

The Grange Academy

Wade Deacon Trust

Careers policy

2020 – 2021



Version Number: 1

Ratified by Local Governing Body:

Next Review Due: July 2021

School Link: Mrs L.Bibby

Rationale and vision

The Grange Academy is committed to ensuring all of our students have access to an impartial careers advice and to a range of employers who can support them in considering their future. To help us do this we align our CEIAG Plan to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) the Statutory Guidance for careers (January 2018) and aligns to the delivery of independent careers guidance to year 8-13 pupils in accordance with section 42A of the Education Act 1997.

The 8 Gatsby benchmarks are outlined below:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

The vision for the development of CEIAG at The Grange Academy is to provide the very best opportunities to enable our students to make informed and incisive decisions throughout, and beyond, their school life. By using the Gatsby benchmarks as a framework of best practice, we have a CEIAG programme that meets the needs of our students, CEIAG providers and labour market landscape. Our plan promotes equality of opportunity, celebrates diversity and challenges stereotypes whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of work.

Intent

Our CEIAG programme is both bespoke and unique to our school. It is reviewed on an annual basis to meet our student's needs based on our monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our school context and core values. Our programme is designed to entitle all learners to develop their knowledge, skills, understanding and cultural capital they need to go on to destinations that meet their aspirations and interests. With this in mind, we aim:-

- To provide impartial and independent advice for all pupils (Gatsby Benchmark 1 - 8)
- To prevent pupils leaving and becoming NEET (Gatsby 1 - 8)
- To contribute to strategies for raising achievement, especially by increasing motivation, attitude to learning and attendance (Gatsby 3)
- To support inclusion, challenge stereotyping and promote equality of opportunity (Gatsby Benchmark 3,4)
- To encourage participation in continued learning including higher education, further education and apprenticeships (Gatsby Benchmark 7,8)
- To develop enterprise and employment skills (Gatsby 2, 3)

- To reduce drop out from and course switching in education and training (Gatsby 3, 5, 6, 7, 8)
- To contribute to the economic prosperity of individuals and communities (Gatsby 2, 5, 7)
- To meet the needs of all our pupils through appropriate differentiation (Gatsby 3)
- To focus students on their future aspirations and opportunities (Gatsby 3, 4, 8)
- To involve parents and carers (Gatsby 1, 2, 5, 6, 7)
- To support the raising of the participation age and assist with positive destinations for all pupils' post 16, (Gatsby 1, 4, 8)
- To meet the needs of our current cohort of students across each year group (Gatsby 1, 3)
- To use current LMI to enable students, staff and parents to engage actively with local and national CEIAG information so that they can increase their knowledge and understanding about the world of work. (Gatsby 1, 2, 3)
- To use student's parents, staff feedback to reflect on our current provision in order to develop our future CEIAG programme (Gatsby 1, 2, 3)
- To provide additional support to specific vulnerable groups such as SEND and pupil premium (Gatsby 1-8)
- All stakeholders have a clear understanding of CEIAG and rationale and vision (Gatsby 1)
- To monitor and evaluate current provision in order to ensure our programme is quality assured in line with other curriculum areas (Gatsby 1)

Implementation of the Careers Programme

Throughout all subjects, students will have the opportunity to participate in activities that use the context of work to develop the knowledge, skills and understanding that will be useful in future workplace. Furthermore, subject teachers will inform students about how their learning in the classroom relates to the world of work and future careers.

KS3

- During SMSC lessons students will learn what work is, how salaries relate to different jobs, how to find out about jobs, the skills needed for work and jobs of the future. All activities will support the options process, which takes place in Year 9.
- Assemblies will be delivered from local and national employers.
- Year 9 Students will be selected to attend a Prestigious Universities Morning with a focus on Cambridge and Oxford universities.

KS4

- All students will sample a day timetabled day at Cronton/Riverside College. Students will sample subjects which they will like to progress onto.
- During the year, College and Apprenticeship assemblies delivered to KS4. This provides opportunities for students in year 10 to begin thinking about Further Education and courses, which they would like to take.
- Students have the opportunity to attend the Apprenticeship hub road show.
- Inspirational assemblies will be delivered from local and national employers, entrepreneurs and training providers.

- Work Experience during the summer term, all Year 10 students complete a two-week work experience placement, which is worthwhile and meaningful. Students are asked to find their own placements; to simulate the job search process and are supported throughout by the school careers advisor. Work experience provides our students with a taste of the world of work, by experiencing interviews, applications, time keeping, health and safety and much more.
- The annual careers fair at The Grange Academy is a major event attended by employers, apprenticeship providers, and further and higher education institutions from across the borough and the region. Students are able to engage one-to-one with the attendees to discover new career, extra-curricular and training opportunities.
- Assemblies Over the course of the year, local employers and training providers are invited into school to address students, both to inform and to inspire.
- Apprenticeship Opportunities In addition to exposure to apprenticeship providers in assemblies and the careers fair, a two weekly bulletin board is sent to Year 11 tutors on current apprenticeships within the borough.
- One-to-One Careers Interviews, every Year 11 pupil will have a one-to-one interview with Mrs Conlon, the school's independent Level 6 qualified careers advisor, who will provide guidance and support in students' career paths. Interviews are bespoke to each student's needs, but every interview will cover in depth their options on finishing school, including apprenticeships and technical and academic further education.
- During SMSC students will learn how to create CV's and covering letters
- Applying for College/Apprenticeships, we will provide guidance and support to every pupil to ensure that every pupil has secured a place in Further Education.
- Students are encouraged to access up to date careers and labour market information from the National Careers Service online and careers information is also available through the careers library and our schools careers board in the library. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job searching.

Assessment

Career learning outcomes have been identified and a framework for assessing what students have achieved is being developed for all year groups. We will track all students' career encounters using the Compass plus tracking system

Impact

Measuring the impact of our CEIAG programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. We measure impact in the following ways:

- Positive destinations data for all
- Tracking of Compass termly and quality assured by our Enterprise Coordinator
- Reduced NEET figures over time

- Feedback and evaluation for all events, both quantitative and qualitative
- Increase in attendance / reduction in PA over time
- Reduction in behavior incidents over time
- Increase in progress / attainment over time
- Progress and achievement data over time with reference to vulnerable groups i.e. SEND
- Reviewing progression data over time i.e. take up of Apprenticeships, entry into FE with reference to vulnerable groups i.e. SEND
- Development of employability skills after key

Useful websites

FE colleges:

<https://www.cronton.ac.uk/>

<https://www.riversidecollege.ac.uk/>

<https://utcw.co.uk/>

<https://www.priestley.ac.uk/>

<https://www.wvr.ac.uk/>

Apprenticeships:

<https://www.gov.uk/apply-apprenticeship>

<https://www.apprenticeships.gov.uk/#>

<https://www.prospects.ac.uk/jobs-and-work-experience/apprenticeships>

<https://allaboutapprenticeships.co.uk/>

Universities:

<https://www.ucas.com/corporate/news-and-key-documents/news/new-ucas-hub-encourages-students-shoot-stars>

<https://universitycompare.com/rankings/>

LMI:

<https://www.lmiforall.org.uk/>

Parents:

<https://targetcareers.co.uk/parents-and-teachers>

<https://careerready.org.uk/parents>

<https://www.careeralchemy.co.uk/choosing-career-paths.html>

Other:

<https://nationalcareers.service.gov.uk/>

<https://www.careersbox.co.uk/>

<https://icould.com/>

<https://www.gov.uk/government/publications/careers-of-the-future>

<https://successatschool.org/>

<http://www.talkingjobs.net/>

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