



Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum or programme of activities to help them make curriculum choices that are right for them.

Schools have a statutory duty to secure independent and impartial careers guidance for pupils in Years 7-11 as set out in the recently published DfE guidance in July 2021. Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011) and the Technical and Further Education Act (January 2017).

This policy supports the following strategic objectives:

- To provide our students with the highest quality education and training and an experience to match
- To provide a robust education and skills offer for Woodlands and beyond
- To achieve external recognition for the quality of teaching, learning and outcomes for learners
- To foster a culture of respect, equality and safety for all.

This Policy should be read in conjunction with the Careers Programme for 2022-23

Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); updated Statutory guidance (October 2018) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The Gatsby Benchmark is a framework outlining the best careers provision in schools and colleges, the school's Careers Strategy is founded on these. As well providing a framework for a holistic careers programme across Years 7-11, these guidelines are also embedded within curriculum and enrichment activities. Research tells us that careers education is fundamental to school improvement – pupils are motivated when they know what they want to achieve in their lives and

how to go about it. The publication of Careers Guidance and Access for Education & Training Providers in January 2018 clearly states:

“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, FE colleges, university or employment.”

The eight Gatsby Benchmarks are:

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 pupils, parents, teachers and employers.

2. Learning from labour market information - Every pupil, 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 best use of available information.

3. Addressing the needs of each pupil - Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning - All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees - Every pupil 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

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

7. Encounters with further and higher education - All pupils 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

8. Personal guidance - Every pupil should have opportunities for guidance interviews with a career's 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 pupils but should be timed to meet their individual need

Objectives

Woodlands is committed to providing careers education, information, advice and guidance (CEIAG), we believe that CEIAG should:

- Inspire young people about their prospects
- Raise aspirations, level the playing field, broaden horizons and raise awareness opportunities available
- Enable students to make realistic and well-informed career decisions and transitions
- Equip students with the employability skills and study skills they need to succeed beyond school life
- Be relevant, timely and sufficient to meet students' needs and integrated into the overall curriculum.
- To understand the context of both the students and the local area in terms of career opportunities and ensure that guidance is appropriate to these contexts
- To provide CEIAG in partnership with students themselves, their parents / carers and our chosen professional and community partners.

Provision

Woodlands is committed to providing a planned programme of CEIAG for all pupils and students in Years 7-11 in partnership with independent and impartial guidance services provided. There is comprehensive information available for both students and parents on the careers section of our school website.

Woodlands Academy is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the Gatsby Benchmarks as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

The school will work closely with external partners to ensure that specific groups of pupils get appropriate careers advice and guidance. This process ensures that all future learning providers are equipped with the information they need to ensure that students receive appropriate levels of support in their new learning environment after leaving school.

We believe that skills for careers and employability should start in Year 7 and so we have introduced a Skills Builder programme which is taught one term per year to each year group. This framework covers eight key life skills (Listening, Speaking, Problem Solving, Creativity, Staying Positive, Aiming High, Leadership and Team Work) in a structured series of activities which builds up student's employability skills over time. This is evident in the Computing planning for all year

groups. We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies as appropriate.

Entitlement Statement

All Woodlands learners are entitled to careers education, information, advice and guidance (CEIAG) which meets professional standards of practice and which is person centred, impartial and confidential. It will be integrated into learners' experience of the whole curriculum and be based on a partnership with learners, and where applicable, with their parents and carers. Students are entitled to access personal guidance from appropriately qualified (Level 6) careers Advisers. The Careers Programme will raise aspirations, challenge stereotyping and promote equality and diversity.

Policy context

The new Education Inspection Framework (EIF) has a greater focus on the 'quality of education', enabling Ofsted to assess whether learners are receiving education or training that puts them on a path to future success. Ofsted want to see providers developing the knowledge, skills and behaviours that learners need to progress and achieve. They also want to see how schools are adding value to learners' progression or employment prospects for key areas where the Careers Policy links to the Ofsted EIF. There is an expectation that schools will be working to achieve the Gatsby Benchmarks for good career guidance and that the school is working towards achieving the Quality in Careers Standard.

All learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives.

The Careers Programme aims are outlined in the careers development plan which is ratified by the governors and the Greater Lincolnshire Enterprise Partnership. Key activities are mapped to the Careers Programme aims, and careers frameworks including the CDI Framework and Gatsby Benchmarks.

CEIAG is designed to meet the needs of the learners at this school and those who are considering enrolling here. It is adapted and personalised to ensure progression, through activities that are appropriate to the learners' stages of career, learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. CEIAG is delivered alongside opportunities for students to gain work experience.

The key principles upon which this policy is based are that CEIAG:

- Is personalised, provides opportunities to identify and respond to the needs of the individual, and builds on previous learning and experience;
- Is inclusive, recognises and promotes equality and diversity, challenges stereotypes and is sensitive to faith, culture and background;

- Is transparent, impartial and provides opportunities for confidentiality;
- Is enhanced by strong networks and collaborative approaches involving Student Services, curriculum teams and external partners;
- Contributes to increasing participation, retention and achievement by raising aspirations, helping students to make informed choices and to develop career management skills.
- Provides comprehensive information and advice
- Ensures that feedback is sought from learners and school staff, and where appropriate parents/carers, employers and other external partners. Feedback is used to review the Careers Policy and Careers Strategy and develop and improve the Careers Programme.
- Is informed by student destinations.

Careers education is delivered through a variety of approaches including planned activities delivered through curriculum areas, careers related modules on vocational courses, stand-alone careers and work related learning (wrl) qualifications and tutorial programme activities.

This is supported by lessons, presentations activities and events planned through the Careers Team and staff and student access to online careers resources and guides developed and maintained by the Careers Team, and careers packages.

Careers and work related learning activities include:

- Lessons and talks on topics linked to progression (such as UCAS) and job search activities (such as interview skills and looking for work)
- Planned visits to employers, colleges and universities
- Talks from speakers, such as employers, FE and HE staff and training providers
- A range of school based and off-site activities such as the annual Careers Fair and visits to employers
- Opportunities to participate in volunteering activities and enterprise activities within and outside of the school.
- Opportunities to undertake work experience placements and online work related activities

Careers information, advice and guidance include:

- Pre-entry course information and advice on post 16 pathways for potential applicants and parents/carers available through the school website, during open days and enrolment and by appointment with Careers Advisers

- Individual advice, guidance and support with areas including HE choices, UCAS applications, finding jobs, apprenticeships and other opportunities, CV's and application forms, student finance.

Careers resources include:

- Careers software which is available to all students, parents/carers and tutors to support raising self-awareness, career exploration, career planning and goal setting, understanding careers and labour market information (LMI).
- Books and other reference materials are available
- Access to online careers information, presentations, opportunities for self-directed learning and career related courses.
- Guides covering looking for employment and apprenticeships and all aspects of application to college and university
- Resources for tutors/ other support staff available through the staff shared drive including guides, presentations and lessons linked to Careers programme aims, Gatsby Benchmarks and tutorial programme themes.

Roles and Responsibilities

Learners;

- To be actively involved in and take ownership of their progression planning and career development;
- To attend punctually all planned tutorials, careers education and guidance activities;
- To work co-operatively with staff and fellow learners, respecting the views of others and the principles of equality and diversity.

School Management Team is responsible for ensuring that;

- The Careers Policy and Careers Strategy and Careers Programme links to school strategic objectives and is reviewed and approved at SLT level annually
- The Director of Student Services, is responsible for ensuring o relevant staff and governors are aware of this policy;
 - there are sufficient qualified, experienced staff and up to date resources;
 - all staff have access to training, support and resources which are appropriate to their role o management of a budget for Careers
 - the Careers Team and other relevant staff are supported to provide a high quality IAG service

- the planning and implementation of CEIAG activities supports achievement of Gatsby Benchmarks and quality standards including the Matrix standard and Quality in Careers Standard

The member of staff responsible for the coordination of CEIAG (Careers Leader) is responsible for:

- Coordinating CEIAG activities which are planned, developed and delivered by professionals from within and external to the school
- Developing the Careers Strategy, Careers Policy and Careers programme (supported by the Greater Lincolnshire Enterprise Partnership)
- Ensuring that careers information resources are up to date and relevant.
- Ensuring that CEIAG services are promoted effectively and appropriately within and externally to the school.
- Co-ordinating the planning and delivery of small and large scale career events in the school and externally.
- Overseeing the development and implementation of systems to record careers guidance activities within the school
- Ensuring that feedback is gathered from students, staff and where appropriate, parents/carers, employers and other external partners and that this is used when reviewing and developing the Careers Strategy, Policy and Programme.
- Representing the school at external network meetings including CEC Careers Hub and Careers Advisers in meetings and GLEP conference, feeding back as appropriate.

Careers Champion Staff are responsible for:

- Organising work experience for the pupils.
- Developing resources and lessons that students and tutors can access.
- Updating and maintaining careers information in school.

Curriculum staff work with support staff through their roles as Progress and Subject tutors, and are responsible for:

- Providing sufficient course information and advice to enable prospective learners to make suitable choices pre-entry and during induction activities;
- Ensuring that learners are aware of specialist services, maintaining effective working links and making referrals for pre-entry, on course and progression careers guidance when required;

- Ensuring that students are aware of the careers programme
- Ensuring that learners are aware of careers resources, careers programme and careers events and activities;
- Ensuring that there is a combination of careers education, information, advice and guidance opportunities offered which are appropriate to their learners' needs.
- Delivering careers related lessons/ presentations through tutorial programmes, careers related modules on vocational courses and/or stand-alone careers related qualifications/programmes.
- Supporting students to take appropriate steps to undertake work experience placements and/or online work related activities.
- Promoting equality of opportunity, being aware of confidentiality issues and dealing sensitively with information disclosed by learners.
- Recording careers related activities completed by students using Promonitor

Information, Advice and Personal Guidance

Learners are informed about support available through the Careers Team, Tutors and/or other support staff. Further information about the support available can be found on the school website and in prospectuses.

Independent specialist careers advice is offered to student. This advisor will hold a Level 6 Guidance Qualification and is experienced in working with students with SEND.

The specialist Careers Team provides individual interviews with qualified and experienced advisers by request or through drop in sessions. Learners and potential learners who require an impartial and confidential careers guidance interview (personal guidance) can self-refer or be referred by any member of staff at the school at any point in their learner journey.

A potential learner may benefit from careers guidance, for example, if they

- are uncertain of course choice
- do not have the minimum grades for the course chosen
- have a poor rationale for their course choice
- have non-existent or unrealistic career plans
- have low confidence

On course learners may benefit from careers guidance, for example, if they

- need help with planning their career path
- need help with applying to college
- would like help with job search activities

Relevant and up to date information and advice is offered on learning opportunities and career choices.

Learners are offered a clear written summary of guidance to help them know what their next steps are as agreed in the interview. They may be given other written information, or advised to obtain relevant information, as appropriate.

Learners may be referred to other specialist advice, either within the school such as the pastoral team/careers lead or with external agencies e.g. National Careers Service or DWP.

School staff receive information about the careers guidance service during their initial induction. Staff can contact the Careers Team at any time for advice on referring learners.

Parents are informed about CEIAG support through information on the website and in prospectuses. Parents can also access information and advice through Open Days/Evenings, during enrolment.

The service has robust quality assurance systems and is evaluated by:

- Regular reviews of the delivery of CEIAG against standards (at least annually)
- Conducting regular internal reviews of the quality of CEIAG through Ofsted judgements, student surveys and other feedback mechanisms
- Contributing to the school self-assessment processes.
- Seeking additional feedback from school staff and, where appropriate, parents/carers, employers and other external partners.

Careers and work related learning activities are recorded via COMPASS+. These activities link to the Gatsby Benchmarks. A review of progress against Gatsby Benchmarks is conducted termly with the Careers and Enterprise Company (CEC) using the Compass+ self-assessment tool.

Leadership and management

To ensure coherence and the quality delivery of CEIAG, leadership and management are secured through the careers coordinator who plans and co-ordinates the day-to-day delivery of the careers programme.

Staffing

All staff are expected to contribute to CEIAG delivery through their roles as tutors, subject teachers and support staff. Specialist careers education sessions are delivered by form tutors through the personal development, the PSHE programme and the computing curriculum. The CEIAG programme is planned, monitored and evaluated by the career's coordinator in consultation with appropriate members of staff including staff across all two key stages.

Curriculum

The careers programme for each year group is constructed around taught careers education in the Computing curriculum, assemblies, events (such as the Careers Convention, Enterprise workshops and Apprenticeship Workshops), work-related learning, online and printed information, personal tutoring, group work and individual interviews. Careers is embedded through the formal taught academic curriculum. Each subject area includes links appropriate careers and life skills built into their schemes of learning and students are taught about opportunities for employment based on the skills they learn.

Students are involved in the evaluation of activities; feedback is collated and fed into the CEIAG development plan and the overall school development plan.

Partnerships

Woodlands Academy works with a range of partners to deliver the CEIAG programme. Complete Careers advisors deliver an independent and impartial careers guidance service. We also work closely with the LEP, local universities and a range of employers who meet our students in different settings.

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

Monitoring and Review

The annual CEIAG development plan is reviewed termly by the career's coordinator and annually by the senior leadership team.

	Autumn Term	Spring Term	Summer Term
Year 7	Post 16 event – local FE colleges/ Post 16 providers/ Apprenticeships / Supported Internships. Assembly, Tutor time and curriculum opportunities.	Assembly, Tutor time and curriculum opportunities. Term three of the computing curriculum dedicated to careers (Year 7 – Understand the Labour Market. locate Colleges and providers near you)	Assembly, Tutor time and curriculum opportunities. Jobs Fair. Parent and carer open days.
Year 8	Post 16 event – local FE colleges/ Post 16 providers/ Apprenticeships / Supported Internships. Assembly, Tutor time and curriculum opportunities.	Assembly, Tutor time and curriculum opportunities. Term three of the computing curriculum dedicated to careers (Year 8 – Develop vocabulary. Speed talking event. Budget planners and connecting careers with subjects. Linking termly objectives to careers.)	Assembly, Tutor time and curriculum opportunities. Jobs Fair. Parent and carer open days.
Year 9	Post 16 event – local FE colleges/ Post 16 providers/ Apprenticeships / Supported Internships. Assembly, Tutor time and curriculum opportunities.	Assembly, Tutor time and curriculum opportunities. Term three of the computing curriculum dedicated to careers (Year 9 – Research careers and qualifications needed for different college course. Speed talking around SWOT analysis).	Assembly, Tutor time and curriculum opportunities. Parent and carer open days.
Year 10	Post 16 event – local FE colleges/ Post 16 providers/ Apprenticeships / Supported Internships. Assembly, Tutor time and curriculum opportunities. Local college open days	Assembly, Tutor time and curriculum opportunities. Post 16 open days/events and taster sessions Term three of the computing curriculum dedicated to careers (Year 10 – Job skills and toolkit evaluation, work experience, mock interviews).	Assembly, Tutor time and curriculum opportunities. Parent and carer open days. Work Experience placements
Year 11	Post 16 event – local FE colleges/ Post 16 providers/ Apprenticeships / Supported Internships. Assembly, Tutor time and curriculum opportunities. Local college open days	Assembly, Tutor time and curriculum opportunities. Post 16 open days/events and taster sessions Term three of the computing curriculum dedicated to careers. (Year 11 – Post 16 opportunities, work experience, transitions days, feedback interviews with employers).	Assembly, Tutor time and curriculum opportunities. Parent and carer open days. Post 16 taster sessions