

**Careers Education and Guidance/ Information,  
Advice and Guidance Policy**

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**Summary**

Woodham Academy is committed to ensuring that all students are able to achieve their potential and beyond, within an ethos of unconditional mutual respect as reflected in our school mission “Achievement for All”.

Woodham Academy will follow the guidance under Section 29 of the Education Act 2011 and Careers guidance provision for young people in schools’ October 2018.

Careers guidance secured under the new duty will:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options
- promote the best interests of the students to whom it is given
- aim to cover all Gatsby benchmarks (see appendix 1)

**Date adopted:** June 2014

**Review date:** Annually

**Last Reviewed:** January 2020

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**1. Statement of Entitlement**

Students are entitled to careers education, information and guidance that meets professional standards of practice. The Education Act 2011 inserts a new duty, section 42A, into part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in Years 8-11.

At Woodham Academy our stated aim is ‘Achievement for all’. In careers education this translates as every student making the right choices for progression. Each student is entitled to high quality careers education, information and advice and guidance which is impartial and independent.

**2. Introduction**

Woodham Academy will support pupils in making well informed and realistic decisions by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help them achieve their ambitions.

Students will be supported either as individuals or in groups.

Independent careers guidance where it is the most suitable support for young people to make successful transitions, particularly children from disadvantaged backgrounds, looked after children or those who have special educational needs, learning difficulties or disabilities, will be provided when appropriate. Under section 72 of the Education and Skills Act 2008 Woodham Academy will provide relevant information about students to local authority support services and from 2013 we will be under a duty to notify the local authorities whenever a 16 or 17-year-old leaves education. The statutory age for participating in learning was raised to 18 in 2015.

We will provide opportunities for mentoring, workplace visits, enterprise clubs, and employer talks and will continue to develop links with local higher education institutions. Where appropriate we will arrange visits for 14-16 year olds to local colleges, work-based education and training providers and universities. This will assist students in making an informed decision about their future career. The Careers Coordinator will track career aspirations of individual students from Year 8-11 which will help us to provide the best advice for different career path choices.

The careers programme is designed to meet the needs of all students at Woodham Academy. Finding 'the right job' will be replaced by the need for students to be equipped with the knowledge understanding, skills and personal qualities to plan and manage their progression through learning and work. The programme is differentiated and personalised to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development.

Careers education at Woodham Academy follows the recommendations from the Association of Careers Education and Guidance (ACEG) framework.

Our aim at Woodham Academy is to enable students to become:

- Successful learners, who enjoy learning, make progress and achieve.
- Confident individuals who live fulfilling lives with high aspirations.
- Responsible citizens who make a positive contribution towards society.

## **2. Commitment**

The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-11 in partnership with the County Durham Improving Progression team. Careers will be integrated into the students experience for the whole curriculum and be based on partnerships with teachers, students and parents or carers. Embedding careers into the curriculum will raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes. The programme will be linked to the school development plan.

## **3. Curriculum**

The careers programme includes:

- Year 10 FE taster days
- Year 9 Apprenticeship Awareness Challenge
- Careers education and information sessions within assemblies, PCC Specialist Days led by Careers Coordinator, career focus within the curriculum and parental involvement when appropriate.
- Work related learning runs throughout the programme in Years 8-10. Year 8 students are supported in their option choices.
- Support for Year 11 students in the preparation for college, university or other career paths.
- Opportunity for Year 11 students to take part in mock interviews.
- Action planning and recording achievement within registration is planned as part of the careers programme. Careers booklets are now used within the PCC programme.
- Opportunities for students to attend university visits.
- Invitations into school for parents.
- The opportunity for students in Years 8 to 11 to have a careers interview.
- Identification and support for students in Year 11 who have not planned a career pathway with a post 16 progression route.
- Active encouragement for students to explore the world of work in terms of labour market information.
- Involvement of outside organisations of employers, apprenticeships, training providers, colleges and universities as set out in the Access Policy.
- Access to suitable on-line resources which can be used both in school and at home.
- Annual Careers Fair (Years 8 – 11)

## **4. Staffing**

All staff contribute to the careers education and guidance programme through their roles as Learning Managers and subject teachers. This is supported by Heads of Learning. Students are actively involved in the planning, delivery and evaluation of activities. A named member of staff will have responsibility for leading careers, information and guidance. There is a named

governor. There is a specialist Year 11 tutor team who are responsible for ensuring each Year 11 student moves into a suitable post 16 pathway.

### **5. Assessment**

Students assess themselves regularly within curriculum time and create action plans for improvement along with their Learning Managers.

### **6. Partnerships**

An annual partnership agreement is negotiated between the school and the Durham Education Business Partnership. The school is part of the NECOP partnership with local universities. Other links are also being developed with parents, universities, colleges, training providers and businesses.

### **7. Resources**

Funding is allocated annually in the context of whole school priorities and particular needs for careers education, information and guidance. Sources of external funding are actively sought. The budget will be confirmed on an annual basis.

### **8. Staff Development**

Ongoing training needs will be identified for planning and delivering the careers programme and appropriate continuous professional development will be planned to meet them.

### **9. Links**

The careers education programme is supported by key school policies including those for teaching and learning, assessment, recording and reporting, achievement, citizenship and PSHE, work related learning and enterprise, equal opportunities, diversity, gifted and talented and SEND.

### **10. Monitoring, Review and Evaluation**

A framework for the planning, monitoring and delivery of the careers programme will be reviewed annually.

The partnership agreement with the Durham Education Business Partnership and NECOP will be reviewed annually. The careers programme will be reviewed annually using the careers benchmark to identify improvements using evaluations from all key stake holders.

**Appendix 1**  
**The Gatsby Benchmarks**

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>* A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least on experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every students should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>