



CAREERS POLICY

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Commitment

Ormiston Forge Academy (OFA) is committed to providing a planned programme of Careers Education and Information, Advice and Guidance (CEIAG) for all students in years 7 – 13. We aim to develop student employability skills and inform about local, national and international labour market information, guide students to explore and develop career ideas and high aspirations, educate students on the complete spectrum of post 16 and post 18 pathways **in line with our Provider Access Policy** and prepare them for successful post 16 or post 18 transitions. CEIAG is an integrated aspect of Forge Academy's SMSC and PSHE, SEN, Equal Opportunities, Looked After Children and Provider Access policies and ensures Academy students are prepared for life and work in Britain today by:

- raising aspirations and increasing motivation
- encouraging the development of personal responsibility and resourcefulness
- fostering key learning skills (recording and reviewing experiences and achievements; target setting; planning ahead)
- bringing relevance to other areas of the curriculum
- contributing to the development of information and communication skills
- providing a foundation for lifelong learning within a rapidly changing world
- encouraging students to contribute to local, national and international economy

Career is defined as “an individual’s pathway through learning and work”. Careers Education and Information, Advice and Guidance sets out to enable all individuals to become effective planners and managers of their own careers in a rapidly changing world of learning and work. In this way children and learners will get a good start and are well prepared for the next stage in their education, training or employment.

All young people, regardless of their race, sex and academic abilities need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 2018 Careers Statutory Guidance places a duty on a school to give all students in years 7-13 access to careers education and impartial information, advice and guidance. This includes an expectation for educators and training providers of approved technical education qualifications and apprenticeships to be given access to all students in year 8 to year 13 to inform them of courses and qualifications as alternatives to academic and school-based routes. In practice, this may take the form of a visit from a University Technical College, FE College or training provider of apprenticeships and technical options. NEW Academy's Provider Access Policy Statement includes more detail. In addition, schools are expected to meet the Gatsby Benchmarks as well as being strongly recommended to use the Quality in Careers Standard (for which Career Mark is a licensed Awarding Body) to externally assess.

This policy was developed and will be reviewed every two years through discussions between all stakeholders

Students Attending OFA are Entitled to the Following with Regards to Careers:

- For the Gatsby Benchmarks to be met to ensure outstanding CEIAG

- To receive a stable careers programme from Year 7 that continues until they leave school
- To receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant
- To receive personal advice that helps the student achieve their individual careers goal – whether that is Further or Higher Education, an apprenticeship or training or employment
- To be equipped with the necessary skills to prosper in HE and employment
- To have relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market and relevant entry requirements
- To receive up to date information about careers and skill-developing opportunities
- To understand how different subjects help keep different options open
- Opportunity to access additional help, whether this need is generated from a change of decision, personal circumstances or additional needs
- To have meaningful and helpful encounters with employers and other education providers
- A minimum of 1 weeks work experience in KS4 and again in KS5

Students are Expected to:

- Put in effort and fully engage with CEIAG activities in both subject and PSHE lessons, assemblies and sessions with local employers and educators
- Meet deadlines
- Utilise the available careers resources
- Participate in Academy run workshops
- Attend information events such as Careers Fairs
- Ask for guidance if unsure about their future pathways
- Use study and research space, such as the Careers Club in 6IT1, the academy library or sixth form study area appropriately and with respect for others
- Take advantage of opportunities offered outside school, such as signing up for Academy trips and participating in projects

The aims of our CEIAG programme is that students will:

Understand themselves and develop their capabilities to make realistic career decisions

- assess their own needs, interests, values, aptitudes and aspirations
- reflect on these matters and develop the knowledge, self-reliance, key skills and other capabilities required for working life

Investigate careers and opportunities to make informed career decisions

- understand changing patterns of careers and work
- find out about local, national and international opportunities in education, training and work
- gain direct experience of work as part of the curriculum

Implement their career plans

- develop an increasing autonomy in making decisions and implementing career planning
- review and evaluate their decisions and cope with change
- gain access to sources of further help and weigh up the advice offered
- acquire skills for making effective transitions

Develop career management skills to help manage transitions through education into work

- decision-making
- action planning
- negotiating
- self-presentation

Value individual difference and promote equality

- having regard for and valuing individual difference to develop a positive self-image, increased self confidence
- broadening career aspirations and horizons
- challenging stereotypes and discrimination, including self-stereotyping by students and the stereotypes they hold of others so that any gaps in achievement between different groups of children and learners are narrowed.
- addressing barriers faced by individuals that limit opportunities, thus helping all young people to achieve their full potential, for example young people with learning difficulties who are capable of employment
- supporting students who make non-traditional choices

OFA endeavours to follow the Gatsby Benchmarks, Careers Enterprise and Employability Framework – CDI 2021, PSHE 2020 Framework and other relevant guidance from the DFE, QCA and Ofsted as it appears. OFA follows the statutory guidance for careers guidance published in January 2018 (which replaces the guidance released in March 2015 and updated in April 2017). Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their students in school years 8-13. Careers at OFA therefore:

- identifies a Careers Leader who is a member of the Senior Leadership Team
- works towards continually meeting the Gatsby Benchmarks
- provides a programme of careers education for all students in Years 7-13
- provides access to independent careers guidance for students in Years 7-13 that is presented in an impartial manner and promoting the best interests of the students to whom it is given and includes information on all options available in respect of post 16 and post 18 education or training including options
- works with careers services to ensure that students have access to a wide range of up-to-date information and reference materials

At OFA we:

- ensure that the curriculum in Years 7 to 11 encourages students to develop their self-awareness, understanding of the world of work and the underpinning skills and attitudes that lay the foundation for career planning in later years
- provide a CEIAG programme for post-16 students that extends their career learning and meets their individual needs
- promote the involvement of employers working with our children and learners across the curriculum
- ensure choices about the next stage of their education, employment, self-employment or training, where relevant, are from independent careers advice and guidance

Good quality CEIAG provision depends on an effective working partnership between the school and Connexions. We undertake to negotiate a Partnership Agreement annually with Connexions to support this. A Careers Adviser is available upon request to all students with meetings held in the CEIAG Office, located in the Sixth Form Centre. Individual interviews are held with all year 11's and post 16 students as well as other identified students throughout the year. Year 9 are given the opportunity to arrange a meeting to help with option choices if required. The Careers Adviser liaises with the SEND Lead to support students and parents and also runs workshops and works one-to-one with students to complete FE and Apprenticeship applications and give interview advice. They are also, where possible, in attendance at careers events and parents evenings.

Provision

- Management

A Vice Principal for Achievement manages the Senior Leader for Careers, who is responsible for co-ordinating the CEIAG programme and works closely with the Senior Leader for Personal Development, Subject Leader for PSHE, SEN Co-ordinator, Careers Advisors, Subject Leaders and Pastoral Leaders as necessary.

Staffing

All members of staff are expected to contribute to the CEIAG programme through their roles as tutors and subject teachers. Careers education is primarily planned, monitored and evaluated by the Careers Leader in consultation with the Head of PSHE and line manager. CEIAG is delivered during tutor time lessons in each year group as well as at subject level. Each Subject Leader supports and monitors the embedding of Careers in their subject by all staff in the department. Where relevant, employability skills are developed with the support of the Head of PSHE, so that children and learners are well prepared for the next stage of their education, employment, self-employment or training. Teaching Assistants and Learning Mentors in all key stages also support students where necessary and at relevant points such as when writing C.V.'s and applying for apprenticeships, post 16 courses (either internally or externally) and university. All year 10 and 12 students have access to work experience so that they are well prepared to respect others and contribute to wider society and life in Britain today. They are supported through the process of work experience by their progress tutors and the academy WEX Co-ordinator. All year 11 and 13 students receive a minimum of one 1-1 guidance meeting in their final year of study, sometimes twice in this year, where students discuss their progress and plan their future targets/pathways with a Level 6 qualified and impartial careers guidance professional. The Connexions careers adviser will provide specialist careers guidance for LAC students. All students receiving 1-1 guidance will develop a careers action plan in year 11, 12 and 13 students and other students who express or show a need for guidance will also receive a careers action plan. The Academy librarian has provided a section devoted to careers and each curriculum area has a display board with information relevant for their subject area. The Careers Leader is supported by a link governor – Rachel Thomas.

- Curriculum

The CEIAG programme, which can be found on OFA's website, is provided for all students and includes careers education lessons delivered mostly as part of the PSHE curriculum, careers guidance activities, information/research activities, work related learning, action planning and careers

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mentoring in Years 7 to 13. Other focused events e.g. National Careers Week, talks by outside speakers will occur throughout the year where appropriate to meet our students needs. Most interactions with providers of higher, technical and vocational qualifications take place during National Careers week and at key transitions to make them more meaningful. They are also designed to coincide with careers learning within the PSHE curriculum in line with our Provider Access policy. Work experience preparation and follow-up take place during PSHE lessons in Y10 and in progress tutor time in Y12. Students are encouraged to follow career paths that suit their own particular strengths, skills and interests without stereotyping. All students are given the same opportunities and diversity is encouraged and celebrated.

- Resources

Funding is allocated in the annual budget. Careers information is available in the school library, at careers club, in the sixth form common room and on the internet. The Careers Leader organises the teaching resources for the careers modules in PSHE and for tutors to use in Careers specific tutor time sessions. The National Careers Service Resources and other relevant websites, signposted on OFA's Careers web pages, can be accessed by parents, students and relevant staff to find up to date information and advice. As Lead School for the Sandwell area of the Black Country LEP Career Hub we have the support offered by the Careers and Enterprise Company to further inspire our Academy students about the opportunities offered by the world of work and to ensure we are meeting the Gatsby Benchmarks. External organisations are used to ensure students receive a variety of independent and impartial information. This will range from individuals talking about their own careers to organisations such as Young Enterprise who help make links between businesses and educators. Several of our alumni return to engage in careers activities with students.

- Staff Development

Training for staff delivering CEIAG as part of PSHE takes place during directed time and on a 1-1 basis as needed throughout the year. Pastoral leaders have received training to give impartial information and advice to students and use the referral system if further guidance is required by the young person. Some subject staff have participated in 'teacher encounters' in industry to develop employer links. These occur primarily through staff development time and on a 1-1 basis as necessary. Opportunity is also available to discuss any aspect of CEIAG from implementing strategies to delivering relevant information – in OFA's weekly Teaching and Learning briefings. Careers guidance training is also supported as necessary including achieving the Level 6 Diploma in CEIAG.

- Parental Support

There is a section on OFA's website that staff, students and parents can access that includes information to support parents and includes contact details for further support from us. A careers desk is always available at parent consultation evenings from Y9-13 if anyone would like to discuss anything with either the Careers Leader or our Careers Advisers. Careers information is also included in OFA's newsletters including information about Labour Market Information. The Careers Leader also ensures careers information is presented at transition point, such as year 9 and 12 options events, to parents.

- Internal and External Links

OFA Academy is supported by a variety of individuals and organisations both internally and externally. These include links with local 14-19 Providers when required, the local EBP as well as a range of universities and local Businesses. The Careers Leader also liaises regularly with the local Sandwell Enterprise Co-

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ordinator and our Enterprise Advisors from CMT Engineering and LDT training Ltd.

OFA is the Lead School for Sandwell in the Black Country Careers Hub and regularly attends Sandwell and Black Country Hub meetings – sharing good practice - as well as Hub Employer Cornerstone Meetings. We are also involved with OAT (Ormiston Academies Trust) National for Careers support.

Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings, Post 16 Evenings, parents evenings, Academy web-site and newsletters, Academy Social Media)

- Assessment, Monitoring and Evaluation

The delivery of CEIAG is monitored by the Head of PSHE, SLT and the Careers Leader via learning walks and checks of book, in line with Academy policy, during lessons. Schemes of work are reviewed annually by the Careers Lead in liaison with the Head of PSHE and Vice Principal for Quality of Education, teachers delivering the course, line manager and students to ensure that the activities and objectives are suitable to meet the learning outcomes. The Careers Programme is also reviewed by the Careers Leader and Vice Principal for Achievement annually to identify gaps and areas for improvement in our CEIAG provision and will reflect the changing nature of our students needs and inform our Careers Programme for the next academic year. Students complete Future Skills Questionnaires in Y7, 9 and 11 via email links to demonstrate what they know – this informs us about their careers learning and any gaps that need addressing.

Evaluations after Career events will be gathered informally from staff, students and external providers (colleges, universities, employers) via electronic form or hard copies. It will also be collected more formally through evaluation sheets issued at the end of an event to all participants – delivery and students. All staff are regularly encouraged to provide feedback, as they see fit, to the Careers Leader about any part of the Careers Programme. Surveys are conducted annually by the Careers Leader to gain staff, student and parental views. The Careers Leader meets termly with the Enterprise Co-ordinator (the line manager and Enterprise Advisor are also invited) to complete a Compass+ evaluation.

Student destination data and NEET information will also be considered and compared to how children and learners have progressed from their different starting points and what they have achieved so that they can progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs. A log of employer engagement and career related activities within the Academy will be maintained by the use of Compass+ and rated against the suitability, usefulness and quality of this provision to help determine future use.

The Partnership Agreement with Connexions is reviewed annually and includes discussion on supporting students who are SEN and LAC as well as those who have EHCP's (Education and Healthcare Plans).

- Handling Sensitive and Controversial Issues

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the named DSL at OFA via CPOMs and dealt with in line with the relevant Academy policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

- Quality Assurance Framework

OFA completes the Careers and Enterprise Company's Compass Evaluation on a termly basis to monitor the

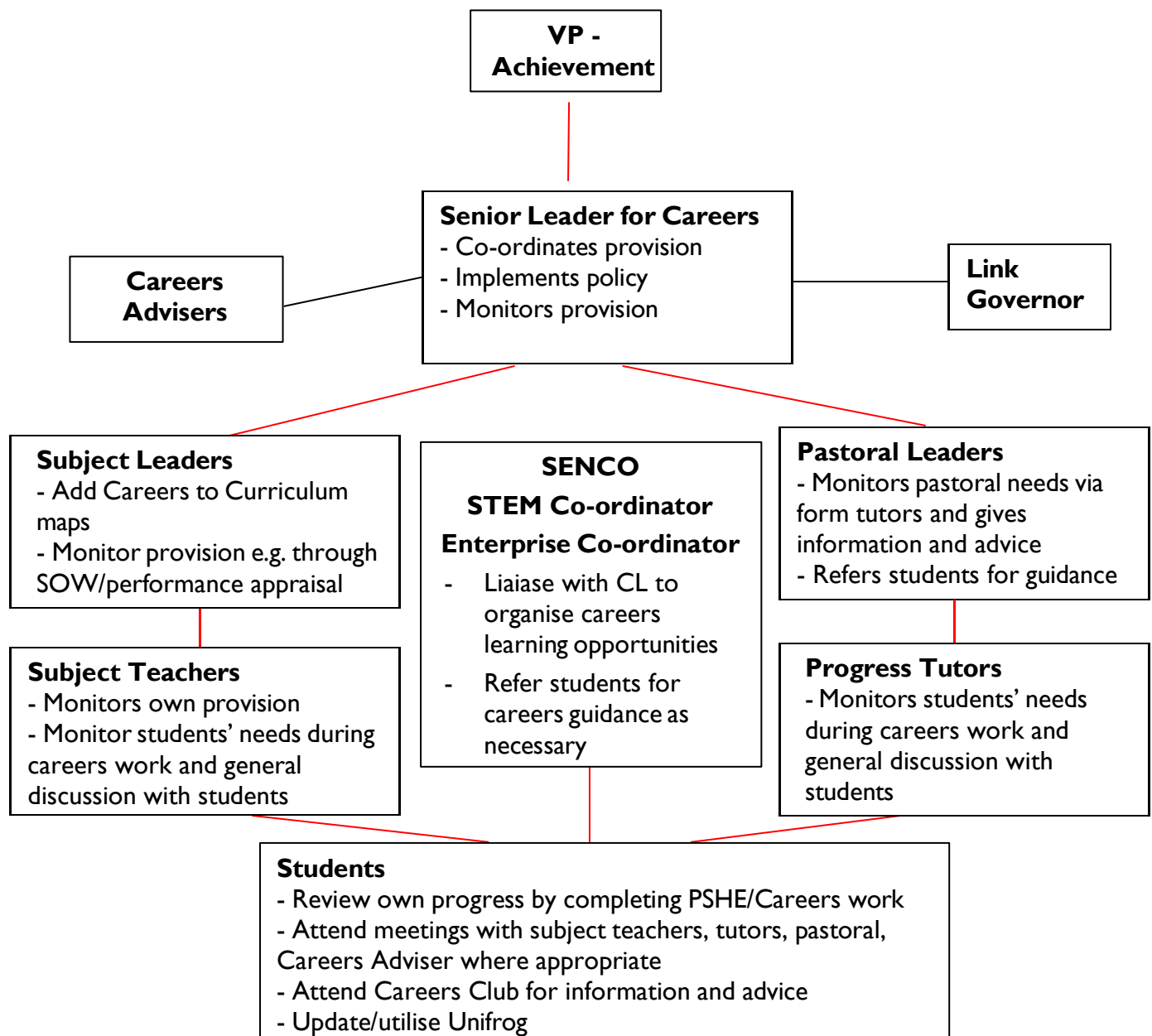
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progress towards meeting the 8 Gatsby Benchmarks as part of our statutory duty.

We have just received a re-accreditation of our Quality in Careers Standard award, provided by Career Mark to quality assure the provision of CEIAG delivered at our Academy. Career Mark is important as we want our students to achieve high standards, see the value and relevance of their learning, both to themselves and the working world and to make good choices that are successful for them. Using Career Mark will enable OFA to deliver the best possible careers education and employability skills development programme, which is sophisticated, integrated and effective.

- Staffing structure for careers at OFA



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