

Careers (CEAIG) Policy

Approved by the Headteacher of Sky Academy:

Headteacher:

(Sign)

Date of Approval:

Date of Review: _____

Other person(s) with listed responsibilities within this policy (If applicable)

Name: Kevin McKain

Date:

Date: _____

Signed: _____

Signed: _____

Sky Academy CEAIG Policy

Updated January 2022

(Mandatory Review January 2024)

Delivery of independent careers guidance to pupils in years 8-13.

Careers Leader – Kevin McKain

Email: kmckain@educ.somerset.gov.uk

Tel: 01823 275569

The responsibilities of a Careers Leader have been summarised under four key headings:

- Leadership for developing, running, and reporting on their school's careers programme.
- Management to plan careers activities, manage a budget and manage other staff, where appropriate.
- Coordination of staff within the school and people from external agencies.
- Networking to establish and develop links with employers, education and training providers and careers organisations.

The updated guidance states that the careers leader should work closely with the SENCO and other teachers and professionals to identify the careers guidance needs of pupils with SEND, to ensure personalised support can be implemented.

Sky Academy Careers Programme Information

Pupils, parents, teachers, and employers may access information about the programme and view our Provider Access Policy.

We encourage parents and carers to access and use up to date information about the labour market, future study options and career paths to inform the support they give their children.

We encourage all of our students to make use of the opportunities for careers guidance provided with a career's advisor.

We aim for our students from year 7 to have at least one meaningful encounter with an employer every year and are encourage STEM employers and business to engage with our work, if you wish to participate, please contact the Careers Leader.

Some examples of what employers may want to offer include.

- To volunteer and attend events
- To mentor and give students/staff advice
- To deliver business presentations or workshops
- To provide students with a taste of life at work
- To offer mock interviews

Rationale

The Sky Academy vision for young people in our school is that they achieve well and lead happy & fulfilled lives. We enable all learners to achieve educational outcomes that prepare them for adulthood and crucially, build the skills, resilience and motivation, they need to progress on their chosen pathway.

At Sky, we are committed to developing our careers programme to support our students and provide opportunities for every young person. We recognise the benefits that increased exposure to employers will have on our students and are committed to ensuring our students benefit from at least seven encounters with employers from years 7-13 and aim to support our students by promoting time with employers from an early age. Our careers programme seeks to challenge perceptions and raise the aspirations of all of our students, allowing them to look beyond their immediate environment to new and exciting possibilities.

Objectives

The careers programme is designed to meet the needs of learners at Sky Academy. Activities and pathways are differentiated, and personalized consideration is given to when these experiences are best accessed to ensure progress and strengthen students' motivation and aspiration, whilst giving young people the opportunity to develop their knowledge and experience of a variety of careers.

Providing targeted careers support helps our pupils to explore their career options and transition successfully into an appropriate selection from the full range of post-16 pathways, such as traineeships, apprenticeships and higher education degrees.

Implementation

The responsibility for CEIAG in school lies with the Careers Leader Kevin McKain.

The CEIAG program is coordinated by Jo Newman from New Mango and Inspired to Achieve.

The Link Governor role is fulfilled by the Learn MAT.

The programme is supported within the curriculum by Senior Staff such as the Senco, Deputy Head and Assistant Head Teachers, and the Link Governor.

All staff contribute to CEIAG through their roles as form teachers and subject leaders.

A variety of external agencies are used to help Sky Academy meet its goals, such as work experience placements, careers agencies, careers fairs and sporting foundations and trusts, visiting speakers, mentoring and enterprise schemes.

The delivery of CEIAG is implemented with the aim of meeting the Gatsby Good Career Guidance Benchmarks, summarised below:

Gatsby Good Career Guidance Benchmarks

Benchmark 1 – Stable Careers Programme

Sky Academy will have an established programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.

Benchmark 2 – Learning from career and labour market information

Every student, and their parents, will 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

Benchmark 3 – Pupil needs.

Opportunities for advice and support need to be tailored to the needs of each student. Sky Academy's careers programme will embed equality and diversity considerations throughout.

Benchmark 4 – Curriculum

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.

Benchmark 5 – Employer encounters.

Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6 – Workplace experiences

Every student will 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.

Benchmark 7 – Educational encounters

All students will understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning.

Benchmark 8 – Personal guidance

Every student will 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. They should be expected for all students but should be timed to meet their individual needs.

Operational Elements - Meeting the Gatsby Good Career Guidance Benchmarks

At Sky Academy a broad range of strategies and interventions combine to provide students with Good Career Guidance:

Careers Curriculum, COPE, Fit for Life, PSHE, Tutor and Assembly Programmes

A dedicated Careers Curriculum alongside, COPE, PSHE, Tutor and Assembly Programmes provide all Sky Academy students with careers guidance and COPE provides timetabled weekly lessons for all students in Y9-11 to offer an accredited programme of study that allows students to increase their awareness of the wider world and their place within it and providing preparation for adulthood. This embedded careers education fully support students to aspire, not just providing advice. This includes broadening students' horizons, challenging stereotypical thinking about the kind of careers which individuals might choose. They use appropriate methods to do this which might include group, one-to-one teaching, coaching or mentoring methods. Raising the aspirations of our students is a key value of Sky Academy, ensuring the information we provide is current and relevant. Teachers identify the interests, strengths and motivations of pupils and use these as a basis for planning support from an early age. We plan a range of enrichment, entry and exit experiences including work experience, enterprise activities, careers fairs, assemblies, work place visits and talks as outlined in this document. Some of the education areas covered include;

- Curriculum Vitae (CVs)
- Covering Letters
- Interviews techniques
- Job searches
- Making telephone calls for information and advice
- Appropriate Work Attire
- Volunteering and Work Experience
- Online portals
- Career talks
- Role expectations
- Work related skills and knowledge
- Open days/experiences

Job Centre Plus

Targeted support for students in KS4 is provided in conjunction with Job Centre Plus and one to one support for all KS4 students in planning their future learning pathways is provided to ensure students understand their options and the routes they can take with and sessions have provided students with external independent personal guidance.

Encounters with Employers and Employees

Students are supported to engage in multiple encounters with employers and build strong relationships between students with a range of employers. In the study Motivated to achieve: How encounters with the world of work can change attitudes and improve academic achievement. Among other findings, the analysis reveals an indicative, direct link between the career talks and students' outperforming their predicted grades, the equivalent of one student in a class of 25 beating their predictions by one grade as a result of the careers talks. We frequently hold talks with organisations such as the Army, EDF, Wilmott Dixon, Argos and many, many others.

National Careers Week

We participate annually in National Careers Week, which will run throughout the school to inform and raise aspirations and knowledge amongst our pupils and parents/carers. This is an opportunity for our students to focus on their future whilst engaging with a range of organisations and training providers.

Work Experience and Student Enterprise

Students are encouraged to undertake work experience and several of our students have maintained successful work experience which has become integral to their timetabled curriculum. We encourage employers wishing to offer work experience to contact the careers leader.

In support of providing our students with work experience, Sky Academy is committed to continuing student-led enterprise which sells quality products to the general public and many students have benefited from selling products at events and participating and gaining work experience in the

seasonal pop up shop and the permanent shop "The Bold and The Brave" which is situated on the Riverside in Taunton.

Community Events

We develop and expand a link to cross curricular activities to allow these activities to flourish and for students to take away learning. For example, Students have undertaken experience at local care homes, taken part in Children in Need, Red Nose Day and Macmillan Coffee Mornings.

College and University Visits

Sky Academy students undertake a thorough transition programme designed to prepare them for their next step in education. This enables them to understand their chosen pathway and develop the skills, knowledge and experience they will need to become successful in a new setting.

Careers information

We are also registered to receive the support of the Enterprise Adviser Network as it becomes available, delivered by the Heart of the South West Local Enterprise Partnership (LEP), funded by The Careers & Enterprise Company and the local authorities. The Enterprise Coordinators link us with an Enterprise Adviser, Philip Sharratt, who is a business volunteer trained to work with school leadership teams to build and develop careers and employer engagement plans.

Careers Information is provided through such events as Somerset Careers Fair Students from year 10. Students are offered the opportunity to attend the regional careers fair to develop their careers information, advice and guidance about a range of opportunities in their region including technical and academic education, apprenticeships, traineeships and supported internships. This is also a great opportunity for parents and staff to develop their knowledge and understanding of the regions offer.

Organisations foundations and Trusts

Sky Academy is committed to fostering strong links and partnerships which develop our students aspirations for work and widens their experiences. Students have regularly worked with organisations such as the Dellaglio Foundation and the Island Trust to give our students aspirational experiences, including travelling to Oman, Sailing around the UK, and playing rugby in some of the country's best stadiums.

Resources

Careers literature such as prospectuses are compiled within school and made available to students. Information we receive from local organisations and services which students, parents and staff can access which provides information on courses, open days and careers fairs to help inform the decision-making process is shared widely. Onscreen diagnostic tools such as Fast Tomato provoke students' curiosity and are used in conjunction with a range of careers strategies such as careers days with visiting speakers. The school integrates Indigo Trotman's careers lesson plans to sequence learning across the school and prepare learners for the various stages of decision making.

Additional Links for Careers Information

National Careers Service (NCS)

The NCS (www.nationalcareersservice.direct.gov.uk) provides over-the-telephone and online careers services to 13-18 year olds with information, advice and guidance on learning, training and work opportunities. The NCS website contains over 750 job profiles and job/local market information (LMI) providing relevant information to support careers planning. The service offers confidential and impartial advice, supported by qualified careers advisers. The NCS aims to:

- help people with careers decisions and planning
- support people in reviewing their skills and abilities and develop new goals
- motivate people to implement their plan of action
- enable people to make the best use of high quality career related tools.

Somerset Education Business Partnership

Somerset Education Business Partnership Provide a range of support, advice and guidance to enrich our careers programme including:

- Promote any schemes/events we have via their social media pages (Twitter, Facebook, LinkedIn) and website.
- Ask their business contacts for expression of interests in working with the school.
- Keep the school up-to-date with any events open to staff and/or students.

Assessing the impact of the careers programme

The success of our careers programme is evidenced in our very low NEET numbers, with the 100% 2016-17 Y11 cohort securing post-16 pathways. We continue to monitor students after they have left and work alongside other providers to identify as early as possible any issues that may influence students' continued engagement with post-16 provision. We have high aspirations for our students and believe that all of them have the potential to be exceedingly positive contributors to their family and communities.

All students will move on from Sky with a robust and appropriate package of support that will enable them to continue within education, employment or training. We have developed strong relationships with high quality Alternative Providers that can provide our students with direct routes into apprenticeships, we target this provision at students with an expressed interest as well as the prior attainment and core skills to fully capitalise on the opportunities such provision offers. The multi-agency pastoral team meet weekly to identify and support all students the priority at Sky is to monitor individual attendance to early identify any emerging issues.

Feedback is regularly gathered from pupils, parents, teachers and employers to demonstrate impact and used in conjunction with destination data helps to inform and improve our provision. In developing our practice, we are putting processes in place to better use destination data and follow good practice guidance. The school is committed to meeting Benchmark 3 of the Gatsby Benchmarks. We implement a procedure for data collection for each pupil for at least three years after they leave school or from the end of KS4 and publish this destination information on our websites in order to allow parents and others to access this information.

Figures for 2020 Leavers:

Destination	Percentage September 2020	Percentage October 2020
College	83%	55 %
Independent Learning Providers	6%	6 %
NEET	11%	39 %

Figures for Leavers 2021

Destination Percentages:

2020 – 2021: Total 16

Destination	Percentage September 2021
College	81.25%
Independent Learning Providers	12.5%
Apprenticeship	6.25%
NEET	0%

Destination of students:

Destination	Number of students attending
The Crocker's Centre (Bridgwater and Taunton College)	6
Bridgwater Taunton College (Taunton/Bridgwater and Cannington Main Campus)	5
Yeovil College	1
Strode College	1
Train 4 All	2
Apprenticeship	1
NEET	0

CSW data collection and reports are utilised and annual contacts are undertaken by school staff. Compass plus is utilised for the gathering of alumni details in Year 11 to enable post 16 contact and compliance with GDPR. The school will act to support its alumni where NEET's are identified and signpost toward agencies, post 16 providers, employers and other services to support as appropriate. Full details of the destinations tracking can be found in the resource: "Destinations tracker and 3-year data collection plan post 16", held by the Careers Leader.

Data regarding outcomes for our students will be published on our school website on an annual basis and provided to support the Careers Strategy.

The Sky Academy Provider Access Policy/ Baker Clause. Is available below and in the Policies section of the website as a separate document titled Provider Access Policy/ Baker Clause) on the school website.

Provider Access Policy / Baker Cause:

Introduction

This statement sets out the school's arrangements for managing the access of providers to students at the school for the purposes 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.

Student entitlement, Students 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 evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests procedure

A provider wishing to request access should contact the Careers Leader, Kevin McKain.

Tel: 01823 275569 Mobile:07515 098409 email: kevin.mckain@sky.learnmat.uk

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 and we invite Post 16 providers and Colleges to meet students on a regular basis.

Please speak to Kevin McKain, Careers Leader, to identify the most suitable opportunity for you.

The school policy on Child Protection sets out the school's approach to allowing providers into school as visitors to talk to our students.

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 section of the School Library Resource Centre. The Resource Centre is available to all students upon request throughout the day.

Monitoring and Evaluating

This will be carried out by the Careers Leader and the Head.Teacher.

This policy to be reviewed every three years.

Date agreed by governors;	Signed by Chair;
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Date agreed by Head/ELT;	Signed by Head;
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