

# Careers Guidance

## Ashmole Academy



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## Ashmole Academy

# Careers Guidance: Details of the Careers Programme and Provider Access Arrangements and Legislation

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### 1. Introduction:

Ashmole Academy strives to provide an excellent programme of Careers Education, information, Advice and Guidance (CEIAG) for all students.

All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to enter the world of work and manage their future careers throughout their lives. Ashmole Academy uses the Gatsby Benchmarks to ensure a fully developed and continually improved careers provision which meets the needs of all students

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

### 2. Aims:

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources including: Careers web-based platforms, careers events (including virtual), a series of career focussed days, career fairs, assemblies, university webinars, apprenticeship talks, career talks from employers, businesses, alumni and providers of other technical qualifications and alternative pathways. We also provide access to impartial careers guidance from an external Careers advisor.
- Work place experience.
- Individual online accounts on independent careers based platforms –Unifrog.
- Lessons within the PSHE curriculum focusing on all aspects of careers and the world of work including labour market information, various pathways and routes into business industries, and further education, workers' rights, and entrepreneurship.

### **3. Objectives:**

The careers programme is designed to meet the needs of all students at Ashmole Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

The primary aims of the CEIAG programme are to:-

- prepare young people for the opportunities, responsibilities and experiences of adult life, specifically their future careers;
- help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal skills and qualities, needs, attitudes and values;
- support young people in their investigation into opportunities for further learning and employment
- support students make decisions and manage transitions across the three key stages;
- ensure that, wherever possible, all young people leave the school to employment, further education or training.

The programme also:-

- contributes to improving achievement, by raising aspirations and motivation;
- supports inclusion, challenges stereotyping and promotes equality;
- encourages participation in education and/or training beyond the key stages at 16+ and 18+;
- develops enterprise and other skills valuable in the world of work;
- contributes to the economic well being of young people and their community.

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers.

### **4. Commitment:**

At Ashmole Academy we are committed to providing a careers education and guidance entitlement for all that will enable them to manage their careers and sustain employability throughout their lives, without disadvantage to any groups or individuals.

At Ashmole Academy we have used a number of policies and frameworks to shape our careers provision. A full list of these can be found in Annex 1.

Our CEIAG promotes the personal and social development of our students and in doing so we provide guidance for our students in a world of ever more flexible pathways into further education, training or employment. In ensuring our CEIAG programme is effective we:

- work with our external careers advisor and provide them with facilities and relevant information about students for them to carry out their statutory duties effectively;
- ensure that impartial information is made available to students about educational choices, careers options and employment and training opportunities;
- provide a planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 7-13.
- consult with students, parents/carers and external agencies and involve them in the planning, implementation and monitoring of the programme.

### **5. Implementation:**

The programme is primarily implemented through:-

- the PSHE curriculum
- tutor and mentoring activities
- careers interviews
- career focused days
- careers talks / assemblies , webinars, presentations and activities
- the work experience programme
- Unifrog online careers guidance

The Careers Co-ordinator co-ordinates the careers programme and is accountable to the Deputy Headteacher. The Careers Co-ordinator is responsible for the work of the careers administrator. Work experience and various career related opportunities across all years is planned and implemented by the Careers Co-ordinator with the support of the careers administrator.

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist lessons on Career related learning are delivered by the PSHE teaching staff.

The CEIAG programme is planned, monitored and evaluated by the Careers Co-ordinator in consultation with our external agencies and external careers service adviser who provides specialist careers Information Advice and Guidance (IAG). A range of detailed careers information is available online (Careers page on Google Sites and Google Classroom, Unifrog, the Ashmole Academy Website)

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities and work-related learning including work experience.

As well as the Careers focussed PSHE lessons, there are tutor sessions that focus on the development of character – qualities and skills that will also help support a successful career. There are various opportunities for students throughout their school career to take part in a range of timetabled days focusing on Careers.

All students who may be classed as vulnerable such as those with Special Education Needs or Disabilities or those identified by the SENCO or pastoral teams as requiring additional support, receive an interview with an external careers advisor.

For transition periods students receive specific guidance on pathways, access to online resources and additional mentoring. All students from Year 7-13 have access to an individualised Unifrog profile and various events and classroom based sessions.

The learning outcomes for every key stage:

<b>By the end of Key Stage 3, students:-</b>	<b>By the end of Key Stage 4, students:-</b>	<b>By the end of Key Stage 5, students:-</b>
<ul style="list-style-type: none"> <li>• can identify some of their competency skills and qualities</li> <li>• can identify a range of potential future subject choices</li> <li>• can discuss their strengths and weaknesses with their tutor and teachers</li> <li>• know what subjects they can study at KS4 and the implications of their choices</li> <li>• can discuss their choices with their tutor and parents/carers.</li> <li>• Manage their Unifrog profile and consider the pathways ahead that will affect their career paths.</li> </ul>	<ul style="list-style-type: none"> <li>• can confidently plan for their options at Post 16.</li> <li>• are aware of the choices and various pathways ahead and can discuss the pros and cons of each</li> <li>• know where to get further information</li> <li>• know which subjects, skills and qualities are useful for career options they are considering.</li> <li>• can identify skills and experience gained from their work placement</li> <li>• know their strengths and weaknesses and how these may relate to future careers.</li> <li>• effectively use their Unifrog profile to ensure they can make informed decisions concerning their pathways</li> </ul>	<ul style="list-style-type: none"> <li>• can identify the range of options available to them and where to get further information.</li> <li>• know how to capitalise on strengths and improve upon weaknesses.</li> <li>• can apply for further courses or employment and prepare effectively for interviews.</li> <li>• have a good understanding of each step of the UCAS process</li> <li>• can effectively use their Unifrog account to support them in all CEIAG related decisions.</li> </ul>

## 6. Impact:

The impact of the CEIAG provision is evaluated in various ways throughout the year:

### **Destination Data**

Destination data for every student is collected at the end of key stage 4 and 5 and is analysed in term 1. This will allow for more effective and targeted planning for post 16 and 18 options and pathways.

### **Student Evaluations:**

Student evaluations are conducted after each key careers event and after each scheme of lessons. The feedback helps monitor the impact of student attitudes before and after the event / lessons and therefore informs future planning of the wider careers provision.

### **Observations:**

Careers coordinator (and other appropriate staff) conduct learning walks and observations of Career-focussed lessons and tutorial sessions.

### **Student Voice**

Students have the opportunity through student voice to feedback their ideas on how to improve the CEIAG further and maximise its impact. Students also have the opportunity to feedback through Firefly by taking part in online evaluations and forums.

### **External agencies and Careers Advisor**

Feedback from the external careers advisor twice a year as well as evaluations from external agencies including BEBP (Barnet Education Business Partnership) on the effectiveness of the impact of the provision.

## 7. Entitlement:

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

## 8. Development:

This policy is reviewed annually through discussions and evaluations with teaching staff, the school's careers adviser(s), students, parents, governors, advisory staff and other external partners. Opportunities are available for staff development for those who are directly related to the careers programme delivery.

## 9. External Partnerships:

An annual Partnership Agreement is negotiated between the school and our external careers advisor which identifies the contributions to the programme that each will make. Firm links have also been established with the Barnet EBP and a range of employers particularly through the provision of extended Work Experience placements for students in Key Stage 4 and Key Stage 5.

Other links are being developed, e.g. with local 14-19 partners through the Inspire the Future, ASK Apprenticeships and Young Professionals organisations.

## 10. Links with other policies:

The policy for CEIAG supports and is itself underpinned by a range of key school policies including those for teaching and learning, assessment, recording and reporting achievement, PSHE and Citizenship Education, equal opportunities and diversity, looked after children and special needs.

## 11. Website information

The Ashmole Academy Careers website has the required information including:

- the school or college's Careers Leader's name, email address and telephone number
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school or college measures and assesses the impact of the careers programme on pupils

- the date of the school or college's next review of the information published
- details of access arrangements to meet the statutory requirements of both the Baker Clause and Provider Access Legislation

## 12. Resources:

Funding is allocated in the annual budget and may depend on the context of whole school priorities and particular needs in the CEIAG area. The Careers Co-ordinator is responsible for the effective deployment of resources.

- Unifrog is the online IAG Careers resource which all students have access to from Yr 7 to Yr 13.
- Use of external agencies
- Google Sites and Google Classroom has a wide range of resources and signposts for students.

The budget is managed by Careers co-ordinator and allocated accordingly to the various events and resources.

## 13. Provider Access Policy (Baker Clause)

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

All pupils in Years 7-13 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.

A number of events throughout the school year will offer providers an opportunity to speak to parents/carers and students about their Careers and pathways, for examples assemblies and Information evenings. Times and dates of these events can be found on the school's website.

### Access arrangements for provider for premises and facilities:

External agencies will be provided with suitable and appropriate facilities including access to required IT equipment, guest wifi access, rooms, required furniture and a break out room. Any special requirements for the delivery of the careers provision must be requested at least 7 days in advance.

All requests should be emailed at least 6 weeks in advance of an expected date for the planned session. All requests will be given due consideration from the Careers Leader and Senior Leadership. Requests may be refused if:

- they impinge on students' preparation for public or internal exams
- they clash with other planned school events
- the school is unable to provide staff to support the event
- rooming is unable to be found due to timetabling clashes

A provider wishing to request access should contact:

**Mr Louca, Lead for Careers Provision**

[mlo@ashmoleacademy.org](mailto:mlo@ashmoleacademy.org) Tel: 0208 361 2703 ext.: 2221

**All visitors to site will be required to read our safeguarding policy upon registering at reception and will be required to adhere to all safeguarding policy and procedures whilst on school site.**

## 14. Provider Access Legislation

Schools and colleges have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means schools and colleges must act impartially, in line with their statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical. We promote a full range of technical options.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on, but optional for pupils to attend

The new legislation will become a key mechanism to further help learners understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum;

- share information about both the provider and the approved technical education qualifications and apprenticeships that the provider offers
- explain what career options for these routes could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils about the provider or approved technical educational qualifications and apprenticeships

Encounters will take part of the normal hours of the school day that is from 8.40am – 3.20pm.

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers to speak to our students. In addition, Ashmole Academy will approach these providers directly in order to plan and organise these encounters. These may be in the form of school assemblies, webinars, parents evenings and careers engagements events.

As well as requests, a number of events that are integrated into the careers programme at Ashmole will offer students meaningful encounters with approved training, apprenticeship, technical and vocational education providers which meet the requirements of the Provider Access Legislation. Further details of this will be available on our website.

**All requests made by providers should be made at least a month in advance of the expected session. Requests by providers should be sent to Mr Louca:**

**Mr Louca, Lead for Careers Provision**

[mlo@ashmoleacademy.org](mailto:mlo@ashmoleacademy.org) Tel: 0208 361 2703 ext.: 2221

Please complete the table below and forward it in an email to Mr Louca

<b>Name of provider</b>	
<b>Contact name and details</b>	
<b>Proposed date, time and length of session</b>	
<b>Aims and objectives of the session including the year group</b>	
<b>Proposed format, timings and duration of the session. Will equipment be required?</b>	
<b>Supported required from Ashmole Academy</b>	
<b>Do any of the Gatsby benchmarks relate to the session and if so, how?</b>	



Annex 1:

- 2011 Education Act
- Careers guidance and inspiration in schools (April 2017)
- GATSBY Good Career Guidance <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- Careers guidance and access for education and training providers Jan 2023