

Farringdon Community Academy

CEIAG Policy

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SIGNATURES:

Head Teacher	Neal Holder
Principal Chair of Governors	

Our Vision

'All students, irrespective of background, acquire the skills for life, take pride in what they do, who they are, and in their community, and become confident, respectable and upstanding citizens'.

Through our careers programme, curriculum and through our school ethos, we aim to ensure that students recognise the importance of CEIAG. Promoting a career development programme is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our students to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work.

The Academy has a statutory duty to secure independent careers guidance for all year 8 to 11 students (The Education Act 2011 / Careers Guidance and Access for Education and Training Providers January 2018).

We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.

Objectives:

- To maintain and further develop a culture of high aspirations.
- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+ and 16+.
- To equip students with the necessary decision-making skills to manage these transitions.
- To develop an awareness of the wide variety of education, training and career opportunities both locally and national for all students.

- To provide appropriate guidance, up-to-date information and a range of opportunities to support students' development at key points throughout their education.
- To further links between FCA local businesses and further/higher education establishments whilst working closely with our enterprise partner Unipres
- To enable students to experience the world of work and develop transferable skills.
- To ensure that wherever possible, all young people leave the FCA to enter employment, further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or pupil premium students receive it.
- To ensure any independent careers guidance is impartial with no bias towards a particular institution, education or work option.
- To give information on the range of education or training options, including apprenticeships and technical education routes.
- To ensure all guidance given will promote the best interests of the pupils to whom it is given.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in
 - Year 8 to Year 11 for the purpose of informing them about technical education qualifications or apprenticeships.
 - To ensure there is a access policy statement in place setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed.
 - To develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
 - To be based on the Gatsby Benchmarks for Good Career Guidance
 - To be weaved and embedded into subjects across the Curriculum.

Careers Education

Farringdon Community Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (see below) and the CDI Framework for Careers, Employability and Enterprise Education (April 2021). This is differentiated to suit the needs of each individual student. The current careers programme is delivered through a combination of methods, including weekly Personal Development/SMSC lessons and additionally for all year groups through assemblies, presentations, careers open evenings, careers fairs, employer visits, work experience and participation in the City of Sunderland Work Discovery events.

The Gatsby Benchmarks are:

1. A STABLE CAREERS PROGRAMME
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION
3. ADDRESSING THE NEEDS OF EACH PUPIL
4. LINKING CURRICULUM LEARNING TO CAREERS
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES
6. EXPERIENCE OF WORKPLACES
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

8. PERSONAL GUIDANCE

Commitment

Fulfil our statutory duties in the commissioning of Connexions to deliver professional CEIAG to students (Years 8-11)

Are working towards achieving the Quality in Careers Standard – Inspiring IAG, a nationally licenced accredited Quality Award for CEIAG

The Gatsby Benchmarks have now been put at the heart of the Careers Strategy, FCA will aim to meet the expectation that all schools will begin working toward the benchmarks, meeting them in full by the end of 2022

Guidance

The information provided aims to support your child on their careers journey during their time at Farringdon Community Academy. You will find a variety of links that will help you guide your child through their key transition points (Yr7, Yr9, and Yr11)

Career Education Information and Advice

The careers offer provides an overview of the exciting careers programme that is available to your child. The careers offer will include employer talks and visits, opportunities to experience or hear about what is on offer at local and national Universities, information and guidance around college courses, apprenticeships and traineeships; and linking the curriculum with the world of work.

The aim of these opportunities is to provide direction and ultimately prepare students for the 'next steps'. Career learning opportunities will be communicated through termly curriculum newsletter will be published to share experiences and celebrate success.

FCA abides by the Inspiring IAG Code of Practice and is committed to maintaining the standards need for the Quality in Careers Standard Award.

Equalities

Farringdon Community Academy works to prevent all forms of stereotyping in the advice and guidance we provide to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Students are encouraged to explore career paths that suit their interests, skills and strengths. Students are provided with the same opportunities and diversity is celebrated as we try to discourage stereotypical attitudes.

The careers team supports the whole school equal opportunities policy, and endeavours to implement it in the following ways:

- Equal opportunities lessons

By encouraging all students to prepare to support themselves financially

- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g., using she/he; waiter / waitress.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By encouraging mixed gender groups for group work
- Ensuring equal access to information for all students of all abilities

We recognise that courses and employment opportunities are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when looking at their options post16. If a Student does not have an academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly.

We use the Destination Measures data published by the Department for Education to assess how successfully our students make the transition into the next stage of education or training, or into employment and data provided to us by the Local Authority.

Partnerships

The CEIAG programme is greatly enhanced through links with a number of partners who help us make the students' learning up to date and relevant.

We constantly strive to expand and improve links with employers and other local providers. We work with many different partners, including qualified career professionals, employers and training providers, to make sure our young people receive information and guidance to understand the full range of options available to them. This involvement includes the provision of work experience placements, careers talks, and workplace visits. Links are also maintained with various training providers supporting apprenticeships for those pupils considering that route as an alternative to further or higher education.

We recognise that parents/carers remain the biggest influencers on a young person's career choices and we offer parents help and guidance at critical stages in the students' time with us, for example in Year 9 with KS4 options decisions, Year 10 Work Experience placements, Year 11 with 16+ choices. Parents also have the opportunity to contact the Careers Advisor.

Our provision includes:

- careers fairs;
- work experience (Y10)
- career insight talks;
- mentoring;
- collapsed timetable days;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- Building My Skills;
- Work Discovery;
- curriculum projects and
- National Careers and Apprenticeship Week.

Work Experience

All Yr10 students will have the opportunity to engage in one week of work experience through Unipres. Unlike traditional works experience,, our model focuses on a site visit followed by industry based tasks and presentations.

We believe this enables all students to experience first-hand experiences of the workplace to help them explore career opportunities. Engaging with work experience placements can significantly benefit students in areas of communication and interpersonal skills, increased confidence, increased understanding of the world of work and key industries, improved employability, increased maturity, team working skills, increased independence, enhanced independence, time-management skills, a clearer sense of career aspirations, greater motivation to engage in education, understanding educational and career pathways, easier transition from education to work, improved educational attainment and many more.

LMI

The labour market in the Sunderland area for young adults has been difficult in the recent past, However, there is now a more optimistic view of the economy and employers are seeking to recruit. The 3, 6, 9 Vision for Sunderland illustrates this optimism. The vision is based on 3 key themes; infrastructure, vibrancy and sector and skills. It sets out plans to improve our city over the next nine years. In the automotive and engineering sectors there Nissan, Grunfos, Unipress, Calsonic and Liebherr grow through the employment of local people. The demographics of the labour market in these sectors will mean that a significant percentage of the skilled engineering workforce is set to retire in the next decade and so must be replaced. Through the planned programme (CEIAG lessons) and employer engagement at FCA, we discuss with our students the current Labour Market Information for our city and the North east region. We encourage all students to raise aspirations and challenge stereotypes

The Gatsby benchmark 2 (the benchmarks have widely shaped the new DFE statutory guidance) is aimed at learning from career and labour market information. It states that 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.

FCA has LMI included as part of the CEIAG programme for all years and that students get to know about local, regional, and national LMI.

Monitoring, review and evaluation

The careers programme is delivered through the FCA Personal Development Programme, within curriculum areas as well as through an extensive range of enrichment opportunities and activities.

Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Compass+ tracking data
- Work scrutiny
- Curriculum plans
- Destination data
- Monitoring of the quality of Careers Guidance Interviews by the Careers Leader and external quality assurance.

Evaluation activities are used to measure the impact of our career programme and inform future planning.

Evaluation activities include:

- Analysis of destination data
- Activity survey
- Destination data – sustained data (DFE), school-level data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Student evaluations of personal guidance interviews

Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

The Careers Strategy is reviewed on an annual basis by the Careers Leader.

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed regularly in relation to government policy by the member of the Senior Leadership Team responsible as part of the whole-school self-assessment process and will be reviewed by Trustees when any additions or amendments are made.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader

Links with Other Policies – It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work related learning and enterprise, equal opportunity and diversity, health and safety, gifted and talented and SEN.

Management

Mr Roberts co-ordinates the careers programme and is responsible to the Head Teacher. This area is supported by a link Governor

Staffing

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by external agencies. The careers programme is planned, monitored and evaluated by the careers coordinator in consultation with the Connexions personal adviser who provides specialist careers guidance. Preparation for work experience and follow-up takes place during registration time.

Resources

Funding is allocated in the annual budget planning around in the context of whole school priorities and particular needs in the CEG area. The careers coordinator is responsible for the effective deployment of resources.

Staff Development –

Staff training needs are identified as part of the Partnership Agreement progress with the Connexions Service (twilight CPD event) and in conjunction with the school Inset coordinator.

The school will endeavour to meet training needs within a reasonable period of time. The careers coordinator has recently undertaken suitable training and professional development to ensure you manage responsibilities. The coordinator attends all relevant meetings including network meetings and other training development opportunities disseminating information to staff via staff briefing and pastoral meetings.

The careers coordinator also recently completed a Level 6 Careers management award, including 3 educational units 21, 22, 23 – if so, I would highlight these specifically – the full diploma is much bigger) Diploma in Careers Education and Guidance.