

# East Midlands Academy Trust

## Career Guidance Policy 2021/2022

**'Every child deserves to be the best they can be'**

Scope: East Midlands Academy Trust & Academies within the Trust	
<b>Version: V2</b>	<b>Filename:</b> EMAT Career Guidance Policy
<b>Approval: July 2021</b>	<b>Next Review: July 2022</b> <i>This Policy will be reviewed by the LAB of each school and ratified by the Trust Board (S&amp;P) annually</i>
<b>Owner:</b> East Midlands Academy Trust Board of Trustees	<b>Union Status:</b> Not Applicable

Policy type:	
Statutory	Replaces Academy's current policy

### Revision History

RevisionDate	Revisor	Description of Revision
July2021 – V2	M Juan	Policy updated to reflect new DfE Careers guidance, governance responsibilities, information links and NIA section changes
May 2020 – v1	M Juan	New EMAT Career Guidance Policy issued

## EMAT Career Guidance Policy

East Midlands Academy Trust we are passionate about supporting students through the process of deciding upon the direction they take after finishing school. We provide impartial guidance and advice on further education, training or employment across KS3 and KS4 and involve many outside agencies such as employers and education providers.

EMAT has currently two secondary schools, NIA and PWS. This policy statement sets out the schools' arrangements for managing the access of providers to students at each 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.

### Roles & Responsibilities

Trustees and Governors should provide clear advice and guidance on which the school leaders can base a strategic careers plan which meets the legal or contractual requirements of each school. Every school should have a member of their local advisory board taking a strategic interest in careers education and guidance and encouraging employer engagement. The LAB must make sure that independent careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an education, health and care plan.

### Aims

The aims of the careers program at East Midlands Academy Trust is to help students to:

- understand themselves, their interests, likes and dislikes, strengths and weaknesses, what they are good at and how this affects their career choices;
- find out about different careers, what qualifications and what job opportunities there might be;
- develop the skills they may need for working life;
- make realistic, but ambitious, choices about courses and jobs;
- develop and implement a plan of action;
- understand the different routes after Year 11 including training, further and higher education, apprenticeships and jobs;
- be able to make effective applications for jobs, training, apprenticeships, further and higher education;
- develop writing job applications, preparing a CV and interview skills.

### Monitoring Review and Evaluation

The Local Advisory Board is responsible for the effective implementation, monitoring and reviewing of this policy. This Policy will be ratified by the Trust Board annually

### Further links

- [Careers guidance and access for education and training providers](#)
- [The eight Gatsby benchmarks](#)
- [National Careers Service](#)
- [Skills for jobs: lifelong learning for opportunity and growth](#)

## NIA Career Guidance Policy

### 1. Introduction

The Careers education and guidance programme makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. Currently, a growing school with Primary R– Y4 and Year 7 – 13, a full cohort will be in place by 2022.

A planned progressive programme of careers and enterprise activities supports students in choosing 14 – 19 pathways that suit their interests and abilities to help them to follow an aspirational career path. Independent and impartial careers guidance is promoted and planned for students in Year 10 to Year 13 as required by the 2011 Education Act.

In implementing this duty, we will pay particular attention to the Gatsby Benchmark regarding personal

guidance and Ofsted’s inspection criteria for evaluating careers provision in schools (September 2015).

The eight [Gatsby benchmarks](#) are:

1 A STABLE CAREERS PROGRAMME	2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	3 ADDRESSING THE NEEDS OF EACH PUPIL	4 LINKING CURRICULUM LEARNING TO CAREERS
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	6 EXPERIENCES OF WORKPLACES	7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	8 PERSONAL GUIDANCE

The NIA’s planned CEIAG provision reflects the CDI Framework for Careers, Employability and Enterprise Education, as well as the National Curriculum programme of study for PSHE and Citizenship.

**The Baker Clause:** The NIA believes in the freedom of shared and advertised careers information and welcomes in colleges, apprenticeship providers, university representatives and employers to share their knowledge and guide students through their progression choices. In addition to this, students either can access relevant progression information through the Unifrog Careers Platform, through home use or guided sessions in lessons.

## 2. Rationale and Aims

Our mission is 'A Local School, Global Vision' The NIA is committed to providing students with a programme of careers education, information, advice and guidance (CEIAG) for all students in years 7–13, alongside introducing students in Key Stage 1 and 2 to skills and information about professions and places of work.

We encourage our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities. By working with key stakeholders our aim is for every child to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed.

NIA Careers Education and Guidance policy has the following aims:-

- to contribute to strategies for raising achievement, especially by increasing motivation
- to meet the needs of all our students through appropriate differentiation
- to focus students on their future aspirations
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to encourage participation in continued learning including higher education, further education, apprenticeships, self-employment or volunteering
- to develop enterprise and employment skills
- to involve parents and carers

## 3. Roles / Responsibilities and Accountability

The schools CEIAG programme is managed, evaluated and delivered by a CEIAG Lead, and supported by a qualified Careers Advisor, in consultation with relevant staff, including:

- The Headteacher
- Governor with CEIAGS responsibility
- PSHCE Co-ordinator
- SENDCO
- Librarian
- Pastoral Team

#### 4. Student Entitlement

The Careers Education and guidance programme (CEG) is an important component of the 14-19 Curriculum and we fully support the statutory requirement for a programme of careers education in Years 7 –13.

The CEIAG programme will help students to:

- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make
- Understand where we fit into the National and International Labour market
- Research different courses, what qualifications they might need and what opportunities there might be
- Develop the skills needed for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 9 Options, Year 11 and 13 progression including training, further and higher education and jobs with training, self-employment or volunteering
- Be able to make effective applications for jobs, training and further and higher education
- Develop interview skills
- Improve confidence

Students will receive:

- Careers lessons
- Collapsed tutor activities
- Guided tutor time
- Dedicated Careers and Enterprise days
- Access to the online careers library
- Work experience in Year 10 and Year 12
- Subject lessons linked to careers
- 1:1 careers interview in Year 11 with a qualified careers advisor in addition to focus interviews by appointment

Students can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the careers programme
- Additional support if they have additional needs

## 5. Implementation of Careers and Enterprise Education

Careers Education is delivered through Tutor time, Subject lessons, assemblies and collapsed timetable sessions in Primary and Years 7 – 13. The programme is delivered by the Careers Lead and/or Careers Advisor, supported by the Tutors, Pastoral Team and Librarian at key points throughout the academic year. Additionally, we work with external agencies and industry volunteers to deliver quality workshops and guidance support. Years 7-9 will benefit from one Business and Enterprise Day for each Year group every academic year.

## 6. Equality and Diversity

Careers' education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

## 7. Parents and Carers

Parent's involvement is welcomed and encouraged. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. Parents are welcome at careers interviews and where necessary are invited.

**All students, parents and carers can address any careers advice queries to our Careers Lead:**

- Michelle Llabani at [michelle.llabani@nia.emat.uk](mailto:michelle.llabani@nia.emat.uk).

## 8. Policy monitoring and review and evaluation

Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities.

The Local Advisory Board is responsible for the effective implementation, monitoring and reviewing of this policy.



## PWS Career Guidance Policy

### Prince William School: Provider Access Policy

#### 1. Introduction

Careers education, information, advice and guidance (CEIAG) at Prince William School is incorporated into all year groups to stimulate students' interests in life and the world of work. We aim to prepare students for the opportunities, responsibilities and experiences they may encounter in the future so that they have the skills and desire to reach their full potential.

Prince William School is committed to ensuring that our community has up to date information on the current labour market so that our students can make informed decisions about the type of careers they want to aim for. To this end we publish labour market information every quarter. This compares the labour market in the UK, region by region.

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

- **Careers Lead** – Mark Cooper
- **CEIAG monitored by** - Kim Homard-Roy
- **Link** – South East Midlands Local Enterprise Partnership (SEMLEP)

#### 2. Student entitlement

All students in years 7-13 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 (when they choose their options - between key stages);
- 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.

- to benefit from impartial and accurate careers advice and information

Currently:

- CEIAG is signposted through all subject areas.
- Each year group receives careers related learning through each subject, linked to one unit during the year.
- Through PSHE, students in years 7 through to 10 discuss current issues through our Vote Topic. Part of this involves making links between these issues and different careers.
- Through PSHE, students in years 9 and 11 receive guidance on options and pathways for KS4 and KS5.
- In Key Stage 4, students have access to a range of employers during a day. They receive advice on CV writing and interview skills as well as information on post 16 options and pathways.
- Through PSHE, students in Key Stage 4 receive guidance on a variety of employability skills. They also receive presentations regarding Apprenticeships, Sixth Form study as well as other pathways.
- Students in Year 12 receive guidance on applying to university and university life as well as presentations regarding apprenticeships and employability skills.
- Those students applying for Oxbridge, Medicine and Veterinary Medicine receive sessions on interview technique as well as mock interviews.

### 3. Management of provider access requests. Procedure:

***A provider wishing to request access should contact: Mark Cooper (Careers Lead)***

***Telephone: 01832 272881 Email: [mcooper@princewilliamschool.co.uk](mailto:mcooper@princewilliamschool.co.uk)***

#### 4. Opportunities for access

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

As a school we are committed to providing memorable, meaningful and enjoyable interactions with all employers for our students. Students will experience one interaction for each school year because studies have shown that those young people who can recall four or more employer contacts whilst in education are five times more likely to continue in education, training or secure employment.

All students will have the opportunities to work towards achieving the following goals:

- a) Invest in themselves, recognise their own strengths and values and take responsibilities for developing their work readiness, skills and behaviours (**Self-motivated**)
- b) Have the tools and skills required to present themselves to a future employer (**Self-assured**)
- c) Have high aspirations for themselves (**Aspirational**)
- d) Understand the opportunities available to them locally and beyond, and to make realistic choices (**Informed**)
- e) Have experiences of work that are rewarding and fulfilling (**Experienced**)
- f) Achieve qualifications valued by employers (**Achieving**)
- g) Understand that employers want people who will work hard and are accountable for their actions (**Accountable**)
- h) Understand that employers want young people who can listen and learn from their successes and their mistakes and keep going (**Resilient**)
- i) Work creatively to achieve their potential and that of the business (**Entrepreneurial**)
- j) Have effective communication and co-working skills (**Co-operative**)

#### 5. Monitoring Review and Evaluation

The Local Advisory Board is responsible for the effective implementation, monitoring and reviewing of this policy.