

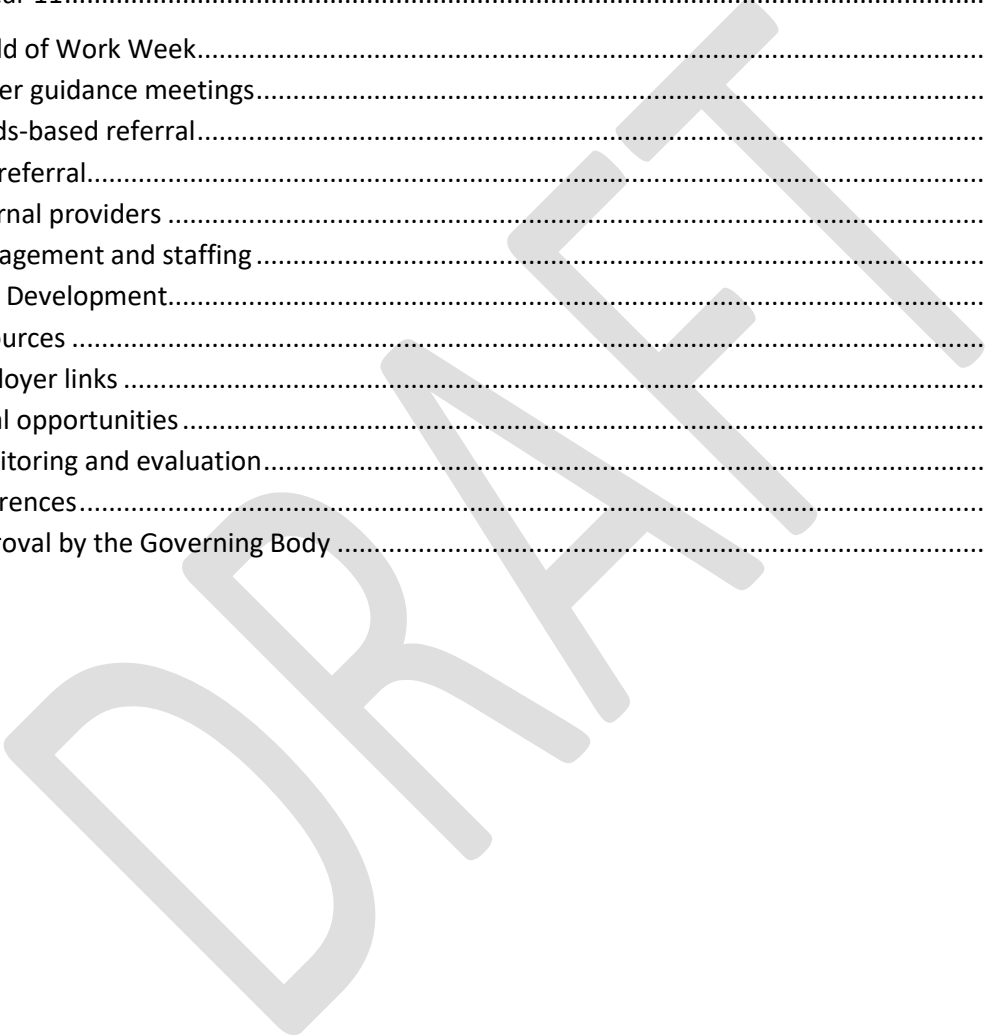


Aspire Accomplish Achieve

DRAFT
University Academy Keighley
Careers Policy

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Introduction

University Academy Keighley (UAK) is committed to providing careers education, information, advice and guidance (CEIAG) to all students through the curriculum and organised activities. Effective careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. Careers education at UAK will focus on the specific needs of the individual student to promote self awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of the individual student.

Aims

UAK's Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including further and higher education.
- To develop enterprise and employability skills.
- To contribute to the economic prosperity of individuals and communities.
- To meet the needs of all our students through appropriate differentiation.

UAK follows the principles of the Gatsby Benchmarks. The objectives for the careers programme are as follows:

- Helping students to understand the changing world of work
- Facilitating meaningful encounters with employers for all students
- Supporting positive transitions Post 16
- Enabling students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encourage participation in continued learning, including further and higher education and apprenticeships
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Contribute to strategies for raising achievement, particularly through increased motivation.

Student entitlement

All students are encouraged to take an active role in their own careers development; the careers program therefore emphasis student participation with a focus on self-development, learning about careers and the world of work, and developing careers management and employability skills.

During their time in school, students can expect:

- The support they need to make the right choices in Year 9 and Year 11.
- Access up-to-date and impartial information on future learning and training, careers and labour market information

- Support to develop the self-awareness and career management skills needed for their future
- Career learning during tutor time from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- At least four meaningful encounters with representatives from the world of work; this could be through work experience, World of Work Week activities, assemblies, careers talks (in or outside lessons), projects and visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and workshops at school
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- Access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group.
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school one a year to discuss their son/daughter's progress, on Parents' Evening. In readiness for these events, students' career aspirations are collected to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Year 9 Options Evening (Year 9 parents), Year 11 Exam Preparation Session and Post 16 and Apprenticeships Information Evening (Year 11 parents).

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some

cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

Delivery of the Careers Programme

Years 7, 8 and 9

Key activities:

- Year 9 options
- Finding out about the world of work and challenging assumptions
- Burberry Inspire
- The Brilliant Club

Learning might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, communication and confidence building sessions. Activities will support the options process which takes place in Year 9.

By the end of Year 9, all students will have had the opportunity to:

- Access and used information about career paths and the labour market to inform their own decisions on study options.
- To learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness.
- Learn about and encounter what work is like or what it takes to be successful in the workplace.
- Receive support to make the right KS4/GCSE choices, including assemblies and parents events.

Year 10

Key activities:

- Work experience and mock business interviews
- Learning will include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews
- Understanding post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Learn about and encounter what work is like or what it takes to be successful in the workplace.
- Be interviewed by someone from the world of work
- Learn about the different Post-16 pathways.

Year 11

Key activities:

- Post-16 applications

Students will learn how to write a personal statement for post-16 applications; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options.
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities.
- Learn about and encounter what work is like or what it takes to be successful in the workplace.
- Develop their self-awareness and career management skills.
- Apply for Post-16 options and back-up plans, as necessary.
- Continue to develop the skills needed for a successful transition.
- Have at least one guidance interview (small group or one-to-one) with a careers adviser.

World of Work Week

Each year, the school's World of Work Week gives students of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. The week includes a range of activities including speakers in assemblies, employer input in lessons, visits from alumni working in a range of sectors, careers talks and a careers fair.

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Year 11s are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.

Needs-based referral

The referral procedure works as follows:

- Strategic Lead: Data, Careers Leader, Key Stage Leaders or SENCO identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, Strategic Lead: Data and Careers Leader priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.

- Students complete their own careers questionnaire late in Year 10 where they are asked about their career and post-16 ideas. Students are also seen in small groups in Year 10/early Year 11 to discuss and explore the different progression routes where the Careers Leader/Careers Adviser can identify students who might need further support.

The outcome of all these activities allows the Careers Adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the Careers Hub or via the Careers Leader. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

The careers adviser will electronically record action plans. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged. Career information is available through the Careers Hub (on the 1st floor, next to the LRC), through relevant displays and Year Group noticeboards or cascaded via form tutors or through year group assemblies. The Careers Hub includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Online resources include Start and a range of reliable websites collated by the Careers Leader.

External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

See also, University Academy Keighley Provider Access Policy.

Management and staffing

The Careers Leader is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Deputy Principal with responsibility for careers and employability, and working with the Assistant Heads and Key Stage Leaders. The school also contracts a qualified independent Careers Adviser to offer career guidance for an additional day per week. Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Teachers, Form Tutors and Intervention Teams.

Staff Development

Form Tutors are introduced to the concepts, aims and programme for CEIAG at UAK during INSET days. This staff development is further enhanced at Key Stage meetings. The Careers Leader attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer links

Links with employers, businesses and other external agencies continue to grow; by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The Careers Team work with the SENCo to support Education, Health and Care planning and the Intervention teams to support students who may be facing other challenges.

The destinations of school-leavers are monitored and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, World of Work week activities, mock interviews etc.
- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures Post-16.

References

The Gatsby Benchmarks
www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Careers and Enterprise Company
www.careersandenterprise.co.uk

Approval by the Governing Body

This policy has been formally approved and adopted by the Governing Body at a formally convened meeting.

Policy approved: _____

Date:

