



Yate Academy Careers Policy

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Mission statement

At Yate Academy, success is not just measured by academic achievement but by the character and aspirations of an individual.

The aim of our Careers Education, Advice and Guidance (CEIAG) programme is to have every child in our care equipped with the knowledge, skills and experience to make ambitious and informed choices about their future career pathways. We aim to provide students with well-rounded experiences that develop the attitudes, attributes and behaviours needed for a successful transition into the world of work and which motivates students to develop their aspirations. This is to ensure that all our students take their place as suitably qualified and responsible adults within society.

Students at Yate Academy will therefore experience accurate, impartial and focussed careers information and advice through a bespoke careers programme. Taking an inclusive approach, this programme is designed to unite real world experiences with expert tuition from leading figures in community, industry and educational sectors. This is to ensure that students have the knowledge and understanding to manage and achieve their lifelong ambitions. The programme which is student centred, is integrated into the whole curriculum and is based on a partnership with students and their parents/carers.

This programme will promote equality of opportunity, inclusion and without discrimination in any form.

Statutory Guidance

The programme has been developed in line with the below statutory guidance to ensure best practice and to meet the requirements of the Department for Education statutory guidance 2018.

Framework for Careers, Employability and Enterprise Education.

Education Act (2011) and the subsequent Statutory Guidance 'Careers guidance and inspiration for young people in schools' (DfE 2015)

Raising the Participation Age (Education and Skills Act 2011)

The DfE Careers Guidance and Inspiration in school statutory duties of April 2014

The Career Development Institute Code of Ethics

The DfE Careers strategy: making the most of everyone's skills and talents of December 2017

The D2N2 Employability Framework for January 2016

Careers Guidance and access for education and training providers' statutory guidance of January 2018

DfE Careers Guidance and access for education and training providers of January 2018 references statutory duty of Section 42A of the Education Act 1997 which requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 8 to Year 11.

Careers guidance secured under the duty must:

Be presented in an impartial manner.

Include information on the full range of post-16 education or training options, including Apprenticeships and technical education routes.

Promote the best interests of those to whom it is given.

The Technical and Further Education Act of 2017 inserts section 42B into the Education Act 1997 and came into force in January 2018. This new law required each school to ensure that there is an opportunity for a range of education and training providers to access all students in Year 8 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

Yate Academy adheres to the Baker Clause and ensures that students have access to independent advice and opportunities to progress to other providers.

Gatsby Benchmarks of Good Careers Guidance (2014) which outlines that all schools must provide:

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.
- 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 pupils, parents, teachers and employers to access and understand it.
- The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.

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 best use of available information.
- Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
- 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.

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.
- 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 pupil, and subsequent agreed decisions.
- All pupils should have access to these records to support their career development
- Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

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 future career paths.
- 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.

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.
- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer. 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. Examples may include careers talks, careers carousels, careers fairs, mock interviews, CV workshops, mentoring, employer delivered workshops, enterprise competitions

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.
- By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.

- By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
- High quality and meaningful work experience forms a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include: workplace visits; work experience (1-2 weeks); job shadowing; career-related volunteering and social action.

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.
- 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.
- 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.
- A meaningful encounter is one in which the student has an opportunity to explore what it is like to learn in that environment
- Yate academy must ensure that there are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in years 8 to 13. Schools are not required to accept every request from a provider to visit but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to all pupils in each year group from years 8 to 13.

8. Personal guidance

- Every student 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.
- 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.
- Every pupil should have opportunities for personal guidance interviews with a qualified (to level 6 or higher) careers adviser whenever significant study or career choices are being made.

Partnerships

Our curriculum provision is greatly enhanced through links with several universities (Bristol, UWE, Bath and Cambridge), employers, apprenticeship schemes, Ivy League lecturers and visits to careers fairs, STEM events and places of work e.g police headquarters/magistrates/airbus etc. We strive constantly to expand and improve links with local groups and work closely with careers advisors and compass to ensure our delivery is as up to date and relevant as possible

Delivery and Content

CEIAG is taught within an integrated curriculum and through drop down mornings, assemblies and other ad hoc events. Students can also view current career opportunities on our screens around the school. These are biweekly updated with information about apprenticeships, colleges, universities and career opportunities as well as an in-depth look at one career choice.

CEIAG is provided through assemblies, Ivy League lectures, mock interviews, enterprise events, bespoke programmes like grass roots, college/university partnership visits and fairs, employer presentations, posters, flyers and through subject teachers with their own curriculum. Careers advice and individualised provision is also available during Academy review days, Parents evenings, Options evenings and Open evenings. Students in Year 10 and in Sixth form also participate in work experience and all students at KS4 receive at least one careers interview with a careers advisor. Students also participate in mock interviews twice throughout their academy life with ex employers, industry leaders and business owners from the local community. Roles such as student leader, sport leader and student councillor also form part of our CEIAG delivery. In sixth form students have the opportunity to attend a Bristol university access course as well as take part in Future Frontiers, a bespoke apprenticeship and business mentoring programme.

A key tool we use to deliver our careers programme is Unifrog. Each student, Year 7 to 13, has a Unifrog log in which enables them to build a portfolio of skills, seek career and educational pathways, set career goals, research opportunities in the UK and abroad as well as help write CV and personal statements. We also use this platform to actively engage parents as they have a login, which enables them to support their child's career progression. A Unifrog lesson is built into our PSHE curriculum each half term.

Monitoring, review, evaluation and development of CEIAG

The Senior Team and Assistant Headteacher who has oversight of CEIAG review CEIAG provision annually. The governing body reviews and approves the policy on an annual basis, ensuring that it meets statutory requirements.

CEIAG is discussed at SLT meetings bi weekly. Example agenda being how policy is integrated into curriculum, evaluation of trips/guests/experiences, Compass tool, upcoming opportunities/ student profiles on Unifrog/work experience

Career lessons are part of our curriculum and as such are reviewed as part of our DDI cycle

Feedback on the effectiveness of CEIAG programme is sought through student focus groups, school council, parent questionnaires and Governor meetings as well as destinations data. Resulting action points are then collated and used to evaluate and inform the next year's delivery.

We seek the support of Compass to track progress against Gatsby benchmarks

This policy supports and is underpinned by a range of key academy policies, including Equality and Diversity, CHRE, Safeguarding and Child Protection, Special Educational Needs and looked after children.

Management of provider access requests procedure

A provider wishing to request access should contact

Careers@yateacademy.co.uk