

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



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ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



1 PURPOSE

Our over-arching purpose of St Edward's Church of England Academy Careers' programme is ensure that all students should live 'Life in all its Fullness'. We believe this can be achieved through giving students the best careers education and guidance to improving their motivation to learn, inform their future ambitions and helping them to achieve.

1.1. To ensure that all our pupils in Years 7 to 13 have the highest quality independent advice on career options. This includes independent advice and guidance on higher and further education, apprenticeships and employment. It is vital that our pupils progress on the relevant course or employment upon leaving our school. We are highly committed to working with our pupils to make sure they have a plan for their next step in their career journey. This will enable all students to live 'Life in all its Fullness'.

1.2. To deliver a planned, tailored and progressive programme of activities and interventions. These will support students in choosing pathways that suit their interests and abilities and help them to attain employability and achieve personal and economic well-being throughout their lives.

2 AIMS

Our aim is to help students, through careers and work-related learning activities and interventions, to be able:

2.1 To understand and make informed decisions on all options;

2.2 Develop their understanding of themselves in relation to future learning and employment opportunities;

2.3 Learn and experience careers and the world of work;

2.4 Empower students to plan and manage their own futures;

2.5 Support students to achieve their full potential.

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



3 COMMITMENT

Our commitment is to:

- 3.1** Ensure that St Edward's Church of England Academy is compliant with the Department for Education Statutory Guidance in careers provision and access for education and training providers (2018);
- 3.2** Ensure St Edward's Church of England Academy meets the requirements of the Department for Education Statutory Guidance in Relationships and Sex Education and Health Education (2020);
- 3.3** Ensure every student makes choices that enables them to stay in learning or training until 18;
- 3.4** Ensure every student and parent/carer are aware of the Raising Participation Age and the conditions for the continuation of studying English and maths at Level 2 during the post-16 phase;
- 3.5** Ensure every child should leave school prepared for life in modern Britain, in terms of appropriate curriculum and developing the skills and attributes they need to be fully equipped;
- 3.6** Provide opportunities that enable every student from Years 7 to 13 to develop high aspirations and consider a broad and ambitious range of careers in order for them to be socially mobile in the future;
- 3.7** Enthuse every student, through real-life contacts with the world of work, to help them understand where different choices can take them in the future;
- 3.8** Provide access to CEIAG opportunities for students throughout the academic year, either through Higher Education Institutions (HEI), Further Education Institutions (FEI), employer and alumni talks, workplace visits and work experience;
- 3.9** Ensure that Careers education is clearly signposted throughout our curriculum, tutor programme, drop down days and also through the ethos and values of HOPE.

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



Our over-arching commitment is to achieve the Gatsby Foundation Benchmarks as set out in the Statutory Guidance for Careers Guidance. The Gatsby Foundation 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

Careers Programme

Careers Education, Information and Guidance will be delivered according to the requirements of the National Framework programmes of study at Key Stages 3, 4 and 5. It is taught through the PSHE curriculum and through the curriculum, cross-curricular and extra-curricular opportunities for all pupils.

The programme will be supported by Prospects Service, as well as other relevant external agencies.

The key modes of delivery are set out below:

- Careers education and guidance are taught as part of the timetabled PSHE course by specialist teams;
- Subject specific careers education and guidance taught within and through other subjects, relating individual subject to career opportunities;
- Careers education and guidance events and activities delivered through off-timetable events (including HOPE days);
- Careers education and guidance as part of the pastoral system and through tutor group activities in structured form time. This is also incorporated, where applicable, into termly mentoring discussions and subsequent HOPE targets;
- Careers education and guidance through assemblies and guest speakers;
- Careers education and guidance through Work-Related Learning (WRL) activities;
- Careers education and guidance to identified students through a professional adviser from Prospects.

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



We will ensure by the end of each Key Stage, students will have developed skills and knowledge appropriate to their age range:

Key Stage 3 (Years 7, 8 and 9)

Pupils will have acquired the knowledge, understanding and skill to:

- Undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format;
- Use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self-image;
- Recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making;
- Recognise and respond to the main influences on their attitudes and values in Relation to learning, work and equality of opportunity;
- Evaluate various pathways into KS4 and where they lead as part of the Year 9 Guided Options process:
 - o Make realistic and informed choices of options available post-14;
 - o Use information handling and research skills to locate, select, analyse and evaluate careers information relevant to their needs.

Key Stage 4 (Years 10 and 11)

Pupils will have acquired the knowledge, understanding and skill to:

- Engage in the improvement of the design of CEIAG via student voice;
- Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this;
- Use guided self-exploration to recognise and respond appropriately to the main influences on their attitudes, values and behaviour in relation to learning and work;
- Understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering;
- Use knowledge and skills to evaluate all available pathways post-16;
- Understand and follow application procedures;
- Understand the purpose of interviews and make targeted applications;
- Understand what employers look for and know their rights and responsibilities in learning and work.

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



Post-16 (Years 12 and 13)

Pupils will have acquired the knowledge, understanding and skill to:

- Undertake and use a range of assessments to confirm medium and longer term goals and update career and learning targets;
- Take action to develop further the knowledge and skills they need to progress and identify and take advantage of opportunities for adding to their experiences and achievements;
- Obtain careers information relevant to personal needs and process it effectively;
- Describe and evaluate personal action to promote equal opportunities and respect for diversity;
- Evaluate the impact of external influences on personal views, attitudes, behaviour and career plans and respond appropriately;
- Take charge of their own career planning and management;
- Make critical use of available information;
- Consider the possible implications of changes in learning and work for their own career goals;
- Demonstrate enterprise, negotiation, networking and self-marketing skills to an appropriate level;
- Obtain and manage sources of financial support.

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



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 pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • Interactive Workshop - CGI 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • West Ham Academy visit • Subject careers lessons • Science and Engineering Event 	<ul style="list-style-type: none"> • PSHE • Assembly opportunities • HOPE Lessons • Unifrog • Careers Fair • Virtual Work Experience
Year 8	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Interactive Workshop - CGI • Employability workshop – Barclays Bank 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • HOPE Lessons • Unifrog • Science and Engineering Event • West Ham Academy visit 	<ul style="list-style-type: none"> • PSHE • Assembly opportunities • HOPE Lessons • Unifrog • Careers Fair • Virtual Work Experience
Year 9	<ul style="list-style-type: none"> • Assembly opportunities • Employability workshop – Barclays Bank 	<ul style="list-style-type: none"> • KS4 Options Evening • 1-2-1 Options Interviews • University and Apprenticeship form activities • Science and Engineering Event • Careers planning, interview and Work Skills Day • Subject careers lessons. • West Ham Academy visit 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • Careers Fair • Virtual Work Experience
Year 10	<ul style="list-style-type: none"> • Assembly opportunities 	<ul style="list-style-type: none"> • Assembly opportunities 	<ul style="list-style-type: none"> • Assembly

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



	<ul style="list-style-type: none"> • Careers Event – London Excel • STEM aviation event • Uxbridge workshop 	<ul style="list-style-type: none"> • Science and Engineering Event • Careers assembly • Apprenticeship event organised by Havering • West Ham Academy visit • 	<ul style="list-style-type: none"> • Careers Fair • Virtual Work Experience • EtonX Future Skills
Year 11	<ul style="list-style-type: none"> • 1-2-1 Careers support • Post 16 Open Evening • Assembly on Post 16 opportunities • Uxbridge workshop • Form activities focusing on careers. • RPA event organised by Havering 	<ul style="list-style-type: none"> • 1-2-1 Careers Support • Day in the life of a sixth former. • Science and Engineering Event • Form activities focusing on careers. 	<ul style="list-style-type: none"> • Transition work from GCSE to college, apprenticeship, A levels or vocation qualification.
Year 12	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • Uxbridge workshop • Brokerage workshop 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • Careers fair 	<ul style="list-style-type: none"> • PSHE and Assembly opportunities • UCAS research and Oxbridge application support • Science and Engineering Fair • Work experience • Virtual Work Experience • EtonX Future Skills
Year 13	<ul style="list-style-type: none"> • 1-2-1 Careers • STEP Lessons • Support UCAS application support • PSHE and Assembly opportunities • Brokerage workshop 	<ul style="list-style-type: none"> • 1-2-1 Careers • STEP Lessons • Support UCAS application support • PSHE and Assembly opportunities 	

4 STAFF DEVELOPMENT

Staff are given information about IAG and Careers education through regular bulletins. The careers team is given access to a high level of careers training and collaborative working opportunities throughout the year. This allows teachers to remain fully informed in their role of co-ordinating IAG and careers education within the school.

5. RESOURCES

Careers has a yearly allocated budget which is managed by the Assistant Headteacher.

6. PERSONALISED OPPORTUNITIES

6.1 Access to individual information, advice and guidance and careers guidance for Years 7 – 13 through internal fully trained staff, external visitors, mentors and through telephone, email, access to online resources such as careers programmes BeReady and Unifrog. This includes a personal career pathway interview programme and academic tutoring.

6.2 Access to an external specialist source of impartial independent careers guidance as directed by the Government Statutory Guidance. This is provided by Prospects, a DfE recommended provider.

7. MONITORING, REVIEW AND EVALUATION

7.1 Careers education and guidance, WRL and IAG are monitored, reviewed and evaluated on a regular basis; survey and feedback forms filled in by young people and employers are evaluated and reviewed after every activity/event across the Key Stages.

7.2 The Careers team meet on a regular half termly basis to inform and review school-wide careers provision and impact.

8. PARTNERSHIPS

8.1 We share good practice with the other schools within the Unity Schools Partnership Trust and also with other schools in Havering.

8.2 We are part of the Havering Careers Network and work closely with ELBA.

ST EDWARD'S ACADEMY

CAREERS POLICY & GUIDANCE ON WORK-RELATED LEARNING



9 ENGAGING WITH PARENTS/CARERS

9.1 The school involves parents/carers with Careers education and guidance and WRL provision through parent information evenings. The tutor and / or the parent/carer may make a referral to the Careers team. The Careers team also attend information evenings at key transition points. Information is also provided via the school website.

10 RESPONSIBILITIES

Compliance, Monitoring and Review

10.1 It is the responsibility of the author of this policy to ensure that it reflects current government and Trust policy and guidance and is reviewed in accordance to indicated timeline.

10.2 The policy is subject to audit as prescribed by the St Edward's governing board.

10.3 The review/update of this policy must be undertaken by the review date and be presented to the Governing Body for review prior to being presented for ratification.