

Careers Education and Guidance/ Information, Advice and Guidance Policy

Summary

Woodham Academy is committed to ensuring that all students are able to become the best version of themselves within an ethos of being kind, working hard, never giving up and aiming high.

Woodham Academy is committed to providing Careers Education, Information, Advice and Guidance in line with the statutory guidance from the Department of Education. We are also legally responsible for securing access to independent and impartial careers advice for all students in Years 7-11.

Independent careers guidance provided to all students secured under the new duty will:

- be presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- include information on the full range of post-16 education or training options, including apprenticeships and technical education roles
- promote the best interests of the students to whom it is given
- aim to cover all Gatsby benchmarks (see Appendix 1)
- ensure that all students will have the opportunity to have 4 encounters with employers (2 in Key Stage 3 and 2 in Key Stage 4)

Date adopted: June 2014

Review date: Annually

Last Reviewed: July 2023

Key staff involved in the policy

Role	Name(s)
Head of Careers	K. Lind

1. Statement of Entitlement

Students are entitled to careers education, information and guidance that meets professional standards of practice.

Woodham Academy will comply with the legal obligations of section 42A of the Education Act 1997 and the amendments made by the Education (Careers and Guidance in Schools) Act 2022. At Woodham Academy our stated aim is to ensure that all students are able to become the best version of themselves. 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 students 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 will be provided 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. Under section 72 of the Education and Skills Act 2008 Woodham Academy will provide relevant information about students to local authority support services.

We will provide opportunities for mentoring, workplace visits, enterprise clubs, and employer talks and will continue to develop links with local higher and further education institutions. Where appropriate we will arrange visits for 14-16 year olds to local colleges, work-based education and training providers, businesses and universities. This will assist students in making an informed decision about their future career. The Careers Lead 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. Students are 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.

3. Commitment

The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-11. 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.

4. Curriculum

The careers programme includes careers education sessions, careers guidance activities, interviews with careers advisors, visits to Further Education providers and employers, and information and research activities. Careers lessons are part of the Personal Development lessons.

5. Staffing

All staff contribute to the careers education and guidance programme through their roles as tutors and subject teachers. This is supported by Heads of Learning. There is a specialist Year 11 tutor team who are responsible for ensuring each Year 11 student moves into a suitable post 16 pathway. A named member of staff will have responsibility for leading careers education, information, advice and guidance. There is a named link governor who supports CEIAG provision

6. Partnerships

An annual partnership agreement is negotiated between the school and the Durham Education Business Partnership, which identifies the contributions to the programme, that each will make. Other links include The Careers and Enterprise Company, NELEP, DurhamWorks and local employers. 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, advice 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, looked after children and SEND.

10. Monitoring, Review and Evaluation

A framework for the planning, monitoring and delivery of the careers programme will be reviewed annually by the person with responsibility for CEIAG.

Reviews are done in conjunction with the government's statutory guidance for schools, and progress towards the 8 Gatsby Benchmarks. This identifies areas for improvement and makes sure that Woodham Academy is meeting the government's statutory requirements.

Policy Statement on Provider Access

Introduction

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

Pupil entitlement

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure:

A provider wishing to request access to Woodham Academy should contact the person in charge of careers. This can be done in the first instance by contacting the main reception or checking the website.

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

If a member of staff has any concerns in relation to the child's welfare/wellbeing the member of staff should log this on CPOMs and speak with Designated Safeguarding Lead, or appropriate team member. Further guidance can be found in the safeguarding policy.

Complaints

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

Equality and Diversity

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs.

We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across Woodham Academy.

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"> • 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. • The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
<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"> • By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<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"> • A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. • All students should have access to these records to support their career development. • Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave the school.
<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"> • By the age of 14, every student 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.

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"> • Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer. <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"> • By the age of 16, every student should have had at least on experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
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"> • By the age of 16, every student 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 students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students. <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"> • Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.