



Careers Education Policy

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| Procedure Originator: | CWO |
| Approved By: | MBO |
| Date Approved: | July 2021 |
| Review Interval: | Annually |
| Last Review Date: | July 2020 |
| Next Review Date: | July 2022 |
| Audience: | All stakeholders |

Introduction

The Education and Skills Act 2008 legislated to raise the age of compulsory participation in education or training to the end of the academic year in which young people turn 18 in 2015, helping to ensure that every young person has the opportunity to gain skills and qualifications that enable them to progress to higher education, work and adult life.

This does not mean young people must stay on at school. They will be able to choose from one of the following:

- Full time education, for example, college or sixth form
- Apprenticeship or traineeship
- Part-time education or training if a young person is employed, self-employed or volunteering full-time (defined as 20 hours or more a week)

Aim

Careers Education, Information Advice and Guidance (CEIAG) provides a bridge via which students move not only to further education, vocational training or employment, but to the next stage of their development as members of society. 'Empowering Learners for Life' is our ethos at The Orme Academy, providing opportunities to develop key employability skills which are highly valued by employers, colleges and universities is crucial in our aim to successfully equip all students with the necessary skills to enable them to become successful in all areas of their lives, both now and in the future.

By engaging parents and carers, employers and the local community our aim is for every child to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. This will be achieved through a programme of high-quality activities, advice and guidance.

The Orme Academy has a number of statutory duties in relation to careers guidance (DfE Careers guidance and access for education and training providers December 2018). This includes the following:

- An obligation to provide independent careers guidance from Years 8 to 11 (we will provide careers guidance from Year 7 onwards)
- Ensure there is an opportunity for a range of education and training providers to access all students in Years 8 – 11
- Use the Gatsby Benchmarks to improve careers provision
- Appoint a named person to the role of Careers Leader
- To publish details of the careers programme for young people and their parents.

Content

Commitment

The Orme Academy is committed to providing high quality, impartial careers guidance for all students in partnership with Entrust Careers and Participation Service and The Careers and Enterprise Company.

The Orme Academy endeavours to follow:

- [DfE Careers guidance and access for education and training providers](#)

- [CDI Framework for career education and guidance in secondary schools](#)

Following the publication of the [Good Career Guidance report](#) in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the academy is committed to ensuring that the eight benchmarks of good practice are in place. These eight benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Orme Academy is committed to gaining a recognised Quality in Careers Standard Award and will be working towards achieving this over the next year.

Students needs and entitlement

Students at The Orme Academy will benefit from:

- Access to a range of careers education and work-related learning opportunities, for example, employer assemblies and workshops, workplace visits, careers fairs, motivational speakers, college and university visits and workshops.
- Links with local employers and community organisations to develop employability skills and to increase awareness about the Labour Market Information (LMI) and employment opportunities available.
- Meaningful encounters with employers and employees. This may also include workplace visits.
- Access to advice on options available at post-16, including apprenticeships, entrepreneurialism, and opportunities available from other post-16 providers.
- Careers advice and guidance meetings to support with decision making between different pathways and transition between key stages.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Information on the financial support available to them post-16.
- A weekly careers programme during tutorial time for all students which aims to increase knowledge and understanding of the different career opportunities available.
- Support with completing applications for the full range of academic and technical courses, CVs, personal statements and preparation for interview.
- Updated CEIAG (Careers Education, Information, Advice and Guidance) to support students in making unbiased decisions about their future pathways.
- Opportunities to learn about STEM related careers (Science, Technology, Engineering and Maths).

Janet Kemp is our Careers Adviser from Entrust Careers and Participation Services. Janet offers an unbiased careers advice and guidance service for young people. She helps students to think through their ideas and weigh up the pros and cons of different options. Janet is based in the Careers Room and offers 1:1 guidance meetings via appointment or a drop in service at break time or lunch. The Careers Room and Academy library also has a wealth of resources which students can access for guidance.

Implementation

Mrs Woolley, Assistant Principal and Careers Leader, coordinates the Careers Programme. Teaching staff are also involved as the programme is delivered through PSHE lessons, weekly tutorial careers sessions and subject curriculum lessons. Additional careers and work-related learning experiences are also delivered in addition to these timetabled lessons where appropriate. The programme will raise aspirations, challenge stereotyping and actively promote equality and diversity. Further details of the Careers Programme can be found on the careers section of the Academy website.

The Academy works closely with [The Careers & Enterprise Company](#) and our designated Enterprise Coordinator Beverley Ashley. In addition to this, the Academy have Enterprise Advisers from [Antelope Recruitment Agency](#). This is a new partnership that we are looking forward to further developing to support our students and the Academy community.

Any queries relating to careers education or provider access requests can be directed to Mrs Woolley via the following email address: cwoolley@toa.shaw-education.org.uk

Resources

Funding is allocated in the annual budget planning round in the context of the Academy priorities and particular needs in the careers education and guidance area. Mrs Woolley is responsible for the effective deployment of resources. Sources of external funding are actively sought, and shared provision is used where appropriate and efficient, particularly in conjunction with our local network of partnership schools.

The Orme Academy has recently joined The Careers & Enterprise Company (CEC) Careers Hub for Staffordshire to secure additional support, funding and resources for careers and work-related learning opportunities.

Monitoring, Review and Evaluation

The Careers Leader will be responsible for monitoring, reviewing and evaluating the programme of activities through a range of methods:

- Termly evaluations of the Academy Careers Programme using the Compass+ self-assessment tool
- Regular meetings and discussion with the Principal and Academy Council
- Feedback from students, parents and carers, staff and other key stakeholders
- Analysis of the destination data and student tracking documentation
- Career guidance interviews and mentoring feedback from Entrust
- Termly meetings with key stakeholders, for example The Careers & Enterprise Company and Antelope Recruitment

The CEIAG policy will be reviewed annually by the Careers Leader in accordance with Academy policy and to reflect future statutory requirements and recommendations.

Careers Programme 2021-2022

| The Orme Academy Careers Programme 2021-2022 | | | | | | |
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| CDI Learning Areas | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | |
| Grow throughout life <i>Grow throughout life by learning and reflecting on yourself, your background, and your strengths</i> | Learning aims | Being aware of the sources of help and support available and responding positively to feedback Being aware that learning, skills and qualifications are important for careers Being willing to challenge themselves and try new things Recording achievements Being aware of heritage, identity and values | | | Responding positively to help, support and feedback Positively engaging in learning and taking action to achieve good outcomes Recognising the value of challenging themselves and trying new things Reflecting on and recording achievements, experiences and learning Considering what learning pathway they should pursue next Reflecting on their heritage, identity and values | |
| | Activities | Career assessments, psychometric tests and other tools for self reflection can be useful aids to support pupils in thinking about themselves, their strengths and their aspirations Registration and regular use of the Start online careers programme Access to a wide variety of enrichment activities during our curriculum enrichment lessons National Apprenticeship Week activities National Careers Week activities Tutorial sessions to explore the online support material and resources available Looking at information about learning pathways Discussing what skills are needed in life and work PSHE Programme - Living in the wider world, developing skills and aspirations | | | | |
| | Gatsby Benchmark | GB2, GB3, GB4, GB5, GB6, GB7, GB8 | | | | |
| Explore possibilities <i>Explore the full range of possibilities open to you and learn about recruitment processes and culture of different workplaces</i> | Learning aims | Being aware of the range of possible jobs Identifying common sources of information about the labour market and education system Being aware of the main learning pathways (eg. university, college and apprenticeships) Being aware of the range of different sectors and organisations where they can work Being aware of the range of ways that organisations undertake recruitment and selection | | | Considering what jobs and roles are interesting Researching the labour market and the education system Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it Researching the learning and qualification requirements for jobs and careers that they are interested in Researching the range of workplaces and what it is like to work there Researching how recruitment and selection processes work and what they need to do to succeed in them | |
| | Activities | Watching videos and engaging with career stories - online and guest speakers / assemblies Using career information resources - Start National Apprenticeship Week activities National Careers Week activities Career Ready tutorial programme: The world of work, learning from labour market information (LMI) Playing career development games - panjango Career Ready tutorial programme - Skills for the future, learning about skills for the future and how they relate to the subjects studies at school Looking at company and sector specific resources Higher Horizons KS3 Programme - Further and Higher Education: Information, Advice and Guidance Looking at company and sector specific resources Exploring vacancy information Career Ready tutorial programme - Exploring careers, exploring different careers to help planning for the future Looking at company and sector specific resources Exploring vacancy information (online and workshops with local apprenticeship providers) Career Ready tutorial programme - Exploring post 16 pathways Higher Horizons KS4 Programme - Further and Higher Education: Information, Advice and Guidance | | | | |
| | Gatsby | GB2, GB3, GB4, GB5, GB6, GB7, GB8 | | | | |
| Manage career <i>Manage your career actively, make the most of opportunities and learn from setbacks</i> | Learning aims | Being aware that career describes their journey through life, learning and work Looking forward to the future Imagining a range of possibilities for themselves in their career Being aware that different jobs and careers bring different challenges and rewards Managing the transition into secondary school and preparing for choosing their GCSEs Learning from setbacks and challenges | | | Recognising the different ways in which people talk about career and reflecting on its meaning to them Building their confidence and optimism about their future Making plans and developing a pathway into their future Considering the risks and rewards associated with different pathways and careers Taking steps to achieve in their GCSEs and make a decision about their post 16 pathway Thinking about how they deal with and learn from challenges and setbacks | |
| | Activities | Guest speakers - employers and employees to talk to students National Apprenticeship Week activities National Careers Week activities Y6/7 Transition Programme (Transition Day and PSHE - Health & Wellbeing, transition and safety) Career Ready tutorial programme - Skills for the future, learning about skills for the future and how they relate to the subjects studies at school Involving parents in helping students to think about and plan their career KS4 Pathways Evening and support Career Ready tutorial programme - What are my options after GCSEs? Learning about vocational and occupational pathways Learning about project management and decision making tools that can be applied to career (Enterprise Challenge during Enrichment) Youth Employment Academy - Fit for work Programme PSHE Programme - Living in the wider world, work readiness Involving parents in helping students to think about and plan their career KS5 Pathways - information evening and support for students and parents/carers 1:1 Career guidance interviews for all students (Entrust Careers service) PSHE Programme - living in the wider world, next steps (CV building and the application process) National Citizen Service Programme | | | | |
| | Gatsby Benchmark | GB2, GB3, GB4, GB5, GB6, GB7, GB8 | | | | |

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| Create opportunities <i>Create opportunities by being proactive and building positive relationships with others</i> | Learning aims | Developing friendships and relationships with others Being aware that it is important to take initiative in their learning and life Being aware that building a career will require them to be imaginative and flexible Developing the ability to communicate their needs and wants Being able to identify a role model and being aware of the value of leadership Being aware of the concept of entrepreneurialism | | | Developing friendships and relationships and reflecting on their relationship to their career Starting to take responsibility for making things happen in their career Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them Being willing to speak up for themselves and others Being able to discuss role models and reflect on leadership Researching entrepreneurialism and self-employment | |
| | Activities | National Apprenticeship Week activities National Careers Week activities Taking part in enterprise and social enterprise competitions, challenges and programmes (PSHE - Living in the wider world, developing skills and aspirations) Enrichment curriculum social action projects - community clean up, afternoon tea PSHE Programme - Transition & building positive relationships | | | | |
| | Gatsby Benchmark | GB2, GB3, GB4, GB5, GB6, GB7, GB8 | | | | |

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| Balance life and work <i>Balance your life as a worker and or entrepreneur with your wellbeing, other interests and your involvement with your family and community</i> | Learning aims | Being aware of the concept of work-life balance Being aware that physical and mental wellbeing are important Being aware of money and that individual and families have to actively manage their finances Being aware of the ways that they can be involved in their family and community Being aware of different life stages and life roles Being aware of rights and responsibilities in the workplace and in society Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces | | | Reflecting on the different ways in which people balance their work and life Reflecting on their physical and mental wellbeing and considering how they can improve these Recognising the role that money and finances will play, in the decisions that they make and, in their life and career Recognising the role that they play in their family and community and considering how that might shape their career Considering how they want to move through different life stages and manage different life roles Developing knowledge of rights and responsibilities in the workplace and in society Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces | |
| | Activities | Discussing mental and physical health and wellbeing National Apprenticeship Week activities National Careers Week activities Barclays Life Skills Learning about personal finances (PSHE - Living in the wider world, financial decision making) Learning about stereotypes, prejudice and discrimination (PSHE - Living in the wider world, developing skills and aspirations) | | | | |
| | Gatsby Benchmark | GB2, GB3, GB4, GB5, GB6, GB7, GB8 | | | | |

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| See the big picture <i>Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces</i> | Learning aims | Being aware of a range of different media, information sources and viewpoints Being aware that there are trends in local and national labour markets Being aware that trends in technology and science have implications for careers Being aware of the relationship between career and the natural environment Being aware of the relationship between career, community and society Being aware of the relationship between career, politics and the economy | | | Evaluating different media, information sources and viewpoints Exploring local and national labour market trends Exploring trends in technology and science Exploring the relationship between career and the environment Exploring the relationship between career, community and society Exploring the relationship between career, politics and the economy | |
| | Activities | National Apprenticeship Week activities National Careers Week activities Reading and researching issues in the labour market - tutorial careers programme British Science Week activities | | | | |
| | Gatsby Benchmark | GB2, GB3, GB4, GB5, GB6, GB7, GB8 | | | | |