Sandhill View Academy



### CAREERS POLICY

**Rationale**

All young people regardless of their race, sex or academic abilities need a planned programme of activities to help them make decisions and plan their careers.

From September 2013 The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information advice and guidance.

Our governing body recognises that to meet this statutory requirement we must ensure that the independent careers guidance provided:

* Is presented in an impartial manner
* Includes information on the range of education or training options, including apprenticeships and vocational pathways
* Is guidance that the person giving it considers will promote the best interests of the students to whom it is give

Sandhill View Academy has a critical role to play in preparing our young people for the next stage of their education or training and beyond. To ensure the fulfilment of the statutory duties in the context of CEIAG, Sandhill View Academy commissions services for independent and impartial guidance from Together for Children which ensures the Academy not only meets national statutory guidance, but strives to emulate best practice in the offer for all students.

**Our commitment**

A young person’s career is their pathway through learning and work and we recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.

To ensure that our students are prepared for their futures, we are committed to achieving the Inspiring IAG award which is a careers education, information, advice and guidance (CEIAG) quality award, nationally validated by The Quality in Careers Standard (QiCS).  Since September 2016, Sandhill View Academy has been working towards achieving the full Gold Inspiring IAG Quality Award – one of the 12 awards that is a licenced body for the national Quality in Careers Standard.

Sandhill View successfully achieved Stage One in March 2017, and is expected to achieve Stage Two and Three within the next two academic years.

The Inspiring IAG Code of Practice

[www.inspiringiag.co.uk](http://www.inspiringiag.co.uk) <http://www.qualityincareers.org.uk>

both informs and underpins our careers education, information, advice and guidance.

Our careers programme is based on the three core aims of the Career Development Institute Framework for Careers, Employability and Enterprise Education 7-19, 2015 and the best practice guidance from the 2015 Ofsted Inspection Framework.

Following the new statutory guidance in December 2017, we are using the Gatsby Benchmarks to underpin our careers provision as well as implementing the new recommendations

We have high expectations for all of our students, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning which employers value. This will help every young person to realise their potential and enhance their employability.

**Aims**

* To prepare students for the ever changing opportunities, responsibilities and experiences of adult life and equip them with the skills to manage the choices, changes and transitions ahead of them
* To help pupils develop a positive self-image, increase self-confidence and raise personal aspirations
* To ensure that all students have an equal opportunity to develop the necessary skills, knowledge and awareness of the working world so that they are equipped with the ability to follow an individual chosen route to further education and employment in a career choice, which matches their aspirations in relation to their ability.

**Objectives:**

* To ensure that students develop the skills and attitudes necessary for success in adult and working life.
* To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
* To equip students with the necessary decision-making skills to manage these transitions
* To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally.
* To provide appropriate guidance, up to date information and a range of opportunities to support students’ development at key points throughout their education
* To foster links between the school, local businesses and further/higher education establishments.
* To enable students to experience the world of work and develop transferable skills.
* To ensure that wherever possible, all young people leave the school to enter employment, further education or training.
* To maintain a culture of high aspirations.
* To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or pupil premium students receive it.

**Careers Education**

The current careers programme is delivered through a combination of methods, including our daily Extended Tutor Time programme and additionally for all year groups through assemblies, presentations, careers open evenings, employer visits, work experience and participation in the City of Sunderland Work Discovery events.

**Careers Impartial Advice and Guidance**

* Independent and impartial careers information, advice and guidance can be accessed by any student on request
* All students receive independent and impartial advice in a one to one careers interview with our trained personal advisor from Connexions
* Students have an opportunity to have a one to to-one interview at key decision making points during their education (in years 8 and 11) to inform progression and are made aware of all available learning pathways open to them.
* During a careers interview in Year 11, all students are helped to develop a careers action plan.
* Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
* Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
* The academy organises information events for students and their parents to which local providers of education and training are invited and actively engaged in offering advice.
* The school advertises the open days and evenings for local education providers to all students and their parents
* Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the school’s website.
* Learner views are sought on the best way to offer provision**.**

**Equalities**

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

We use the Destination Measures data, published by the Department for Education, to assess how successfully our students make the transition into the next stage of education or training, or into employment using data provided to us by Connexions.

**Partnerships**

The CEIAG programme is greatly enhanced through links with a number of partners who help us make the students’ learning up to date and relevant. We constantly strive to expand and improve links with employers and other local providers. This involvement includes the provision of work experience placements, careers talks, and workplace visits. Links are also maintained with various training providers supporting apprenticeships for those pupils considering that route as an alternative to further or higher education. Parental involvement is encouraged at all stages. We recognise that parents/carers remain the biggest influencers on a young person’s career choices and we offer parents help and guidance at critical stages in the students’ time with us, for example in Year 8 with KS4 options decisions, Year 10 with Work Experience placements, Year 11 with 16+ choices. Parents also have the opportunity to speak to the Director of Careers or our personal advisor from Connexions by phone, by appointment or at any parental consultation event.

**Staff Development**

The Director of Careers has achieved the 3 educational careers education units from the level 6 Careers Guidance and development diploma and maintains her own professional development in managing the CEIAG responsibilities and the deployment of resources.

Staff training needs for planning and delivering the careers programme are identified in the academy development plan and reflected in the Partnership Agreement with Connexions.

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| **Careers Programme** | | | |
| Year | Term | Activity | Yearly careers event for students and their parents with local colleges, apprentice-  ship training providers and universities attending |
| 7 | Summer | Assemblies  Careers education in Extended Tutorial Time  Careers Focus Days and external visits |
| 8 | Autumn/  Spring | Assemblies  Preparation for option choices  Careers education in Extended Tutorial Time  Careers Focus Days and external visits to industry, education and training providers  Parents Option Evening Consultation  Opportunity for 1:1 appointment with Connexions advisor |
| 9 | Autumn/  Spring | Assemblies  Careers education in Extended Tutorial Time  Careers Focus Days and external visits  Opportunity for 1:1 appointment with Connexions advisor  Programme of visits and assemblies to and from further/ higher education and apprenticeship providers.  Participation in Work Discovery events throughout year |
| Summer | Take your Child To Work Day (May)  Action planning for future career |
| 10 | Autumn | Preparation for work experience week  DestinationUni day- Sunderland University Participation in Work Discovery events throughout the year |
| Spring | Assemblies  Careers education in Extended Tutorial Time  Careers Focus Days and external visits  Preparation for work experience week  Work experience week (March) |
| Summer | Review of work experience week  Mock interviews  Action planning for future career/CV writing  Visits to and from further /higher education and apprenticeship providers. |
| 11 | Autumn term | 1:1 careers guidance interviews  Apprenticeship drop-in for students and parents  Programme of visits and assemblies from further/ higher education and apprenticeship providers.  CV writing  Applications to FE/apprenticeships |
| Spring term |
| Summer term |

**Links with other policies**

This policy should be read in conjunction with the work experience policy and provider access policy.

**Roles and responsibilities**

**SLT**

The Head of School will take overall responsibility for the application of the school policy, monitoring of the quality of provision in relation to individual student learning outcomes.

**Director of Careers**

The Director of Careers will take responsibility for the implementation of the policy to ensure equal opportunity for all students. The Director of Careers will be responsible for the day to day application of school policy working with the Connexions team to ensure that all students have equal opportunity and access to this element of the curriculum.

The Director of Careers will ensure that all aspects of the statutory requirements are met in relation to current government policy in relation to WRL and report to the member of the SLG in relation to changes required to policy or practice

**Monitoring, review and evaluation with dates**

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed annually in relation to government policy by the member of the SLG responsible in conjunction with the Director of Careers as part of the whole-school self-assessment process and will be reviewed by the governors when any additions or amendments are made.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Director of Careers.

Next review date January 2019