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<b>Associated documents:</b>	
<ul style="list-style-type: none"> <li>• <b>Careers guidance and access for education and training providers</b></li> <li>• <b>Careers strategy: making the most of everyone’s skills and talents (see Appendix 2)</b></li> <li>• <b>Gatsby benchmarks</b></li> <li>• <b>CDI Framework</b></li> <li>• <b>The ‘Baker clause’</b></li> </ul>	
<b>Links to:</b>	
<ul style="list-style-type: none"> <li>• <b>Safeguarding Policy</b></li> <li>• <b>Curriculum Policy</b></li> <li>• <b>Relationships and Sex Education Policy</b></li> </ul>	

## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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## **Statement of intent**

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

- Encourage all pupils to be ambitious, explore their creative aspirations or broaden their horizons by climbing their own personal mountain
- Have the opportunity to undertake a variety of work-related activities and experiences (dependant 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 Key Stage 3 and throughout Key Stage 4 and Key Stage 5)
- Manage transitions to new roles and situations, and link what they learn in 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 programme for Year 7 through to Year 11, and Year 13 for our Post 16 pupils.
- Be aware of the local and national labour market and have access to labour market resources.
- Develop employability skills such as interview preparation, CV writing and letters/ statements of application.

## **1 Legal framework and definitions**

1.1 This policy has due regard to statutory legislation and statutory guidance, including, but not limited to:

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

1.2 Where this policy refers to 'ATT' or 'our Trust', this should be taken to include any member of our Trust's staff, including governors and Trustees.

1.3 This policy relates to other policies where the aims of our pastoral curriculum are explained such as our Curriculum Policy; Relationships, Sex, Education (RSE) Policy.

## **2 Scope of this policy**

2.1 This policy applies to all pupils at ATT academies from Year 7 to Year 11, or Year 13 where a Post 16 provision is in place.

## **3 Roles and Responsibilities**

Our academies' Local Academy Committees (LAC) have responsibility for holding the senior leadership team to account for:

- ensuring all pupils 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 pupils
- ensuring all pupils are able to self-refer to an independent and impartial provider of careers, education, advice, including advice on apprenticeships and technical routes as well as alternative P16 providers
- ensuring that no pupil is discriminated against as a result of any protected characteristics
- ensuring that the academy has a designated careers lead.

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

- they are up to date with the latest developments around Careers, Education, Information, Advice and Guidance and local and national information on careers and pathways
- they understand and can articulate national and local labour and work force trends
- they are working towards a clear plan to meet all aspects of The Gatsby Benchmarks by 2021
- they are using this compass tool to evaluate the academies' 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 advisor qualification, and working with a professional 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 pastoral teams
- there is a planned programme of advice and guidance for all pupils

- links with further education, universities, apprenticeship provider, employers and the impartial CEIAG provider are maintained
- they contribute to our staff People Development 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 careers programme and a statement on provider access on the academy website
- they work with the academy librarian, where one is in place, to ensure that careers literature is up to date and relevant
- they ensure that Post-16 pupils 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 years
- they organise workshops, assemblies, careers days and work experience relevant to the needs of all pupils
- they liaise with SENCOs (Special Educational Needs and Disabilities Coordinators) to ensure that CEIAG is appropriate for children with additional needs and that the needs of the most vulnerable pupils are met
- they analyse destination data to assess the suitability of the CEIAG programme
- they robustly track destinations to support the evaluation of the quality of the academy careers programme
- they ensure that they work to ensure the academy has a 0% NEET (Not in Employment, Education or Training) figure
- they provide appropriate information, as necessary for other agencies to support pupils in their career choices, for example, those not in education, employment or training after their GCSE examinations
- they are easily accessible for parents and carers through telephone and email (see Appendix 1).

## **4 Provider access**

### **4.1 Provider access policy statement**

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. At the back of the policy, each of our academies has listed how they meet these obligations, what their CEIAG provision consists of and how they are working towards the Gatsby Benchmarks.

### **4.2 Access requests for providers**

Any provider wishing to request access should access the careers leader at the relevant academy (see section 6 *How to make contact*). To assist providers, each academy provides a full list of CEIAG annual programme (see section 7 *What learning opportunities are available for pupils?*). 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 in each academy.

- Pupils who are leaving the academy at Year 11 will have guided support from a 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.
- All KS3 pupils will receive a careers education module within PSHE relevant to their option choices.
- Information and guidance will be provided at key points of transition; for example, GCSE options in Key Stage 3 and Post-16 options in Key Stage 4

### **4.3 Provider access statement**

This statement sets out our academy's arrangements for managing the access of providers to pupils 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.

### **4.4 Management of provider access requests**

#### **4.4.1 Opportunities for access**

Our provision includes various opportunities for pupils 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.

#### **4.4.2 Procedure**

A provider wishing to request access should contact the careers lead via the academy contact details available on the website. Local providers are invited to key relevant events. Our Trust's Safeguarding and Child Protection Policy sets out the academy's approach to allowing providers into the academy as visitors to talk to our pupils.

### **5 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 pupils (pupil voice); Post-16 retention (where appropriate); the number in Post-16 applying to Russell Group universities; and the retention rate at university.

### **6 How to make contact**

Details of the Careers Lead for each academy can be found in the Careers section of the relevant academy website.

### **7 What learning opportunities are available for pupils?**

Examples of learning opportunities are as follows: Year 7 induction, visiting speakers, university visits, careers event, CEIAG interviews, parental meetings, information evenings. **Full details of what is on offer in each academy are available in the Careers section of the relevant academy website.**

### **8 Record keeping and data protection**

- 8.1 We maintain a record of all CEIAG activity. This includes details of each pupils' experiences linked to them receiving provision that meets the Gatsby Benchmarks linked to in Appendix 2.
- 8.2 We keep such records confidentially and securely in accordance with our Data Protection policy, which is available on our Trust website.
- 8.3 Such records may include information held on a recording device, if its use was deemed appropriate at any stage of the process to aid communication or the recall of information.

## **Appendix 1 – Obtaining information**

### **Where can pupils access careers literature?**

Career information is available in the library, through relevant displays, and assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Pupils may also find the websites in Appendix 2 useful and can access information through:

- Designated careers software
- On-line organisations such as UCAS, [apprenticeships.gov.uk](http://apprenticeships.gov.uk) and [discoveruni.gov.uk](http://discoveruni.gov.uk)
- Events such as options evenings, Careers and UCAS fairs.

### **How does the careers referral work?**

- Through the form tutor and SENCO meetings, pastoral leads identify pupils who would benefit from early intervention in any year group. This may include pupils with lack of direction or lack of motivation; pupils with additional needs; pupils receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, pastoral leads prioritise any pupils based on their readiness to make Post-16 decisions and the support they might need throughout the Post-16 options progress.
- The outcome of all these activities allows the careers adviser to prioritise pupils for interviews; helping to ensure that pupils of all abilities can access the support they need.
- For those pupils identified as being at risk of NEET, further interventions are arranged, as appropriate, for each pupil. This support could include personalised curriculum in Key Stage 4, visits to colleges and training providers, contact with parents and carers, support from other agencies and ongoing contact as the pupil leaves the academy.

### **Where can pupils access the careers lead/advisor?**

Pupils may refer themselves for a careers meeting at any point; directly via their form tutor, a member of the pastoral team or their head of year. An appointment with the adviser will then be arranged. Pupils are made aware of the careers adviser through assemblies and the CEIAG programme. The careers lead will record action plans. Pupils will receive a copy and parents, carers and staff have the option to see this information so that they can support the process. If a pupil is or always fails to attend, an alternative time will be arranged.



## Appendix 2 – Useful references

The eight Gatsby benchmarks of Good Career Guidance

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

- 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**

The Career Development Institution Careers Feedback

<https://www.the CDI.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-strategy-making-the-most-of-everyones-skills-and-talents>