St Aldhelm's Academy
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Part of United Learning

Careers Policy and Provider Access Statement

St Aldhelm's Academy
The best in everyone™

Contents

1. Introduction 3
2. Entitlement 3
3. Assessment 4
4. Implementation: Management 4
5. Implementation: staffing 4
6. Implementation: The CEG Programme 4
7. Staff Development 4
8. External Partnerships 5
9. Resources 5
10. Appendix 1 5
11. Appendix 2 7
12. Appendix 3 7

1. Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, St Aldhelm's Academy seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning as well as progression within their specialism.
The school's careers programme has an ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 - 11 are entitled which will help them to plan and manage their careers
- Providing Information, Advice and Guidance (IAG) which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act (2011), January 2018 Statutory guidance: Careers strategy: making the most of everyone's skills and talents (December 2017), as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks (Appendix 2) for good career guidance
- Working in partnership with The Careers and Enterprise Company to ensure all students access education, employment or training at the relevant transition points

Links with other policies: The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, equal opportunities and diversity, looked after children and SEND.

2. Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.
The careers programme is designed to meet the needs of the students at St Aldhelm's Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance (CEG) programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at St Aldhelm's Academy aims to provide students with the skills, knowledge and understanding to support 3 core aims:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

3. Assessment

Through evaluation following career-related events we assess whether students have met the above learning outcomes.

4. Implementation: Management

Responsibilities are spread between the Assistant Vice Principal and the Careers Lead. They plan, co-ordinate and evaluate the careers programme as well as plan work experience for Y10. Subject leaders and tutors are consulted to ensure appropriate coverage of careers themes in the tutor and personal development programme as well as in applied subjects across the school. All subjects have a focus on and link to career development and employability learning through the termly Careers Weeks delivered through tutor times and academic lessons.

5. Implementation: staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Tutors deliver termly Careers Weeks based on the Unifrog careers platform with the aim of supporting the outcomes listed in appendix 1. Staff liaise with the relevant SLT and the Careers Lead to address needs of all students, including support from teachers and external agencies, including the local IAG provider.

6. Implementation: The CEG Programme

The CEG programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities via the Unifrog platform, employability learning (including 1 week of work experience in key stages 4) and individual learning planning/portfolio activities via Unifrog. Other focused events, e.g. a Higher Education fayre are provided at Key Stage 4 and mentoring at Key Stage 3 and 4. Work experience takes place towards the end of Year 10 with students preparing for this in KS4 tutor sessions and with the support of our Careers Advisor. Students are actively involved in the evaluation of activities including work experience through lessons and in written feedback.

All students receive at least one careers interview per key stage with our Careers Advisor during KS3 and KS4; additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements and applying to Further Education providers particularly challenging. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. The Careers Lead works with SLT to oversee planning, design and delivery of all aspects of our careers education allowing for current labour market intelligence to inform these processes. Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

7. Staff Development

Staff training is identified by a needs analysis and planned for - training to enable subject staff to provide information is planned in conjunction with the Teaching and Learning CPD sessions.

Regular CPD sessions are provided for staff to update them on the sessions for each Careers Week in advance and allow them opportunities to discuss the activities and planned tasks.

8. External Partnerships

Independent Careers Advice, Employers, ASK Apprenticeships and Higher Education providers visit the school to run work-related activities with students, hold auditions and offer full scholarships to our students. Strong links with a range of employers have been established who visit the school to speak to students about a range of employment sectors.

There have been recent developments with employers offering apprenticeships and information is shared with students about available apprenticeships via Bournemouth and Poole College, Southern Universities Network (SUN) and the Careers Lead. Any provider wishing to request access should contact the Careers Lead in the first instance.

We also ensure that every student experiences at least 2 university visits during their time here at St Aldhelm's, using the SUN partnership to provide free campus visits and workshops to Bournemouth University, Solent University, University of Winchester, Arts Institute Bournemouth and the University of Southampton.

9. Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Executive Principal is responsible for the effective deployment of resources in coordination with the Careers Lead.

Monitoring, review, evaluation and development of CEG - our partnerships are reviewed regularly. The following provision is reviewed by the Careers Lead and the Assistant Vice Principal with oversight of CEIAG:

- Annual review of partnership with SUN.
- Lesson and tutor observations within Careers Week tutor sessions as part of School Self-Evaluation
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups and parent questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.

10. Appendix 1

10.1. Employability Learning and Careers Education, Information and Guidance Statement of Entitlement.

As a student at St Aldhelm's Academy, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

10.2. At all Key Stages you can expect:

- Access to a planned programme relevant to your year group
- Access to a qualified impartial and independent careers adviser for personalised advice and guidance
- At least 2 visits to Higher Education Universities

- At least 2 visits to careers related events and venues
- Help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- Information about the world of work and how the labour market is changing
- Information about further and higher education, training and apprenticeships and employment routes
- To take part in activities which challenge stereotyping and raise your aspirations
- To develop skills and qualities to improve your employability
- To develop enterprise skills
- To be well prepared for different transitions
- Help to develop financial capability skills
- To develop and strengthen your personal presentation skills for selection processes
- Sign posting to relevant up-to-date and impartial sources of careers information and advice

Also, not to have limitations imposed on your aspirations based upon your social, economic or ethnic background.

10.3. All students will:

10.3.1. By the end of Key Stage 3:

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor.
- Have listened to talks on different careers.
- Be able to access careers information and resources via the school website.
- Have visited or spoken to representatives of further or higher education institutions, such as universities.
- Have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities.
- Been offered the opportunity to be involved in career group work with a qualified, independent, impartial careers advisor.
- Devise a plan towards a student's option decisions and their career goals.

10.3.2. By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of the Personal Development programme and within subject areas.
- Be offered at least one individual appointment per year with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a Curriculum Vitae
- Have written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills
- Be able to access careers information and resources via the school website
- Be offered the opportunity to take part in taster days/ sessions

- Have visited or spoken to representatives of further or higher education institutions, such as universities
- Have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities
- Be given the opportunity to take part in work experience

11. Appendix 2

11.1. The Eight Gatsby benchmarks:

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

12. Appendix 3

12.1. St Aldhelm's Academy - Provider Access Policy Statement

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in years 8-11 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

12.2. What are pupils entitled to?

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point
- Hear from a range of local providers about the opportunities on offer, for example, technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events
- Understand how to apply to the full range of academic and technical courses available to them

12.3. Who handles our access requests?

Any provider wishing to request access should contact our careers leader, Miss Carlie Carter, on 01202 732500 or via email on: carlie.carter@saa.weareauthentic.education

12.4. What opportunities are provided to allow access to pupils?

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to pupils and/or their parents. Our career's curriculum road map of events is as follows:



Years 9 – 11

These years will also continue to develop students through our character traits. This will be done through using our reward system, house system and inviting in guest speakers.

12.5. Who should providers contact to discuss events and options?
Providers can speak to our career's leader, Ms. Carter, to discuss possible attendance at relevant events.

12.6. What can providers expect once a request has been accepted?
Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our career's leader and a nominated member of the provider's team.

12.7. Can providers leave prospectuses for pupils to read?
Providers are welcome to leave a copy of their prospectus and other relevant course literature with Ms. C. Carter at the careers area of the school library.

12.8. Approval and review
This policy statement is reviewed annually by the Careers Lead.