leads.

**1.4** Funding is accessed through academy funds, following established protocol. The academy will endeavour to meet training needs within a reasonable period of time. For those students who are either Not in Education, Training or Employment, (NEET), or risk of NEET (RONI) we liaise with external agencies including any relevant alternative provision and connexions as well as the careers leader and relevant pastoral teams.

## **2. The Objectives and Aims of Careers Education and Guidance:**

**2.1** The learning and support programme is designed to meet the needs of students at OSWB Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of learning, planning and development through Key Stages 3 - 5. Our aims are as follows:

- To prepare all our young people for the opportunities, responsibilities and experiences of adult life.
- To ensure that all students have access to impartial CEIAG and are exposed to the full range of options available.
- To enable students to develop skills, attitudes and abilities, equipping them to become effective in a variety of adult occupations and roles.
- To help them develop educational, course- and career-awareness and enable them to manage personal career development.
- To enable them to handle careers information and assist them in making informed choices relevant to their stage.
- To enable them to experience the world of work and develop transferable skills.
- To enable them to manage transitions in their lives, such as the changes from Primary School to Secondary, from Key Stage 5 to University, Apprenticeship or work. This will include full access to the range of options open to them at each transitional stage.
- To help students understand the range of support available from the Careers leader and other external agencies (e.g. connexions)

## **3. Statement of Entitlement:**

**3.1** Every student is entitled to careers education & guidance, that:

- a) meets recognised professional standards of practice; our careers leader is qualified to the level 6 diploma in Careers guidance and development. Our careers leader is also a professional member of the Careers Development Institute (CDI).
- b) aims to provide a student-centred, impartial and confidential service;
- c) is integrated into students' experience of the whole curriculum;
- d) is based on a partnership with students and their parents or carers;
- e) promotes equality of opportunity, inclusion and counters any type of discrimination; and
- f) is confidential, respecting personal information disclosed by individuals (except where the practitioner has an overriding duty to disclose to the senior member of staff with responsibility for safeguarding children).

## **4. The Implementation of the Policy:**

1. The overall responsibility for the co-ordination of careers education & guidance lies with the Careers Leader. Programmes are devised by the Careers Leader in tandem with the Assistant Principal (CEIAG)

and appropriate pastoral leaders in years 7-11 and the Head of Sixth Form/Deputy Head of Sixth Form in years 12 & 13. The Assistant Principal (CEIAG) monitors and evaluates the overall provision.

2. The Careers Leader is responsible to the Assistant Principal (CEIAG).

3. Work Experience is planned and implemented by the Careers Leader in tandem with the appropriate pastoral leaders.

4. All staff make a contribution to careers education & guidance through their roles as Form Tutors, Subject Tutors, Subject Leaders, Directors and/or Support Staff.

5. The Senior Leadership Team supports those staff in their various roles.

6. The academy has adopted a discrete mode of delivery as part of the Careers programme in years 7-13. The careers programme is planned, monitored and evaluated by Assistant Principal (CEIAG) and appropriate pastoral leaders in years 7-11 and the Head of Sixth Form/Deputy Head of Sixth Form in years 12 & 13 annually as part of their Self Evaluation Form and action plans. External advisers provide specialist guidance and consultation.

7. As well as Careers activities the programme includes: access to the drop in sessions, resources on the website; work experience placements for all year 12 students and Year 10 students; the annual Careers Fair; year 12 students making Open Day visits to Universities and attending UCAS events and the skills show; various employer events such as Enterprise Activity Day, Employer Speed Dating and Visiting Speakers and all Key Stage 4 and 5 students have an impartial 1:1 personal interview and create CVs and applications in preparation for their next steps. Various trips run throughout the year to employers, universities and career fairs. Some students also take part in mentoring.

8. Careers information is available in the following places: Literature in the careers library. Displays in departments and in the 6<sup>th</sup> form area. There are also a range of links targeted to particular careers advice on the careers section of our website. This includes information for parents and staff.

9. The implementation of the policy is the responsibility of all staff in their various roles, as already stated, together with outside agencies and partners, as appropriate.

10. The academy negotiates an annual Partnership Agreement with the Connections service to provide guidance and information for students and support for the teaching programme. This comprises 15 days targeted to individuals or groups who are RONI (identification of these students is from the relevant pastoral teams and our careers leader.)

11. Funding – There is a dedicated careers budget.

## **5. How the Policy will be developed and evaluated:**

5.1 This policy was developed and is reviewed annually through discussions between the Careers Leader, Assistant Principal (CEIAG), Senior pastoral leaders, and the Head of Sixth Form, the academy's external personal advisers, and governors. SWO is the careers lead on the governing body.