



Careers Education and Guidance Policy

Purpose

Promoting a career development culture is an essential part of the mission and ethos at The Westwood Academy. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

Careers at The Westwood Academy, rebranded as “Inspiring Futures” in January 2017, forms one of 8 key elements of the Westwood Character Programme which encompasses the following aims;

- Teach the skills for active learning, future study and employment such as: leadership, oracy, goal setting, planning, self-instruction, self-evaluation.
- Teach the language and strategies for a resilient and can-do mind-set.
- Teach the characteristic and behaviours of warmth, trust, empathy, kindness, enables students to feel okay about making mistakes and not knowing and establish a classroom climate in which we welcome error as opportunity.

Careers Education, Information, Advice and Guidance is an integral part of this programme, which is delivered by mentors with support where appropriate from the Careers Lead. Particular emphasis is placed on making effective career decisions in Years 9 – 12 which is underpinned by additional opportunities for career related learning in Year 7 and 8. Furthermore the programme seeks to raise aspirations, actively promote equality of opportunity, celebrate diversity and challenge stereotypes. In addition, the school recognises the importance of supporting feeder Primary Schools with their careers provision.

The Westwood Academy recognises that Careers Education helps to prepare students for the opportunities and responsibilities of adult working life. Through our mentor time programme, pastoral provision, careers enrichment activities and close working relationships with employers, local FE organisations and HE it contributes to the following values set out in the whole school development plan;

- *An ambitious, winning culture*
- *A perfect community built on the collective of individual strengths*
- *A high-quality experience that inspires a thirst for learning*
- Creativity
- An outstanding enrichment offer
- A curriculum that aims to create critical thinkers and helps pupils to become more independent and confident

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A strong and effective pastoral system provides the means to ensure students receive support and guidance at key transition points. Referral systems ensure that students requiring more specialist guidance can receive targeted support and early intervention from appropriate agencies.

The Westwood Academy Careers Vision

To enable all pupils to achieve social and economic success and realise aspirational future pathways through the provision of an inspirational and informed programme of careers education.

Commitment

- ✓ To deliver high quality, timely and independent careers guidance which supports our pupils to achieve their career aspirations and goals.
- ✓ To engage with a range of FE colleges, employers, training providers and universities to enable aspirational career possibilities.
- ✓ To provide students in all year groups with at least one encounter with an employer per year.
- ✓ To develop sustainable partnerships with local training providers, employers and other educational organisations.
- ✓ To engage students as active participants in their career development from Year 7 through to Year 13.
- ✓ To provide opportunities for students to develop the necessary skills and attributes needed to make the next steps in their chosen career pathway.
- ✓ To use local and national labour market information to increase employability prospects for all pupils.
- ✓ To empower individuals to enter the competitive and evolving workplace with confidence and competence.
- ✓ To provide pupils with the support and advice needed to make an effective transition beyond Year 11.
- ✓ To support staff in developing employability within the curriculum and as a key part of the learner experience.

Related Policies

CEIAG is underpinned by all of the current policies held within the school. These include the Safeguarding and Child Protection Policy, Data Protection Policy (GDPR), Equality Scheme Review, Anti-bullying Policy and SEND Policy.

National and Local Expectations

We are committed to meeting national and local expectations in relation to careers by:

- securing independent and impartial careers guidance for Y8-13 that includes information on the full range of post-16 education or training options, including apprenticeships and promotes the best interests of the pupils to whom it is given as required by the 2011 Education Act.

In implementing this duty, we will pay particular regard to the following documents;

1. Section 10 “Careers Guidance and Inspiration in Schools” (statutory guidance 2015/updated 2017)

The following principles for good practice will drive our strategy at The Westwood Academy;

- Provide access to a range of activities that **inspire young people** (employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors).
- **Build strong links with employers** who can help to boost young people’s attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality.
- Offer high quality work experience
- **Widen access to advice on options** available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route.
- **Provide face-to-face advice and guidance** to build confidence and motivation.
- **Work with local authorities to identify vulnerable young people**, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- Provide information to students about the **financial support** that may be available to help them stay in education post-16.
- **Work with Jobcentre Plus** to develop a smoother pathway between education and work.
- Consciously **work to prevent all forms of stereotyping** in the advice and guidance we provide.

2. Ofsted’s inspection criteria for evaluating careers provision in schools (September 2015)

3. **Equality Act 2010** - to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

4. Gatsby Benchmarks

5. Quality in Careers Standards

The school will endeavour to follow other relevant guidance from DFE, QCA, and Ofsted as it is published.

Key to the delivery of effective CEIAG at The Westwood Academy are the following elements;

Planning

There is a clear action plan for careers which identifies actions required and success criteria. This plan is monitored and evaluated throughout the academic year.

The annual action plan and development priorities for careers are informed through a process of self-evaluation and ongoing line management procedures where strengths and areas for improvement are identified. Actions for careers support the whole school development priorities.

Coordination and Delivery

The school has an identified Head of Careers who is currently line managed by the school’s Business Manager who sits on the Senior Leadership team. Careers has the support of a part time dedicated Careers administrator.

The Head of Careers works closely with the pastoral team including the deputy headteacher with responsibility for the Character Programme, 4 APPLs who have pastoral responsibility for a specific year group and within each year group a team of mentors.

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CEIAG is delivered through a variety of methods including the following;

- Allocated mentor time
- Enrichment activities, trips and visits
- Workshops and “drop down” sessions or days
- Assemblies

Staff Resources/Administration

Careers operates out of a dedicated and very well-resourced base. This includes a wide variety of relevant information in the form of books, prospectuses, leaflets, posters, weblinks and materials to support both pupils and staff. In addition there is a suite of 4 computers available for research. Staff have access to a shared area online where careers materials are available to support their delivery of career related learning as required. All staff have access to Kudos an online platform purchased to support the delivery of careers.

Budget

Funding is allocated in the annual budget. The Careers Lead is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Staff Shared Area for all staff to access. Pupil premium money is allocated to provide careers enrichment activities targeted specifically at this pupil group.

Staff Development

Any required staff training takes place as part of the whole school CPD programme including twilight sessions and teacher training days. Recent examples include Kudos training for mentors, a whole staff session to introduce and explain the Gatsby benchmarks and a teacher training day session giving consideration to cross curricular aspects of careers delivery. The school has a staff handbook which includes information on careers and any related policy documents. New staff have a bespoke programme of CPD to support their specific needs and familiarise with key aspects of the school.

Time Allocation for Management and Delivery

The Head of Careers works 0.6 and days are flexible to suit the needs of the school, the pupils and any calendared events that require careers input.

Learning Materials

The school has purchased Kudos an online resource to support the delivery of career related learning activities across the school. Additional learning materials are purchased from recognised careers publishers such as Prospects and where required they are adapted to suit the needs of specific groups of pupils. Careers booklets have been developed and are used to help deliver career learning in mentor time. Booklets are as follows;

Year 7 – New Beginnings

Year 8 – Thinking Ahead

Year 9 – Making Decisions

Year 10 – New Horizons

Year 11 – Moving On or Passport to Sixth Form

****In Year 11 pupils choose to follow a differentiated booklet depending on their preferred pathway Post 16***

Monitoring, Review and Evaluation of Provision

The school employs a continuous cycle of self-improvement that involves subject leaders in ongoing self-evaluation, regular line management meetings and action planning. Action plans are monitored and reviewed and outcomes are measured against identified success criteria.

Current Priorities

Our careers strategy is informed by these priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs

Action Plan Priorities

- Continue to reduce NEETS at the end of Year 11,12,13
- Continue to use local LMI to inform CEIAG
- Continue to develop relevant employability skills
- Support for Primary schools and engagement in career related activities
- Ensure coverage of Gatsby benchmarks through Compass self assessment
- Gain Quality in Careers Standard
- Sustain existing employer partnerships and continue to develop new partnerships with employers, HE and FE

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth) and specialist careers staff
- identify a middle leader to manage the day-to-day running of the careers programme
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Accountability for CEIAG

Staff responsibility for specific aspects of the careers action plan is identified on the plan. The Head of Careers is responsible for driving the careers strategy across the school and ensuring that improvement targets are met.

Relationships with Parents

Links with parents and carers are maintained using a variety of methods;

- Letters and emails
- Parent Evenings
- Options evenings
- Post 16 Evenings
- School website – careers area
- School newsletter
- Careers bulletin
- Twitter

Working Relationships

The school has a Provider Access Policy that is published on the school website and is committed to developing and maintaining sustainable working partnerships with employers, training providers, FE and HE. Partnerships are established and maintained using a variety of methods including;

- Career leader networking events
- Inspiring the Future website to advertise careers events online
- Construction Ambassadors
- Speakers for Schools
- Engineering Ambassadors
- Membership of local groups such as LEP and Careers Hub

Examples of Involvement in Local and National Initiatives and Employer Engagement

Go4SET – Engineering Development Trust

Imagineers and Arup – Festival of Imagineers

Skills For Industry Programme – The Design and Technology Association

MTC – Engineering Experience Day

JLR – Activities Day

DHL – transport and logistics day

Warwick University – Warwick Inspire

Oxford University – Pathways Days

Speakers For Schools – assembly, music production and song writing workshops

Local College Visits – Moreton Morrell, Hereward College, Warwickshire College taster day

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Heart Of England Training – Hair and Beauty taster sessions

Bouygues Uk – Pathway To Construction event and site visit, College Day activities

Whitefriars Housing – Work Experience, College Day activities

West Midlands Police – College Day activities

Hitz On Track – 6 week pre engagement programme for potential NEETS (Wasps)

Pet – xi – apprenticeship assembly

Coventry City Council – apprenticeship assembly

Coventry University – Schools Experience Day

The Big Bang Fair (NEC)

The Skills Show (NEC)

UCAS Conference (NEC)

Additional Information

The Westwood Academy works closely with the Local Authority Enterprise Coordinator and has secured the support of an Enterprise Advisor for the school.

The school is a member of the Local Enterprise Partnership

The school has signed a Memorandum of Understanding, agreed to membership of the Coventry and Warwickshire Careers Hub and is committed to achieving the Gatsby benchmarks and sharing good practice within the authority.

Review

This policy will be reviewed by the governing body every two years.

Signed

Headteacher

Chair of Governors

Date

Date of next review: 19th July 2018

Related documents

CEIAG Action Plan

Careers Booklets (Y7-11)

SEF

Kudos dashboard

