

## Careers Information and Guidance Policy

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**Status:** Non-Statutory

### Issue Status:-

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December 2016	2	Review document	Hilary Faulkner
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February 2021	5	Review document	Mo Ladak

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**Prepared:** Mo Ladak, Assistant Principal 23<sup>rd</sup> February 2021

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**Verified:** Emily Gaunt, Deputy Principal TBC

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**Approved:** Rick Carroll, Principal TBC

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Available publicly on Website: Y/N

**Review Date: September 2021**

## **1. Careers Education Information and Guidance (CEIG) Policy September 2020**

- 1.1 At Thomas Deacon Academy, we understand that although important, school years make up a small proportion of an individual's whole life. For this reason, as a school we are committed to offering a wide Careers Education and Information Advice and Guidance programme that motivates our students into gaining the highest levels of achievement and personal development, learning the necessary employability skills and behaviours for their desired career.
- 1.2 Our CEIAG programme aims to equip and encourage young people into further and higher education and employment and aims to reduce the variance in student outcomes, with a specific focus on supporting the more disadvantaged and the more able within the school community. It comprises classroom based lessons, offsite educational activities and events for Year 6 to Year 13, with opportunities to develop communication and literacy skills, leadership and teamwork, resilience and resourcefulness and help our students to emerge from school ready for the world of work. We aim to provide meaningful employer and community experiences which support the curriculum and align industry with education.
- 1.3 The programme has a framework linked to student learning outcomes and incorporates measures to highlight and evidence impact via student voice and indicators of behaviour and achievement progress. Our careers advice, information and guidance is framed by the eight Gatsby benchmarks:
- **Benchmark 1: a stable careers programme**  
We have a written strategy published on the TDA website which has been approved by the Academy Committee and has resources allocated to it. This is reviewed annually and has an identified lead individual with strategic responsibility for overseeing the programme.
  - **Benchmark 2: learning from careers and labour market information.**  
Our students have access to good quality information about future study and labour market opportunities via assemblies and online. We encourage parents to aid the support given to their children.
  - **Benchmark 3: Addressing the needs of each pupil**  
We aim to provide guidance and support tailored to the needs of every TDA student. We aim to raise student aspirations and consider HE and apprenticeship training and link curriculum learning with careers, including STEM subjects and their career paths. From July 2019, we are collecting and maintaining data about each student's destination and will share this with the local authority who provide careers guidance for vulnerable students and those with special educational needs and disability (SEND) students.

- **Benchmark 4: Linking curriculum learning with careers**  
 We showcase STEM provision at TDA and highlight a wide range of career paths through encounters with employers, alumni and with displays in school. Students will encounter meaningful career learning by the time they leave school in English, Science and Maths and in Personal Development (PSHE) lessons.
- **Benchmark 5: Encounters for students with employers about work, employment and the skills valued in the workplace.**  
 We provide a number of opportunities for the overwhelming majority of students to meet employers in Year 7- 9 via employer visits, assemblies and business workshops. In Year 10-11, many students are provided with workplace visits within curriculum provision.
- **Benchmark 6: Experiences of work places.**  
 These experiences to help explore career pathways through partnerships with local employers where possible. Some students in Year 10 and Year 12 experience the workplace environment to understand the context in which they could be working in. Our intention is to extend work experience to a larger cohort from 2020.
- **Benchmark 7: Encounters with further and higher education.**  
 All students understand the full range of learning opportunities through academic and vocational routes in school, colleges, universities, apprenticeships and the workplace. There are visits to local and regional universities and FE colleges provided for many Year 10 students.
- **Benchmark 8: Personal guidance interviews**  
 At TDA, we provide all Year 11 students with the opportunity to have a 1:1 careers interview with our Careers Advisor (currently in training). Some Year 9 and Year 10 students are also provided with early access to careers advice.

- 1.4 We want to ensure our CEIAG that has suitable breadth, depth and relevance to meet the needs of our students and the interests of employers in the local and national community. The programme will enhance the personal, vocational and academic learning of each student who will be prepared for the next stage in their education, training and employment. The National Careers Service are supporting the growth and development of our programme which is provided via the Personal Development (PD) curriculum. Peterborough Skills Service and the Network for East Anglian Collaboration Outreach (NEACO) support our work. The former provides us with links and opportunities for our student to work with business and training providers. The latter aims to help students with little or no experience of university. We have two Enterprise Advisors from the Peterborough business community who support our work across the curriculum.
- 1.5 Each year group has a set of PD lessons which target specific skills, especially time management, communication, research and team membership and in addition students are provided with opportunities to learn how to respond to the changing needs of business and consider participation in higher education programmes.
- 1.6 Year 6 pupils will take part in a Business Challenge designed to develop awareness of the skills valued in the workplace and visit HE providers.
- 1.7 Year 7-8 students will focus on self-development and self-awareness and explore identity and careers ideas through research and enterprise challenges and access to STEM events.
- 1.8 Year 8-10 students will investigate career requirements using Fast Tomato and Morrisby Online, the latter providing targeted pupil premium students with support and guidance. STEM events include Engineering and Construction Challenges, and Tomorrow's Engineers led by external providers Smallpiece and Engineering Development Trust. Parents are advised via Parents' Forum about applying for university.
- 1.9 In Year 9, students will be considering their options for two year GCSE courses in Year 10 and Year 11 and beyond. They will have online and tutor guidance to support pathway selection and in PD they learn about changes in the workplace and the local labour market. Pupil premium students are encouraged to raise their aspirations beyond school and consider Higher Education. Access to the local labour market is provided by Industry Insights, business challenges with a focus on entrepreneurial and presentation skills and access to high quality mentoring through our partnership with Peterborough Skills Service and NEACO.
- 1.10 Year 10 students learn more about STEM careers during the Big Bang week supported by STEM ambassadors from post -16. Links with the Transformation

Trust and Anglia Ruskin University support Pupil Premium students aspiring to progress to HE at post 18. Students also visit FE colleges and the careers fair to meet local and national employers.

- 1.11 In Year 11, students are supported with 1:1 careers interviews and submit their personal details and post 16 applications online to post 16 destinations. Business and FE mentors are available to support with CV writing and interview techniques.
- 1.12 The post-16 team provide a Personal Development programme which provides further advice and guidance and some students are encouraged to seek volunteering and work experience during enrichment time. Prior to entry in Term 6, prospective Year 13 students embark on a two day Futures event with advice about UCAS application, GAP years and apprenticeships. High ability students in Year 12 and Year 13 have access to academic and vocational residential courses at Villiers Park in Cambridge. Mentoring is provided by the HE champion and students visit HE centres.
- 1.13 The Careers Programme can be found on the TDA Website.