

Careers Policy

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1.0 Policy statement

Dixons Academies Trust is committed to providing both independent careers guidance and a highly structured careers programme as the legal entitlement of all students within each of our academies. Excellent careers, information and guidance prepares students to make appropriate choices in order to be successful in adult life. Our Careers, Information, Advice and Guidance (CEIAG) programme will enable students to make informed educational and careers decisions which are aspirational yet match their abilities and needs. The aims are that all students should:

- encourage all students to be ambitious, explore their career aspirations and broaden their horizons by climbing their own personal mountain
- have the opportunity to undertake a variety of work-related activities and experiences (dependent on age and appropriateness)
- understand themselves and develop their capabilities
- understand and investigate careers and opportunities through developing information literacy
- be aware of education, training, career options and pathways
- make appropriate choices about their continuing education and career paths at each stage in their transition (notably the end of KS3 and throughout KS4 and KS5)
- manage transitions to new roles and situations, and link what they learn the academy with life outside and their future steps
- work with parents to encourage motivation and ambition
- be constantly encouraged to be highly aspirational and to tackle stereotypical assumptions
- have access to a cohesive Careers Education Information, Advice and Guidance (CEIAG) programme from Year 7 through to Year 11

2.0 Scope and purpose

This policy relates to other policies where the aims of our pastoral curriculum are explained such as Behaviour for Learning; Spiritual, Moral, Social and Cultural (SMSC); Relationships and Sex Education (RSE). The policy has due regard to up to date legislation and statutory guidance, including:

- DfE Careers guidance and access for education and training providers 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children's and Families Act 2014
- Technical and Further Education Act 2017

3.0 Roles and responsibilities

3.1 The academy's Local Governing Body (LGB) has responsibility for holding the senior leadership team to account for:

- ensuring all students are provided with independent careers guidance from Year 7 to Year 13
- ensuring that arrangements are in place to allow a range of education and training providers to access students
- ensuring all students are able to self-refer to an independent and impartial provider of CEIAG, including advice on apprenticeships and technical routes as well as alternative Post-16 providers
- ensuring that no student is discriminated against as a result of any protected characteristics

3.2 The senior leadership team is responsible for holding the careers lead to account and ensuring that:

- they are up to date with latest developments in CEIAG and local and national information on careers and pathways
- they understand and can articulate national and local labour and workforce trends
- they are working towards a clear plan to meet all aspects of The Gatsby Benchmarks by 2020
- they are using the Compass tool to evaluate the academy's offer and to work towards the Quality in Careers Standard
- they are committed to keeping up to date with all initiatives and legislation and undertaking a recognised careers adviser qualification, and working with a professional employed by the Trust who is qualified up to Level 6
- they will work to achieve the national charter mark for CEIAG
- the CEIAG programme is reviewed and evaluated on an annual basis with the Heads of Year and the senior pastoral lead
- there is a planned programme of advice and guidance for all students



- links with further education, universities, apprenticeship providers, employers, Jobcentre Plus (Support for Schools Programme) and the impartial CEIAG provider are maintained
- they contribute to the staff CPD programme so that all teachers are up to date with relevant advice and guidance and contemporary labour market information
- they review the policy and publish an up to date academy career programme and statement on provider access on the website
- they work with the librarian to ensure that careers literature is up to date and relevant
- they ensure student are educated about the 16-19 Bursary Fund and that all young people are expected to be in education or training until the age of 18
- they organise workshops, assemblies, careers days and work experiences relevant to the needs of all students
- they liaise with Individual Needs to ensure that CEIAG is appropriate for children with additional needs and that the needs of the most vulnerable students are met
- they analyse destination data to assess the suitability of the CEIAG programme
- they ensure that they work to ensure the academy has a 0.0% NEET figure
- they provide appropriate information, as necessary for other agencies to support student in their career choices, for example, those not in education or training after their GCSEs
- they negotiate a 'Partnership Agreement' between the academy and an external accredited provider
- they are easily accessible for parents through telephone and email (see Appendix 1)

4.0 Provider access policy statement

4.1 Under Section 42B of the Education Act 1997, as of January 2018, we have a duty to provide children in Years 8-13 with access to providers of Post-14, Post-16 and Post-18 education and training. This policy, alongside the individual What to do documents on each academy website, outline how we meet this obligation and what their CEIAG provision consists of at each academy. Each academy also identifies how they are working towards the Gatsby benchmarks.

5.0 Access requests for providers

5.1 Any provider wishing to request access should contact the careers leader at the relevant academy (see 8.0 How to make contact). To assist providers, each academy provides a full list of CEIAG annual programme (see 9.0 What learning opportunities are available for students?) Speakers will expect to be supervised in line with our Child Protection and Safeguarding policy. Providers are welcome to provide prospectuses for our careers library.

- Students who are leaving the academy at Year 11 will have guided support from the careers advisor in order to aid their transition to an alternative pathway.
- The careers advisor will keep parents informed regarding alternative Post-16 options and advice.
- KS3 will have an opportunity to attend university taster days to help show students how to achieve their aspirations; organised by the Head of Careers and relevant heads of year.
- All KS3 students will receive a careers education module with form tutors / advisors relevant to their option choices.
- Information and guidance will be provided at key points of transition; for example, GCSE options in KS3 and Post-16 options in KS4.

6.0 Provider access statement

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

7.0 Management of provider access requests

7.1 Opportunities for access

Our provision includes various opportunities for students to access a range of events. These are mainly integrated into the careers programme and curriculum (see above). Therefore, these events are delivered internally with contributions from external providers, where appropriate.

7.2 Procedure

A provider wishing to request access should contact the careers advisor via the academy contact details available on the website. Local providers are invited to key relevant events. The Trust's policy on safeguarding and child protection sets out the academies approach to allowing providers into the academy as visitors to talk to our students.

7.3 Impact of our careers programme

We will measure the impact of our programme by considering the following: primarily our NEET figure which we aim to be 0%; the aspirations of our students (student voice); stay on rate of our Post-16 (minimum 70%); Post-16 retention; the number in Post-16 applying to Russell Group universities; and the retention rate at university.

8.0 How to make contact

8.1 Details of the Careers Lead, Senior Leader responsible for CEIAG and Chair of Governors for each academy can be found in the What to do careers on the policies page of the relevant academy website.

9.0 What learning opportunities are available for students?

9.1 Examples of learning opportunities are as follow: Year 7 induction, PDS learning, visiting speakers, university visits, careers events, CEIAG interviews, parental meetings / information evenings. **Full details of what is on offer in each academy are available in the 'What to do careers' on the policies page of the relevant academy website.**

Appendix 1 - Obtaining information

Where can students access careers literature?

Career information is available in the library, through relevant displays, notes in register boxes and year group assemblies. The careers library is extensive and includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Students may also find the websites in Appendix 2 useful.

How does the careers referral work?

- Through form tutor / advisors and SENDCo meetings, heads of year identify students who would benefit from early intervention in any year group. This may include, students with lack of direction or lack of motivation; students with additional needs; students receiving student premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, form tutors / advisors prioritise any students based on their readiness to make Post-16 decisions and the support they might need throughout the Post-16 options process.
- Students complete their own careers questionnaire late in Year 10 where they're asked about their career and Post-16 ideas.
- The outcome of all these activities allows the careers adviser to prioritise students for interviews; helping to ensure that students of all abilities can access the support they need.
- For those students identified as being at risk of NEET, further interventions are arranged, as appropriate, for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves the academy.

Where can students access careers advice?

Students may refer themselves for a careers meeting at any point; directly via the careers office or via an advisor / form tutor, pastoral manager or head of year. An appointment with the adviser will then be arranged. Students are made aware of the careers advisor through assemblies and CEIAG programme. The careers lead will record action plans using the appropriate software. Students will receive a copy and parents and staff have the option to see this information so that they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

Appendix 2 - Useful references

The Gatsby Benchmarks

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

The Career Development Institute Careers Framework

<http://www.thecdi.net/New-Careers-Framework-2015>

Careers guidance and access for education and training providers

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Careers strategy: making the most of everyone's skills and talents

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

