

Robert Smyth Academy



Careers Education Information and Guidance (CEIAG) Policy
2023/24

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Robert Smyth Academy - Careers Education and Guidance Policy (CEIAG)

1. Introduction

Careers Education and Guidance is introduced from Year 7. At Robert Smyth Academy, we are committed to providing outstanding CEIAG for all. Ensuring that each student is offered the tools to consider and recognise their personal skills and qualities and the career options available to them, underpins the whole careers education programme at the academy.

Academy Aim

To enable students to increase their knowledge, develop understanding and skills relevant to life in a rapidly changing world. Preparation is key.

Policy Statement

Careers Education and Guidance at Robert Smyth is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is unbiased and impartial with the student at the forefront.

2. Aims of CEIAG at Robert Smyth Academy

- a) Self Development – Our students should be able to understand their own strengths and weaknesses and be aware of the influences around them.
- b) Career Exploration – Our students should have the tools to know how and where to investigate educational and work opportunities.
- c) Career Management – Our students should be able to make and adjust plans to manage change and transition.

Learning Outcomes

- a) Self-development – students should be able to:
 - Assess their achievements, qualities and skills
 - To present this information as appropriate
 - To use this knowledge for personal development
 - To set their own career targets
 - To recognise and deal with influences on their own attitudes, values and behaviour in relation to work
- b) Career Exploration – students should be able to:
 - Use a variety of sources for careers information
 - Understand employment trends
 - Use work experience to improve their chances
 - Understand the nature of work and people's attitudes to it

- c) Career Management – students should be able to:
 - Understand and use the sources of help
 - Understand and use decision making techniques
 - Be familiar and confident in completing job/college applications, the importance of interviews, and the need to be prepared
 - Understand rights and responsibilities in the workplace

3. Careers Education and Guidance

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, manage transitions in learning and move successfully in to work.

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving in to work. It should be impartial, client centered and confidential. Careers Guidance mainly takes place through individual support.

Robert Smyth Academy aims to fulfill the requirements of the Gatsby Benchmarks -

Benchmark 1: A Stable Careers Programme

- 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.

Benchmark 2: Learning from Career and Labour Market Information

- 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 the best use of available information

Benchmark 3: Addressing the Needs of Each Student

- 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.

Benchmark 4: Linking Curriculum Learning to Careers

- All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.

Benchmark 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.

Benchmark 6: Experiences of Workplaces

- Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 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.

Benchmark 8: Personal Guidance

- Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of academy staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

4. Staffing 2023-2024

Lorna Kirk - SLT Curriculum Development Leader

Robin Webb - Wider Curriculum Co-ordinator (Careers Lead)

Cheryl McCarthy – Careers Advisor (Level 6 CEIAG)

Careers Governor – Claire Webb/Kevin Verbruggen

All staff are involved in preparing students for personal and working life, both as a young person and as an adult. All form tutors play an active role in CEIAG through the Unifrog on-line careers platform, World of Work additional curriculum days and being familiar with up to date Post 16 and Post 18 knowledge..

5. Careers Education and Guidance across the Year Groups

CEIAG is embedded through the Unifrog and the PHSE programme, throughout the year. Students are encouraged and supported to be constantly target setting and considering their next moves. Monthly career sector talks (lunchtime/twilight sessions) are offered to all students. A 'Job of the Week' is promoted through student information screens, the school website and the careers 'Twitter' account. World of Work careers days are an integral part of each year, with business volunteers invited to support these days. We are working closely with our local business partners who are very supportive of our aspirations.

Year 7

Students begin their 'careers journey' by looking at their skills and qualities, matching those to many different career sectors. Themes include personal learning and thinking skills and matching those to the world of work, investigating careers and 'opening their eyes' to careers sectors and career opportunities, together with a basic introduction to on-line personal profiling. Year 7 also take part in an Enterprise Day supported by business volunteers.

Year 8

Students continue their 'careers journey' by investigating their specific GCSE subject choices and then linking them to the World of Work. They learn about the importance of good decision-making and about being fully informed in order to make the correct choices for them. They also consider employability skills, critical thinking, communication and teamwork. They revisit their online careers profile and update as required. Other topics covered are; stereotypes, average salaries and labour market information (LMI). Students start to become familiar with who they are and how they might potentially fit into the working world.

Year 9

Students continue their 'careers journey' and are supported by volunteers from the world of work through a series of workshops. They are offered an insight into many different career sectors, allowing them the opportunity to reflect on how these skills link to potential career choices. They use this knowledge to prepare themselves for their work experience and beyond. Students revisit their online careers profile and amend as required. Year 9 have a KS4 options assembly in school and then a KS4 open evening with parents ready for their GCSE choices.

Year 10

Students continue their 'careers journey' by partaking in a one-week work experience placement of their choice. During the preparation process, students make an application and have a formal interview at the place of work. They learn about workplace expectations and etiquette. The Year 10 World of Work (WOW) day then follows with the students having the opportunity to reflect on the experience and move forward with their knowledge. They are offered support with preparing their CV, becoming employable, the job application process, letter writing, interview skills and barriers to success and Post 16 choices, all followed by a mock interview with a business volunteer. Opportunities for reflection and action planning are also part of the process.

Year 11

Students continue their 'careers journey' as above, with additional focus on Post 16/Post 18 options. Students, where applicable, receive one-to-one CIAG sessions with Level 6 qualified Career Advisor. They are supported with the Post 16 selection and application process through targeted assemblies, Start Profile, Post 16 Fayre and PHSE. The Year 11 World of Work (WOW) Day supports the students further with Post 16/18 options, Labour Market Information (LMI), employability and decision making.

Sixth Form Provision

CEIAG is focused on the next steps in the students' career journey. Students focus on UCAS, Higher Apprenticeships, Work and GAP years. They are encouraged to build a personal profile, which will help them progress to their Post 18 option. This is delivered through mainly tutor time but also they have access to Start Profile, assemblies and visits.

Year 12 & 13

All students are supported with information on application procedures/personal statements/covering letters/interview skills, which apply to all Post 18 contexts. All students get the following programme:

UCAS – students receive comprehensive information on the application procedure and how to execute every step. In March, Year 12 visit a UCAS convention and meet with numerous providers.

Apprenticeships and Job seeking – students are given access to an outside support agency (LEBC) who help with CVs, covering letters, application forms and interview skills

Gap Years – outside agencies visit the academy to offer advice

By the end of the Year 12 all students have 1-2-1 interviews with the Sixth Form team to track their progress towards their Post 18 aims which are recorded on a tracking spreadsheet.

All students carry out a project (Massive Open Online Course - MOOC) which allows them to earn UNI credits and carry out important employability skills such as independent research work.

6. Careers Interviews

Careers interviews are facilitated by Cheryl McCarthy, Careers Advisor, with targeted students on request (all SEND and PP students). These interventions are confidential, and learner focused. Students receive their own personalised action plan. Referrals/requests can be made by any staff member, student or parents. All PP students are given a one-to-one intervention, where parents are invited to attend.

7. Information and Resources

- Careers Information and Resources are located in the school library, on the student information board, Twitter account and school website
- The Library is available to students at break and lunchtimes
- Materials are available on short term loan
- Information is displayed in all subject areas and around the school

8. Keeping Updated

- Current university and post-16 prospectuses are updated annually
- UCAS information is available
- Information is updated as often as possible
- Apprenticeship opportunities are displayed as appropriate
- Information is tweeted out on the careers twitter page

9. Equal Opportunities

Robert Smyth Academy staff support the school Equal Opportunities Policy and endeavor to implement it in the following ways:-

- Equal opportunity lessons
- Careful selection of posters and display material
- By encouraging all students to aim to support themselves financially
- By encouraging all students to consider all options including non-traditional careers/roles
- By avoiding the use of one gender and gender specific job titles
- By offering as free a choice for work experience as possible
- Equal access to information for all students of all abilities

We recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, F.E and H.E courses and employment. If a student does not have the academic ability for their chosen career, we try to help them identify this and plan accordingly. We emphasise their strengths and where that might take them.

10. Recording, Assessment and Reporting

Students will start to store a record of all work on Unifrog, building up their 'job bank' and interests. All work can be monitored by staff and areas of interest highlighted. Talks, visits and events can then be organised for students with specific sector interests.

Students receive work experience reports from visiting staff and employers.

Each student receives a personalised action plan after any CEIAG meeting. This is a confidential document.

11. Entitlement

Students in Years 7 – 13 should:

- learn about themselves and the influences around them
- develop decision making skills
- develop skills to help them manage transition
- have access to up to date information about learning and work
- have impartial, confidential and up-to-date guidance
- learn about the world of work
- experience the world of work through work experience

Parents are entitled to:

- have access to careers information at parents evenings
- have access to information on options at Key Stage 3 and Key Stage 4 and via Post-16 evening sessions
- have information about work experience and the opportunity to discuss work experience issues

12. Monitoring, Review & Evaluation

Feedback from staff, students, parents and business representatives is key when monitoring, reviewing and evaluating the careers offer. The Gatsby Benchmarks are becoming more embedded in the school and students are becoming more involved at a much earlier age. We use the Compass Report, supported by our local LLEP to ensure we are meeting statutory obligations.

13. Links with the Community, Outside Agencies and Businesses

Robert Smyth Academy has a vast bank of links with businesses in the local area. Pupils are encouraged to attend Post 16 Open Days and Taster Days. There are also career talks once a month where outside speakers talk to the students about their career in particular fields.

Labour Market Information (LMI) – our careers advisor is constantly in touch with the local EBP and belongs to numerous ‘networking’ groups to keep up to date and relevant. Research and speaking with representatives from the World of Work also supports key trends and LMI.

Robert Smyth also has access to an enterprise advisor through Leicester & Leicestershire Enterprise Partnership.