

# Scholars' Education Trust

<b>POLICY TITLE:</b>	<b>CAREERS EDUCATION (CEIAG)</b>
<b>STATUS</b>	<b>Statutory</b>
<b>REVIEWED BY:</b>	<b>Trust Board</b>
<b>DATE DUE:</b>	<b>Summer 2021</b>
<b>DATE APPROVED:</b>	<b>12 July 2021</b>
<b>DATE of REVIEW:</b>	<b>Summer 2022</b>
<b>Lead responsibility:</b>	<b>CEO &amp; Secondary Headteachers</b>

---

## Contents Page

1.	Policy Statement	2
2.	Purpose	2
3.	Commitment	2
4.	Entitlement	2
5.	Link to other policies	3
6.	Appendix 1 – Sir John Lawes School	4
7.	Work Related Learning – Sir John Lawes School	6
8.	Appendix 2 – Samuel Ryder Academy	8
9.	Work Related Learning – Samuel Ryder Academy	11
10.	Appendix 3 – [RBA]	12
11.	Appendix 4 – Priory Academy	13

## **Policy Statement**

Scholars' Education Trust is committed to providing Careers Education, Advice and Guidance to all students through the curriculum and organised activities. Work continues in all our schools towards meeting the Gatsby Benchmarks to ensure and recognise the quality of our careers provision.

Careers guidance focuses 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 each student.

CEIAG within the Trust is committed to fulfilling its statutory requirements as set out in The Education Act 2011 where there is inserted a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for pupils in Years 8-13. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options. This policy also reflects the DfE statutory guidelines produced in October 2018: 'Careers guidance and access for education and training providers.' The policy has been reviewed and updated in consultation with Trustees, Governors, the senior leadership team and reflects the views of teaching staff and students.

We want our students to enjoy success and happiness both at school and beyond; as such, our central vision is to enable our students to leave us confidently equipped for life. Whilst we hope (and expect) that our students will achieve ambitious academic goals, we also want them to acquire the relevant personal behaviours, values, and employability skills that will enable them to move forward with confidence into the next stage of their education, employment and future lives. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each student.

## **Purpose**

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Help students understand and develop their key strengths, skills, qualities and work preferences
- Help students recognise career and further education opportunities
- Support students and families with their career and education pathways
- Develop our students so that they have the ability to research and enter the labour market and to progress effectively within their chosen sector.

## **Commitment**

The Trust is committed to providing a planned programme of careers education, information and guidance for students to ensure all schools in time meet the Gatsby Benchmark. All students will leave their school with the skills and knowledge required to support their entry to Higher Education, Further Education or an Apprenticeship. The Trust promotes parent/carer involvement through events, forums and ensuring access to information throughout the year.

## **Entitlement**

Students are entitled to careers education and guidance that is impartial and confidential and all students will be given the opportunity to access this. The Careers programme will promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the

students to whom it is given. The entitlement to, and procedure for accessing, impartial guidance is explained to all students. It is reinforced at key transitional points; during the options process of Years 8 and 9, during Post 16 planning in Year 11 and in the Sixth Form.

### **Links with other policies**

Teaching and Learning, Equality, Health and Safety, Inclusion

This policy is written to reflect the National Framework

Equalities impact assessment considered

## **Appendix 1**

### **Sir John Lawes School**

#### **Provision**

The careers programme is managed by the Head of Careers and careers lessons are delivered by the dedicated Life Skills team.

Careers resources, available in The Careers Library and the 6th Form area, are relevant and up-dated regularly. Access to careers software and the internet is easily available, and relevant careers websites are promoted within the school.

Participation in activities, both in school and off-site, provide employer contact and further information. The Trust provides the services of external IAG providers, from Hertfordshire Services for Young People (HSfYP) who offer individual careers guidance to all Year 11 students. Students in all year groups may request an impartial careers interview, if they feel it is needed at that time. (2.3)

Careers-focused activities are delivered through the PSHE curriculum are managed by the Head of Careers and the Head of Life Skills.

Training needs are identified, courses attended and information is then brought back to school and shared with other staff members. The Head of Careers attends local IAG consortium meetings, as necessary.

The SLT link and Head of Careers are responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required. (2.2)

#### **Key Stage 3 Provision**

- Allotted time through PSHE lessons for self-development focusing on lifestyle and progression
- Access to the careers etc. software via PSHE lessons and tutor time
- Yr.8 will be invited to attend an Options Evening. HSfYP and Trust Careers will attend the Options Evening
- An introduction to the careers resources in the Careers Library
- Assemblies and other information on KS4 options including vocational and alternative courses
- Specialised sessions from HSfYP

#### ***By the end of Stage 3 all students will have:***

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase.

## **Key Stage 4 Provision**

- One-week block work experience placement which focuses on students' future career aspirations, where possible, allowing learning about work through the experience of work
- Year 11 Enrichment Day with apprenticeship input and college presentations
- Local university presentations
- Careers interview for every Year 11 student
- Attendance at school careers fair
- Morrisby Career-profiling
- Information on College Open dates
- Support with completing college application forms and access to computers for on-line registration
- Interview preparation
- Supported CV and Personal Statement sessions within the Life Skills curriculum
- Post 16 Options Evening supported by external IAG provider and Head of Careers
- Close monitoring of vulnerable students.

### ***By the end of Key Stage 4, all students will have:***

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the World of Work through a work placement
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.
- Been offered the opportunity to take part in the Morrisby career profiling, based on aptitudes, skills and interests.

## **Key Stage 5 Provision**

- Careers units delivered through General Studies and Enrichment lessons, lessons incorporating employability skills, voluntary work promotion, presentation skills, aptitude testing and interview skills, LMI and career exploration
- UCAS preparation through General Studies and Enrichment
- Interviews with Careers Adviser as and when requested
- HSfYP Drop-in sessions
- Careers Day – employer, HE and apprenticeship representation
- Morrisby Career-profiling
- Employer visits during assemblies
- Access to Careers Library
- UCAS during Gen Studies and Enrichment.

### ***By the end of Stage 5 all students will have:***

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Received guidance through the UCAS application procedure
- Been given direct access to employers and universities

- Been given guidance to help identify a range of Post-18 options
- Been provided with the resources to develop their CVs, personal statements, and interview preparation.
- Been offered the opportunity to take part in the Morrisby career profiling, based on aptitudes, skills and interests.

## **Work Related Learning at Sir John Lawes School**

Work-related learning is an essential part of a student's education.

Work-related learning is: Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

The underlying aims of work-related learning are:

- to develop employability skills
- to provide young people with the opportunity to 'learn by doing' and to learn from experts
- Provides insights into the world of work and changes which are occurring
- Provides opportunities to understand the links and differences between school work and 'work'
- to increase the commitment to learning, motivation and self-confidence of students
- to improve the retention of young people in learning after the age of compulsory schooling
- to develop career awareness and the ability to benefit from impartial and informed information and guidance
- to support active citizenship
- to develop the ability to apply knowledge, understanding and skills
- to improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they work
- Work Experience provides students with opportunities to learn.

Students at SJL have many opportunities to develop their work related learning and this happens in all stages of their school education. They can be found in:

- In KS3 students are given the opportunity to consider their strengths, weakness and interests and how these may fit with future career considerations. They are given support from the careers and Life Skills teams and HSfYP around the options processes.
- In Year 10 Life Skills lessons students complete a preparation unit for work experience. This allows students to gain an understanding of the application process for work, expectations of the workplace and health and safety implications.
- Year 10 Work Experience: This is sourced from a combination of private placements and placements arranged by Youth Connexions. Work Experience is one week where students will be in their work placement learning about employability skills, developing self-confidence and inter-personal skills which are essential to the workplace. During the placement, students are expected to complete diaries to reflect on their learning and experiences of the week.
- In Year 11 Life skills lessons students cover a unit of work on careers. Students look at Post-16 options and address the necessary skills they may need to make the transition into their next phase of learning smooth. These include further development of their CVs, writing personal statements and interview preparation. They also look at information

relating to current labour market trends. All Year 11 students receive a careers interview, and are offered the opportunity for this to be from an external provider. This helps students prepare for their post 16 transition.

- Students from years 10, 11 and 12 attend an in-house Careers Fair attended by approximately 80 employers, apprenticeship providers, Morrisby Profiling and universities.
- In Year 13 students carry out voluntary work experience in the Autumn term. They are expected to find their own work placement and complete a reflective diary of the experience.
- Enterprise Education – There are various opportunities at SJL for students to get involved in enterprise activities.

## **Appendix 2 Samuel Ryder Academy**

### **Provision**

The careers programme is managed by the Careers Leader and is delivered across the curriculum.

Careers resources, available via Unifrog and the Sixth Form library, are relevant and updated regularly. Relevant careers websites are promoted within the school.

Participation in activities, both in school and off-site, provide employer contact and further information. The School employs a Careers Adviser who holds the Postgraduate Diploma in Careers Guidance (L6) and is a member of the Career Development Institute (CDI). She undertakes personal guidance interviews with all students in year 11 and 13 and works with staff to develop their knowledge and understanding of local labour market information and opportunities.

Training needs are identified, courses attended and information is then brought back to school and shared with other staff members. The Head of Careers attends local IAG consortium meetings as necessary.

To achieve the school's aim, the 8 Gatsby Benchmarks will be at the core of all our careers education, information, advice & guidance and applied appropriately across all year groups. We aim to provide a world class careers programme that continually evolves.

### **Outcomes**

The school continues to work towards maintaining and achieving all eight Gatsby benchmarks, it is recognised that monitoring of activities and outcomes, with continuous improvement is essential to keep up with the changing career landscape.

### **The eight Gatsby benchmarks of Good Career Guidance**

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

### **CEIAG Implementation**

Curriculum/Teaching Learning and Assessing

Teaching staff contribute to the delivery of CEIAG through:

- The delivery of careers PSHCE lessons running through Year 7 – Year 10 details of lessons can be found on the school website.
- Sixth Form pastoral programme.
- Employability skills, interests, qualities and experience are identified and targeted through the use of Unifrog software.
- Form tutor and pastoral support for learners in preparing students for their next steps.
- All subjects are encouraged to embed careers into the curriculum – this is recorded on Compass+

Support staff contribute to the delivery of CEIAG through:

- Logging all employability and Higher Education activities on Compass+
- Ensuring that learners and families receive information regarding vacancies, career and further /higher education opportunities.
- Share and celebrate career activities with the community through the newsletter and website.
- Liaise with form tutors, Heads of Year and SEND to prioritise and schedule YC Hertfordshire appointments, where appropriate.
- Distribute students' individual careers plans and file on SIMS.
- Verify and log all work placement activity for Year 10 and Sixth form students.

Careers Lead contributes to the delivery of CEIAG through:

- Completing Careers Leader training to ensure that the Careers Leader role is delivered within the school
- Develop and deliver the Careers plan, using The Careers and Enterprise Company's Compass +
- Support to curriculum and pastoral staff by delivering careers CPD
- Develop and deliver annual drop-down careers and employability events across the school
- Organise Higher Education, Apprenticeship and workplace sessions / visits.

### **Partnership Work**

The School will continue to work with a range of partners to assist in the delivery of CEIAG and labour market information including local and national employers, charitable organisations, recruitment consultants, apprenticeship employers, alumni and professional bodies. We work closely with the Hertfordshire Careers and Enterprise Coordinator.

### **Quality Assurance**

The SLT link and Careers Leader are responsible for the monitoring, review and evaluation of the programme.

Learner feedback is key to the development of the service and is obtained through evaluations after 1:1 guidance, group work, talks, events and activities. Learner feedback forms via Microsoft forms part of our Quality Assurance measure and consequently influences the development of our careers provision at school.

We receive feedback from volunteers and providers after events in order to improve sessions the following year. We also obtain feedback on our careers provision every other year from our parents and staff.

Students complete an annual Careers survey which informs developments within the program. We audit our careers provision across the school on a termly basis so that we are aware of the activities taking place and this is tracked on a pupil level on Compass+. Analysis of Compass+ then informs us of areas to develop within the program.

### **Destinations**

#### ***Intended destinations***

We support Hertfordshire County with the completion and return of Year 11 and 13 'What Next Forms' to inform intended destinations.

Individual student meetings with SLT take place with each Year 11 and 13 students to ensure that they have a place for the following September. If a student does not have an accepted place, this will be followed up by the Careers Adviser to ensure no NEETS.

### ***Actual destinations***

The CCIS Manager at Hertfordshire County Council is responsible for the collection of Year 11 and Year 13 County destination data which is provided to the school each December. The school also collects more detailed data on 3 years of leavers (Year 11 and 13) destinations by emailing a Microsoft form to families and students once a year. Destinations are tracked annually and reports given to SLT and Trustees to analyse and incorporate into self-assessment reports.

## Work Related Learning at Samuel Ryder Academy

Work-related learning is an essential part of a student's education.

Work-related learning is: Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of employment, learning about work and working practices, and learning the skills for employment.

The underlying aims of work-related learning are:

- to develop employability skills
- to provide young people with the opportunity to 'learn by doing' and to learn from experts
- Provides insights into the world of employment and changes which are occurring
- Provides opportunities to understand the links and differences between education and employment
- to increase students' commitment to learning, motivation and self-confidence
- to promote the participation rate for all young people after the age of compulsory schooling
- to develop career awareness and to maximise the benefit of impartial and informed and guidance
- to support active citizenship
- to develop the ability to apply knowledge, understanding and skills
- to improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they function.

Students at SRA have many opportunities to develop their work-related learning and throughout all phases of education.

**Year 10 Work Experience:** This is sourced from either private placements or placements arranged by YC Hertfordshire.

## **Appendix 3 Robert Barclay Academy**

### **Provision**

Through our curriculum at RBA, we aim to develop ambitious students who have high expectations and who are fully prepared for their future lives beyond school in an ever-changing world. We aim to promote an aspirational ethos and culture and encourage students and parents to engage with careers education in partnership with YC Herts and the Local Area Enterprise Partnership. Since 2018 we have had a close working relationship with Reynolds Catering (Enterprise Partner), who have provided assemblies, work placements and interview preparation for our students.

The careers education programme is managed in school by the SLT i/c of Careers. Each department area will deliver lessons in careers that is either linked to local mark information or to how the skills learned in each subject can be transferred into the world of work.

Relevant careers websites are promoted within the school either via Edulink or via the RBA Review (Weekly Newsletter).

Participation in activities, both in school and off-site, provide employer contact and further information. The School employs an Independent Careers Adviser who holds is Level 6 Diploma in Careers Guidance and Development. This person undertakes personal guidance interviews with all students in year 10 to 13 and works with staff to develop their knowledge and understanding of local labour market information and opportunities. Special consideration is given to our students who are at risk of becoming Not in Education Employment or Training. These students are given extra one to one sessions as well as individual tailored support as required.

### **Outcomes**

The school continues to work towards maintaining and achieving all eight Gatsby benchmarks. It is recognised that monitoring of activities and outcomes, with continuous improvement is essential to keep up with the changing career landscape.

### **The eight Gatsby benchmarks of Good Career Guidance**

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

### **Key Stage 3 Provision**

Aim for prospective/new students:

- To establish the fact that at RBA all students are expected to 'Aim High' and be the very best they can be in preparation for life in an ever changing world.
- To make the link between doing well at school and getting the very best career, and how aiming high and having strong aspirations can enhance students' life chances.

### Year 7:

- Start to plan their learning journey by recognising what they are good at.
- Know more about the jobs people do to help us in our lives.
- Reflect and record their thoughts about careers through a questionnaire at the end of Year 7.
- To understand the concept of STEM (Science, Technology, Engineering and Maths) careers available and routes of entry.
- Complete 2 trips during LEAD (anti Bullying day, Tower of London trip) to work on the soft skills required from the Hertfordshire Skills Framework including respect and good manners, teamwork and confidence.
- Social Studies students complete a module on “What are my dreams and how will I achieve them?” and this supports students in making the initial conversations about future career goals. Included in this is the discussion on the future of jobs.

### Year 8

- They start to think more about their strengths and areas that they need to develop.
- Know more about the different jobs that people have.
- Know what to expect in Year 9, and are able to choose GCSE options that support their future.
- During LEAD trip one (Whipsnade Zoo) students learn about Sustainability and The Environment
- During LEAD trip two (science museum) students are exposed to careers in Science with the trip to the Science Museum
- 121 meetings with a Senior member of staff to discuss option choices to best support students matching their careers aspirations to their option choices.
- Social Studies students complete a module on “Goals and what money can’t buy” and this supports students in making long term goals and the difference between medium term and long term goals.

### ***By the end of Stage 3 all students will have:***

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability linked to the Hertfordshire Skills Framework
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options
- Received appropriate advice and guidance on Key Stage 4 options and set broad learning goals for the 14-19 phase.
- At least 2 dedicated KS3 Careers lesson in each subject area.

### **Key Stage 4 Provision**

#### Year 9

- Consolidate high aspirations, including consideration of higher education and top careers options.
- Begin to consolidate their strengths and recognise their areas of development.
- Know some of the careers and training opportunities that are available in the community.
- Begin to recognise the skills needed for certain careers.

- Complete trip during LEAD 1 (Tolmers) to work on the leadership skills as well as working on Teamwork showing cooperation with others as well as working on determination and resilience
- LEAD 2 (University visit) works with students on the aspiration of going to university with the aim of supporting students to gain the best possible qualifications.
- In Social Studies, students complete a personal strengths action plan and this allows them to identify their own strengths and areas to improve. This supports them in thinking about the world of work and their potential career paths including the difference between employment and self-employment.

### Year 10

- Raise aspirations through our aims for Year 10 students to understand explicitly the link between working hard, gaining the best qualifications and careers opportunities, including access into the Sixth Form, colleges or other training places post-16.
- Know how to act appropriately and know how to ask for help in the world of work.
- Continue to identify their likes and dislikes to help them make decisions and choices.
- All students will meet with our Independent Career's Advisor in a rolling programme to support them making the best possible choices for their future decisions.
- Lead day 1 (Dragons Den) works on students' confidence, teamwork and adaptability all skills that are required from the Hertfordshire Skills Framework.
- All students will meet with our independent Career's Advisor on a rolling programme to support them making the best possible choices for their future decisions.
- Students will complete 1-week work experience and will reflect upon their experience.
- Social Studies will focus on resilience building and forming long term goals.
- Students will take part in A-Day (Aspirations Day). This day will focus on careers and raising students' aspirations for their future pathway.

### Year 11

- Focus on high aspirations making the link between their qualifications and experience to the very best and most appropriate next step/ career path.
- To understand, first hand, the full post-16 options available and to be able to take independent control of this process.
- Students will take part in Futures Day. This day will focus students on the different pathways into work, from apprenticeships to University. Students are supported in writing CVs.
- To have independent careers advice as needed (this is especially focused on students at risk of becoming NEET).
- Meet with a senior member of staff to discuss their post 16 options.
- Have the ability to meet the interdependent Careers Advisor to gain specific advice as required.

### ***By the end of Key Stage 4, all students will have:***

- Enhanced their self-knowledge, career management and employability skills.
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Experienced the World of Work through a work placement.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.

- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.
- An improved knowledge of the world of work and that there are a range of jobs while we have worked to tackle gender stereotypes.
- At least 2 dedicated KS4 Careers lesson in each subject area that the students study.

### **Key Stage 5 Provision**

- Focus on high aspirations, making the link between their qualifications and experience to the very best and most appropriate next step/ career path
- Complete the Core Skills program. This will expose the students to a range of careers related opportunities, such as engaging with outside speakers i.e. University and Apprenticeships
- UCAS preparation through both drop down days and during form time
- Each student will have a dedicated Youth Connexions session and drop in sessions will be available
- Mock Interview Day, supported by our Enterprise Adviser, Reynolds Food, supporting both the application process and how students will engage in assessment centres and interviews.
- Visit to the UK Universities and Apprenticeships Fair
- Self-directed Work Experience in Year 12
- Attending the Sir John Laws careers fair
- One form session a week is dedicated to careers/ university/ one to one mentoring.

### ***By the end of Key Stage 5, all students will have:***

- Gained the necessary advice and support deciding what to do when they leave the Sixth Form. Students will be guided to relevant sources and materials to aid in their decision making, depending on their aspirations and goals. Students will be supported fully through all application processes, whether that be for University, Apprenticeship or Employment.
- Enhanced their self-knowledge, career management and employability skills.
- Received guidance through the UCAS application procedure.
- Been given direct access to employers and universities.
- Been provided with the resources to develop their CVs, personal statements, and interview preparation.
- Gained an understanding, first hand, of the full range of post-18 options available and to be able to take independent control of this process.
- Had at least 1 session with our independent Careers Advisor.
- At least 2 dedicated KS5 Careers lesson in each subject the students study.

### **Destinations**

#### ***Intended destinations***

We support Hertfordshire County with the completion and return of Year 11 and 13 'What Next Forms' to inform intended destinations.

Individual student meetings with SLT take place with every Year 11 and 13 student to ensure that they have a pathway for the following September. If a student does not have an accepted pathway, this will be followed up with further support by the Careers Adviser to ensure we have no NEETs.

#### ***Actual destinations***

The CCIS Manager at Hertfordshire County Council is responsible for the collection of Year 11 and Year 13 County destination data which is provided to the school each December. The school also collects more detailed data on 3 years of leavers (Year 11 and 13) destinations by emailing a Microsoft form to families and students once a year. Destinations are tracked annually and reports given to SLT and Governors to analyse and incorporate into self-assessment reports.

## Work Related Learning at Robert Barclay Academy

Work-related learning is an essential part of a student's education at RBA.

Work-related learning is: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of employment, learning about work and working practices, and learning the skills for employment.

The underlying aims of work-related learning are:

- to develop employability skills.
- to provide young people with the opportunity to 'learn by doing' and to learn from experts.
- provides insights into the world of employment and changes which are occurring.
- provides opportunities to understand the links and differences between education and employment.
- to increase students' commitment to learning, motivation and self-confidence.
- to promote the participation rate for all young people after the age of compulsory schooling.
- to develop career awareness and to maximise the benefit of impartial and informed guidance.
- to support active citizenship.
- to develop the ability to apply knowledge, understanding and skills.
- to improve understanding of the economy, enterprise, personal finance and the structure of business organisations and how they function.

Students at RBA have many opportunities to develop their work-related learning and this happens in all stages of their school education.

**Year 10 Work Experience:** This is sourced from private placements. Work Experience is one week where students will be in their work placement learning about employability skills, developing self-confidence and inter-personal skills which are essential to the workplace. During the placement, students are expected to complete diaries to reflect on their learning and experiences of the week.

All Year 10 students receive a careers interview, and are offered the opportunity for this to be from an external provider. This helps students prepare for their post 16 transition.

All Year 12 students receive a careers interview, and are offered the opportunity for this to be from an external provider. This helps students prepare for their post 16 transition

All Year 12 students attend 2 different careers fair one run at SJL the second is at UK Universities and Apprenticeships Fair

**Year 12 Work Experience** This is sourced from private placements. Work Experience is one week where students will be in their work placement learning about employability skills, developing self-confidence and inter-personal skills which are essential to the workplace. During the placement, students are expected to complete diaries to reflect on their learning and experiences of the week. After the work experience students will have one to one mentoring sessions with form tutors and the assistant director of sixth to discuss their experience and learning gains.

## **Appendix 4 Priory Academy**

The careers programme is managed by the Deputy Head and Careers Leader and is delivered across the curriculum.

The School employs a Careers Adviser who holds the Postgraduate Diploma in Careers Guidance (L6) and is a member of the Career Development Institute (CDI). She undertakes personal guidance interviews with all students in year 11 and works with staff to develop their knowledge and understanding of local labour market information and opportunities.

To achieve the school's aim, the 8 Gatsby Benchmarks will be at the core of all our careers education, information, advice & guidance and applied appropriately across all year groups.

We aim to provide a world class careers programme that continually evolves.

### **Outcomes**

The school continues to work towards maintaining and achieving all eight Gatsby benchmarks, it is recognised that monitoring of activities and outcomes, with continuous improvement is essential to keep up with the changing career landscape.

The eight Gatsby benchmarks of Good Career Guidance

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

### **CEIAG Implementation**

Curriculum/Teaching Learning and Assessing

Teaching staff contribute to the delivery of CEIAG through:

- The delivery of careers in Life Skills lessons running from Year 5 – Year 11 details of lessons can be found on the school website.
- Form tutor and pastoral support for learners in preparing students for their next steps.
- All subjects are encouraged to embed careers into the curriculum – this is recorded on Compass+

Support staff contribute to the delivery of CEIAG through:

- Ensuring that learners and families receive information regarding vacancies, career and further /higher education opportunities.
- Share and celebrate career activities with the community through the newsletter and website.
- Liaise with form tutors, Heads of Year and SEND to prioritise and schedule careers appointments with a qualified careers advisor
- Verify and log all work placement activity for Year 10 students

Careers Lead contributes to the delivery of CEIAG through:

- Completing Careers Leader training to ensure that the Careers Leader role is delivered within the school

- Develop and deliver the Careers plan, using The Careers and Enterprise Company's Compass +
- Support to curriculum and pastoral staff by delivering careers CPD
- Develop and deliver annual drop-down careers and employability events across the school
- Organise Higher Education, Apprenticeship and workplace sessions / visits.

### **Partnership Work**

The School will continue to work with a range of partners to assist in the delivery of CEIAG and labour market information including local and national employers, charitable organisations, recruitment consultants, apprenticeship employers, alumni and professional bodies. We work closely with the Luton Careers Hub.

### **Quality Assurance**

The SLT link and Careers Leader are responsible for the monitoring, review and evaluation of the programme.

Learner feedback is key to the development of the service and is obtained through evaluations after 1:1 guidance, group work, talks, events and activities. Learner feedback forms via Microsoft forms part of our Quality Assurance measure and consequently influences the development of our careers provision at school.

We receive feedback from volunteers and providers after events in order to improve sessions the following year. We also obtain feedback on our careers provision every other year from our parents and staff.

Students complete an annual Careers survey which informs developments within the program.

We audit our careers provision across the school on a termly basis so that we are aware of the activities taking place and this is tracked on a pupil level on Compass+. Analysis of Compass+ then informs us of areas to develop within the program.

### **Destinations**

#### ***Intended destinations***

We support Central Bedfordshire with the completion and return of Year 11 intended destination forms.

Individual student meetings with a staff member take place with each Year 11 student to ensure that they have a place for the following September. If a student does not have an accepted place, this will be followed up by the Careers Adviser to ensure no NEETS.