

Madeley Academy



Careers Information, Advice and Guidance Policy

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Madeley Academy

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Careers Information, Advice and Guidance Policy (IAG)

1 Aim

The aim of Madeley Academy's Careers policy is to develop the skills, attitudes and abilities of our students to enable them to make effective decisions about their future education, training, employment and life as an adult member of society.

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people at Madeley Academy will benefit from a planned curriculum and programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Madeley Academy has a statutory duty to secure independent and impartial careers guidance for students in Years 8-13 (Statutory Guidance January 2018) and will be working towards achieving the eight benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

2 Objectives

The following objectives cover a series of planned careers education and development activities will enable students:

- To develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, abilities, personal qualities, potential, needs, attitudes and values.
- To raise aspirations and increase awareness of the world in which they live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that gender should not limit career choices.
- To make informed choices about their own continuing progression and development in education or employment.
- To cope with change and manage effectively the transition from the School to continuing education, working and adult life.

3 Student Entitlements

It is the policy of Madeley Academy that all students should have access to:

- 3.1** A planned programme of Careers Education which provides opportunities to develop and apply the knowledge, understanding and skills necessary to make realistic careers decisions.
- 3.2** Individual guidance from the School's Careers Service staff in our 'open-access' Careers Resource Centre as well as from Personal Tutors and teaching staff, where appropriate.
- 3.3** Support for the processes of job search, preparing effective CVs and job applications, developing interview, presentation and employability skills.
- 3.4** Opportunities to experience the world of work.
- 3.5** Access to careers guidance software through KUDOS for Key Stage 4 and Sixth Form students which provides job ideas and careers information. Students can also access careers information via the National Careers Service website, Plotr, Prospects, icould and other sites, which are signposted on the Careers Links section of the School's website.
- 3.6** Advice on the best combination of subjects for different careers.
- 3.7** Opportunities to engage with further and higher education providers. A Provide Access Policy is available on the School's website.

4 Equal Opportunities

School policy is to take particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment.

5 Key Elements of IAG Delivery

The School has in place a range of Resources and Key Elements of Delivery to bring careers objectives and students' entitlements to successful fruition.

5.1 School Careers Organisation

The Careers Lead will organise the framework for all major careers events, in consultation with Heads of Year and the School's Senior Leadership Team. Careers objectives will be included in the School's Development Plan and regularly updated. Heads of Year, the Head of SEND, Personal Tutors and Subject Teachers will identify students who may require additional support from The Careers Team.

The Lead Teacher responsible for the Aspire to HE programme attends the Teacher Forum and works with the Careers Lead to access funding for careers activities and projects.

5.2 School Careers Team

The School's Careers Team will be available as a resource to support students' careers discovery and management and to provide advice and practical guidance on developing employability skills, job application and interview techniques. The team will draw on the School's Employers Database and their own wide-ranging contacts to identify specialists and alumni who can offer curriculum support and advice on specific careers.

The Team pays regard to relevant guidance on improving outcomes for young people which is published by the Department for Education, OFSTED and other relevant agencies.

The School also makes use of the support provided by the Careers Enterprise Company, advice and signposting of the local Careers and Enterprise Advisor and the resources available through the NCOP project.

5.3 Careers Resource Centre

The School is committed to a separate and distinctive Careers Resource Centre where resources are immediately available, as students need them. This includes interview areas, an employer database, KUDOS and UCAS websites, information about post 16 options, university application reference material including UK prospectuses and information on over 400 careers.

5.4 Work Placement Experiences

Work placement will have a strong part to play in encouraging informed careers choices and developing employability skills. All students in the Sixth Form complete at least 5 days on placement and there are also opportunities for appropriate Year 12 and Year 13 students to attend an extended work placement as part their preparation for university or working life.

The Careers team are responsible for supporting teaching staff throughout the School by making arrangements for business/industrial visits and setting up the projects with businesses in the local community.

5.5 Staff Training

The School is committed to professional development and training for all those involved in Careers Education. Assessment of careers training needs will be undertaken annually during the Careers Team's appraisal and development discussions. There will be a training input each year for those staff involved in delivering the careers curriculum and for supporting university applications. Careers Staff within the TTS Multi-Academy Trust also undertake professional development jointly at least once a year to share good practice.

6 Annual Careers Education and Guidance Programme

6.1 Key Stage 3 Programme

The key responsibility for delivering a balanced and planned careers education programme through the curriculum will lie with the Careers Lead, in partnership with the Heads of Year 7 and 8 and the School's Senior Leadership team.

Year 7 and 8: All students will have an introduction to careers discovery and exploration, CVs and interview practice through the enterprise course, which is delivered by the School's Business Department.

Specific careers trips and visits are also organised for students on the Most Able programme.

In Year 8, guidance is provided to students on making subject option choices and students may book 1-1 careers interviews on request.

Students in Year 7 and 8 also enjoy at least one careers assembly, which is delivered by a local employer and designed to inform students about local career opportunities and/or areas of national skills shortage such those linked to STEM subjects.

6.2 Key Stage 4 Programme

To supplement curriculum learning each Year group will undertake Careers projects, which will be delivered through a partnership between The Careers Team, employers, universities and other key contacts, including those through STEMNET.

Year 9: All Year 9 students take part in range of careers and employability sessions during the annual Careers Day in July which includes at least one meaningful engagement with an employer.

Year 10: This year group takes part in a Careers Discovery Session delivered by the Careers Team during the Spring term which introduces students to the careers discovery software KUDOS.

Year 11: Students are supported to make informed choices about their post 16 options through 'Careers-themed' assemblies, including 'Making Choices' and those with alternative providers such as Telford College and the National Citizen Service. **All** students will also attend a careers guidance interview which provides signposting to further careers research and information. Students who are identified as possible leavers after Year 11 are offered individual guidance to ensure their personal development plans are secure. Trip to alternative providers such as Telford College are also organised for groups of students and the local authority's Future Focus representative provides transition support for students with EHCPs.

In the Autumn term, an 'Aspire to HE' evening is offered which promotes the benefits of higher education, provides advice on suitable subject combination at A level and BTEC and gives students and their parents the opportunity for a 1-1 discussion with a member of staff about career pathways and proposed study options.

Targeted Students in Key Stage 4 also have the opportunity to join activities organised as part of our Oxbridge preparation programme at our partner school Thomas Telford, which includes visits to Oxbridge colleges and academic taster sessions.

6.3 Sixth Form Programme

The Careers Team, in close partnership with A Level and Vocational A Level Course Leaders and in consultation with the Senior Deputy Head responsible for the Sixth Form, will be responsible for delivering a balanced and planned Careers Education Programme. This will aim:

- To help students develop the skills and confidence to make realistic and informed decisions about their futures beyond their Sixth Form studies;
- To assist students to manage the transition into higher education, training or employment.

Careers learning outcomes and performance indicators are set out in the Appendices to this Policy.

6.3.2 Delivery

These aims will be delivered through a range of strategies:- individual guidance and interview at our “drop in” Careers Resource Centre, one off events, talks and conventions and off site visits, links and work placements with employers. External development options will be advertised to all Sixth Form students on an equal opportunity basis through assemblies and via email. The current range includes:

University Visits

At least one university visit will be organised by the School for all Sixth Form students. A number of subject based university visits are also organised including to the Keele University Medical careers event in March and a Nursing, Midwifery, Paramedic Science and Operating Department Practitioners trip to the Staffordshire University campus at Royal Shrewsbury Hospital. Students will be encouraged to attend Open Days when researching their degree subjects in order to make well informed decisions about their future.

Academic and career based talks

Largely informed by the student requests and feedback, a number of university masterclasses and career themed talks and assemblies are organised at School. Madeley Academy students are also able to attend MedSoc and other careers themed activities which are offered at our sister school Thomas Telford.

Duke of Edinburgh Award Scheme

Extensive personal development through the School’s major programme for Bronze, Silver and Gold awards.

University Summer Schools

Eligible students are encouraged and supported to apply for appropriate university Summer Schools to order to develop their understanding of the requirements and opportunities of studying at a higher level.

NHS Young Volunteers Scheme and other extended work experience placements

Students are supported to undertake extended work placements with key partner employers, including the local hospital, care homes, schools and other relevant employers.

6.3.3 Programme

The Sixth Form Programme will run as a series of planned events and assemblies linked through the “drop in” Careers Resource Centre which will ensure that students will have instant contact with sources of help and advice.

It will be designed to involve the full range of assistance from The Careers Team and external advisers:

The Senior Deputy Head Responsible for the Sixth Form –and other members of the Senior Management Team who will be consulted on all policy issues

Personal Tutors and teaching staff- who will be involved in the development of individual students

Careers Team - staff members who will give individual advice and feedback and will make openings for effective work placements, industrial visits and student assignments

Local Employers – who will form our Industry Database and will be available to support the curriculum, visits and work placements

Higher and Further Education staff - who will provide support and information about university and college applications, host visits and answer queries on behalf of students

Parents - who may be involved in careers interviews, help monitor the policy and assist as required, for example, with special funding

Alumni – former students who will provide advice and guidance on specific careers

6.3.4 Framework of Planned Events

Sixth Form Students will receive:

- Introduction to Careers staff and Careers Resource Centre
- Careers Insight sessions on specific jobs or industry sectors
- Guidance on the use of on-line careers guidance resources
- Full careers interviews on request
- Opportunity to visit Universities, employers and recruitment fairs
- Briefing on University entrance procedures and requirements and support with UCAS applications
- Job application workshops and mock interviews
- Work Placement opportunities to support development objectives
- Participation in Careers week preparing them for University and job applications
- Support with applications for university summer schools and other enrichment opportunities
- On-going programme of work placement opportunities as part of the Sixth Form curriculum.
- Higher education and Careers Fair for students and parents

Through this framework of planned events, combined with intense personal support, the School seeks to build students' confidence to make realistic decisions about their future and to take ownership of and effectively manage their transition into higher education, training or employment.

7 POLICY MONITORING AND QUALITY ASSURANCE

The following evaluation framework will be implemented to ensure effective standards of monitoring and quality assurance.

POLICY ELEMENT

MONITORING INDICATOR/PROCESS

Whole policy including objectives The Careers Lead will share the policy and recommendations for improvement with the School Senior Management Team annually.

Implementation of policy The Careers Lead will report termly to the Headteacher and Governors on the careers programme and planned activities

Key Stage 3 and 4 programme	The Heads of Year will be asked to analyse and discuss careers progress with a representative group of 6 students to check that Learning Outcomes are being achieved.
Sixth Form programme	The Senior Deputy Head responsible for the Sixth Form will analyse and discuss careers progress with students to check that learning outcomes are being achieved.
Careers interviews	5% of students attending careers interviews will be asked to complete a quality monitoring questionnaire.
Feedback from parents	Feedback on the schools careers provision will be sought from parents in the annual questionnaire and from students using on-line questionnaires and feedback forms, where appropriate.

**Careers Learning Outcomes
Key Stage 3 Summary**

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
Plan for transition from KS3 to KS4	Discuss with their Personal Tutor the differences and how they will cope with them
Review personal skills and qualities	Identify and talk about their interests, completing a career themed workbook during the annual Careers Day
Develop initiative and teamwork skills	Take part in team building activities including Business Enterprise Activity where they create and pitch a new product or service
Start to plan their own future	Make choices about their GCSE options and understand how this will affect their career pathway
CAREER EXPLORATION	
Research careers using suitable websites and software	Navigate careers software programs and can explain which careers might match their interests and skills
Identify courses and qualifications available at KS4 and choices routes Post16	Select suitable courses from the Options Booklet and explain the qualifications they will gain
CAREER MANAGEMENT	
Appreciate the implications for Career choice Make career related decisions	Complete an Options Choice Form Discuss with Parents, Personal Tutors and Subject Teachers, the careers that lead from chosen options

**Careers Learning Outcomes
Key Stage 4 Summary**

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
Review their transition from KS3 to KS4	List the subjects in which they are doing well Set early targets for grades they need to achieve
Identify employability skills and attitudes they have developed	Identify the employability skills they are developing at School, during extra-curricular activities
CAREER EXPLORATION	
Clarify opportunities and available routes Post 16	Explain three possible Post 16 routes and identify their leading option
Relate labour market trends to their career ideas	Specify what the demand will be for their chosen career route in the future
CAREER MANAGEMENT	
Use effective presentation skills to help achieve success in job application and College interviews	Complete application forms with competence Demonstrate high order skills in presentations to peers and mock interviews
Make decisions on progress to Post 16	Review GCSE progress to date using results or assessments and mock examinations Find out content of A Level and Vocational A Level/BTEC courses Make a list of targets for improvement

**Careers Learning Outcomes
Post 16 Summary**

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
Plan for the transition to University or working life	Appraise their employability skills in discussion with the Personal Tutors and set improvement targets Practise and perfect CV and interview skills
Prepare a Personal Development Plan	List actions for job or University research with target dates
CAREER EXPLORATION	
Use Careers Resources effectively including on-line Careers Guidance websites and UCAS	Prepare long and short lists of Universities to aim for Uncover necessary skills qualities and qualifications for job, apprenticeship or university routes
Attend Careers Fairs, University Open Days and Job Conventions	Explain key points about Student Finance options Find out about Gap Year options Identify job openings
CAREER MANAGEMENT	
Take full advantage of Work Placement opportunities	Experience the workplace and make decisions on likes, dislikes and future aims, completing a work experience log book
Consult Personal Tutors, School Careers Advisers to make use of their expertise	Finalise university choices and make effective applications Reach job and career decisions with back-up plans Use websites to research and apply successfully for starter jobs, apprenticeship and school leaver schemes