



Careers Policy 2022-2023

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Policy Reviewed:	May 2022
Next Review Date:	August 2023

1. Introduction

Careers Education, Information, Advice and Guidance at Read Academy endeavours to help all pupils achieve their potential while being aware of their individual needs. We want to make education accessible to all. This document sets out the school's approach to promoting the development of its young people for adult life through the provision of effective Careers Education Information Advice and Guidance (CEIAG).

2. Rationale

At Read Academy, Careers Education Information Advice and Guidance is recognised as an essential part of a young person's full educational entitlement.

Careers programmes have two components: Education and Guidance. They are interrelated and depend on each other for their effectiveness. Each is required to support and complement the other.

- **Careers Education** helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work.
- **Careers Guidance** enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.

3. Aims and Objectives

Careers Education Information and Guidance (CEIAG) will follow the requirements set out in the Department of Education Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff July 2021. We will provide a planned diverse, integrated and relevant programme to meet the needs of every student and endeavour to help every pupil develop high aspirations and consider a broad and ambitious range of careers through education & guidance. We will support all students to understand the full range of education and training options available to them. The 'Baker Clause'.

- school career provision will help young people and adults choose the career that is right for them
- 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
- CEIAG is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

CEIAG at Read Academy will follow the principles set out in the DFE statutory guidance Jan 2018 that states:

- good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This

supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4. The Delivery of Careers Education, Information and Guidance

Careers Education, Information and Guidance will be delivered according to the requirements of the National Framework programmes of study at Key Stages 3 and 4 . It will be taught through the PSHCE curriculum and by providing cross-curricular and extra-curricular opportunities for all pupils through the range of subjects, external providers, internally organised events, trip and activities. The programme will be supported by Prospects Service and Connexions, as well as other relevant external agencies.

The school will provide, publish on its website, review and regularly update a Policy Statement following the DFE recommended template (see Appendix A) setting out the school's careers provision and access arrangements for employers and educational providers.

The key modes of delivery are set below

- Access to impartial, up-to-date information.
- Access to individual, independent guidance with their Key Tutor.
- Work related learning and experiences of the world of work.
- Recording of achievement.
- Support with planning their future.
- Subject specific careers education and guidance
- Guest speakers and assemblies
- Work related learning activities
- Education and Guidance through a professional through Prospects or Connexions.

All students in years 7-11 have a Career Planning Workbook, which their Form Tutors use as a basis for Careers lessons during Tutor time. The Career Planning Workbooks are specifically designed to address relevant CEIAG issues in the different year groups and work towards the Gatsby benchmark.

All curriculum areas have a responsibility to provide students with information about careers relating to, or leading from, their subject. Opportunities such as National Careers Week provide a focus for all curriculum areas to design lessons which address this responsibility and continue to integrate CEIAG across all subjects.

Extra-curricular opportunities.

Students are provided with a rich and varied extra-curricular programme of activities which gives them significant opportunities for self-development and for gaining employability skills. Read Academy operates a vertical House system, which also provides students with opportunities to gain leadership, teamwork, problem solving and organisational skills.

Assemblies and information evenings for students and parents, which focus on preparing them for key transitions –Post 14 options, Post 16 options and Post 18 options. The information, advice and guidance is provided in an impartial manner and encourages students to consider the full range of pathways available to them at these important transitional points. They are empowered to make informed choices about their careers (their career = their progress through learning and work). Students and parents are also provided

with specific reference guides at these transition points, 'It's your choice', 'which way now' and 'UCAS guide'.

The Gatsby benchmarks that Read Academy Careers provision is working towards are in APPENDIX B. In summary they 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 students, parents, teachers, governors and employers.

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 best use of available information.

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.

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 future career paths.

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.

6: Experiences of workplaces

Every student 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 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.

8: Personal guidance

Every student should have opportunities for guidance interviews with a career 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.

In order to ensure that careers provision meets these benchmarks and meets the needs of our students and their families;

- Every year, from the age of 11, pupils will participate in at least one meaningful encounter* with an employer. (A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace)
- By the age of 14, all pupils will have accessed and used information about career paths and the labour market to inform their own decisions on study options.

- By the age of 14, every pupil will have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
- By the age of 16, every pupil will have had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 16, every pupil will have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
- Every pupil will have at least one personal careers guidance interview by the age of 16.

In order to ensure that accurate information is kept and is used by students, systematic records of the individual advice given to each pupil, and subsequent agreed decisions will be kept. All pupils will have access to these records to support their career development. Accurate data for each pupil on their education, training or employment destinations will be kept as part of the monitoring and evaluation of provision.

CEIAG will ensure that by the end of the key stages, students will have developed skills and knowledge appropriate to their age range:

KS3

Pupils will have acquired the knowledge, understanding and skill to:

- undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format
- use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image
- engage in the improvement of the design of CEIAG via student voice
- recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making
- recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity
- evaluate various pathways into KS4 and where they lead as part of the Year 9 Options process
- make realistic and informed choices of options available post-14
- use information handling and research skills to locate, select, analyse and evaluate careers information relevant to their needs

KS4

- engage in the improvement of the design of CEIAG via student voice
- explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this
- use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work.
- understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering
- use knowledge and skills to evaluate all available pathways post 16
- understand and follow application procedures
- understand the purpose of interviews and make targeted applications

- understand what employers look for and know their rights and responsibilities in learning and work

5. Assessing and Recording Progress in Careers Education

There is no statutory requirement to assess, accredit or report young people's career related learning. However, as part of the PSHCE students are required to be actively involved in assessing their own progress with the help of both their teachers and tutors. Progress will be judged against the development of skills and action as well as knowledge and understanding as part of the half term assessments in PSHE lessons as well as the careers booklets.

6. Roles and Responsibilities

Careers Leader – oversees the schools CEIAG provision, and is responsible for monitoring and evaluation of Read Academy's provision, including against external benchmarks and statutory requirement.

School Librarian – will liaise with the Careers Co-ordinator over matters relating to the Careers Library.

SENCo – will liaise with the Careers Co-ordinator in matters relating to identified "vulnerable" students identified for personalised support.

Subject Teachers – need to ensure that subject specific Careers Education and Guidance is promoted in their curriculum area.

Careers Co ordinator and SLT – will monitor the tutors' delivery of CEIAG through the PSHE/Citizenship programme and implementation of this policy in line with the school's Monitoring and Evaluation Policy.

Careers Advisers from The Careers and Enterprise Company – will offer Careers Education and Guidance in line with careers requirements and the Gatsby Benchmarks.

The Governing body of the school has a clear role as set out in the DFE statutory guidance Jan 2018. This states that:

The governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

The governing body must make sure that arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

7. Teaching and Learning

Read Academy school believes that effective learning in Careers Education Guidance will occur when pupils are actively involved in and take responsibility for their learning. Pupils should be encouraged to expand their knowledge and understanding of Careers issues beyond the classroom as well as through being taught directly. Pupils will be taught the skills of research, communication, evaluation, reflection, reviewing, decision-making and the application of ICT through the delivery of CEIAG.

The teaching of CEIAG will:

- involve both active and interactive strategies within the classroom ● include a variety of media in order to present issues ● Raise young peoples' aspirations and expectations.
- Involve pupils in personal objectives and goals
- recognise the different ways in which pupils learn

- take into account these different learning styles when planning and delivering lessons
- maintain entitlement and equality of opportunity
- value cultural diversity
- Develop pupils full potential, employability skills and key functional skills
- include individual, group and whole-class teaching as and when appropriate

8. Monitoring and Evaluation

Monitoring of delivery through PSHCE lessons will take place in accordance with the school's Monitoring and Evaluation Policy. Formal lesson observations are to be replaced with extended Learning Walks, incorporating book looks as well as the appropriate delivery of each topic within the overall PSHCE curriculum.

Student voice at all key stages will be used to evaluate the design and delivery of CEIAG. Parents will also be surveyed to gauge their knowledge and understanding of careers and the world of work and their use of resources provided by the school. Feedback from these surveys will be used to evaluate the effectiveness of provision and to inform the future planning and delivery of CEIAG.

The school will measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils. Success will be reflected in higher numbers progressing to apprenticeships, 6th forms – including selective 6th forms, traineeships, and other positive destinations such as employment or a further education college. This will help to close the gap in destinations between young people from disadvantaged backgrounds and others. The school will use destination measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment. The school will evaluate the effectiveness of CEIAG through the NEET figures (Not in Education, Employment and Training) provided by Connexions for school leavers.

APPENDIX A

School Policy Statement Read Academy Provider Access Policy

1. Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

2. Pupil entitlement (Baker Clause):

All pupils in years 8-13 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.

3. Management of provider access requests procedure

- A provider wishing to request access should contact Mr Sahil, Careers Advisor & Co ordinator - Email: sahil@readacademy.co.uk.

4. Opportunities for access

Year	Autumn Term	Spring Term	Summer Term
7	PSHE Assembly and opportunities	PSHE Assembly and opportunities	STEM Event Assembly on post 16 options
8	PSHE assembly and opportunities	PSHE assembly and opportunity	STEM Event Assembly on Post 16 options
9	PSHE assembly and opportunities	KS4 Options evening 1-21 Options interviews Speed Network event with Parents from school	PSHE Assembly and opportunities

10	KS4 Skills Careers Fair Excel 25/11/2022	Opportunities assembly CV Workshop	1-2-1 Careers Support Work experience over Summer of 10 & 11
11	1-2-1 Careers support Post 16 Options assembly	1-2-1 Careers support Interview Prep	Virtual School leavers fair

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

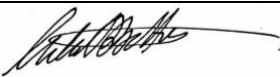
Please speak to our Careers Leader to identify the most suitable opportunity for you.

5. Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school Careers Advisor & Co Ordinator. The Resource Centre is available to all students at lunch and break times.

Monitoring and review

This policy is reviewed annually	
Signed (Headteacher):	
Date of Review:	MAY 2022
Next Review:	AUGUST 2023

APPENDIX B

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

<p style="text-align: center;">. A stable careers programme</p> <p style="text-align: center;">1</p>	<p>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.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p style="text-align: center;">. Learning from career and labour market information</p> <p style="text-align: center;">2</p>	<p>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 best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p style="text-align: center;">. Addressing the needs of each student</p>	<p>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.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

<p style="text-align: center;">.Linking curriculum learning 4 to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<p style="text-align: center;">.ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES 5</p>	<p>Every learner 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, and should include learners' own part-time employment where it exists.</p>	<ul style="list-style-type: none"> – Every year, alongside their study programme, learners should participate in at least two meaningful encounters*₁ with an employer. At least one encounter should be delivered through their curriculum area. – Colleges should record and take account of learners' own part-time employment and the influence this has had on their development.
<p style="text-align: center;">.EXPERIENCES OF WORKPLACES 6</p>	<p>Every learner 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.</p>	<p>By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>

<p style="text-align: center;">.ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p> <p style="text-align: center;">7</p>	<p>All learners 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</p>	<p>By the end of their programme of study, every learner should have had a meaningful encounter *₂ with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.</p>
<p style="text-align: center;">.PERSONAL GUIDANCE</p> <p style="text-align: center;">8</p>	<p>Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.*₃ These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.</p>	<p>Every learner should have at least one such interview by the end of their study programme</p>

APPENDIX C

The Career Development Institute Careers Framework <http://www.the CDI.net/Careers-Framework-2018>

Curriculum:

Year Group	Plan
7	<ul style="list-style-type: none"> ● Experiences with external providers through in school activities ● Enterprise activities within Citizenship lessons ● Careers Connect – drop-ins ● Support from staff and Careers Lead ● Careers area LRC – prospectuses and future careers ● Access to the transferable skills and key progression routes in every key assessment in every subject
8	<ul style="list-style-type: none"> ● Option choices, with one to one support meetings, a personalised options guidance booklet and an option evening ● Enterprise activities within Citizenship lessons ● Career action plan linked to options ● Experiences with external providers through in school activities ● ‘Making Choices’ scheme of work within Citizenship ● Career Connect – drop ins ● Support from staff and Careers Lead ● Careers area LRC – prospectuses and future careers ● Access to the transferable skills and key progression routes in every key assessment in every subject
9	<ul style="list-style-type: none"> ● Experiences with external providers through in school activities ● Career Connect 30 minute appointments available ● Career action plan update ● Enterprise activities within Citizenship lessons ● Support from staff and Careers Lead ● Careers area LRC – prospectuses and future careers ● Access to the transferable skills and key progression routes in every key assessment in every subject

10	<ul style="list-style-type: none"> ● Experiences with external providers through in school activities ● Career action plan update ● Aspiration evening to meet with FE providers, HE providers, training organisations and employers ● Employability Skills within form ● Taster days at colleges, sixth forms and training centres ● Open evenings at colleges, sixth forms and training centres ● All students will have a 30 minute long one to one meeting with independent careers advisor from career Connect ● 'World of Work' studies through Citizenship, learning about the financial aspect of adulthood ● Support from staff and Careers Lead ● Careers area LRC – prospectuses and future careers
	<ul style="list-style-type: none"> ● Access to the transferable skills and key progression routes in every key assessment in every subject
11	<ul style="list-style-type: none"> ● Experiences with external providers through in school activities ● All students will have a 30 minute long one to one meeting with independent careers advisor ● Open evenings at colleges, sixth forms and training centres ● Aspiration evening to meet with FE providers, HE providers, training organisations and employers ● Mock interviews ● College interviews in school ● Support from staff and Careers Lead ● Careers area LRC – prospectuses and future careers ● Access to the transferable skills and key progression routes in every key assessment in every subject