



Shavington Academy's Careers Education and Guidance Policy

Vision

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress, to succeed in life and work, and to become independent and active citizens.

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 and communities, and to wider society, businesses and economy.

The purpose

Shavington Academy is an 11-16 Comprehensive serving Cheshire East's community.

The Academy rests in the semi-rural parish of Rope, whilst also being close to the outskirts of Crewe, an area recognised as having increased levels of deprivation. CEIAG is important within the Academy as to enable our learners to make the most of the opportunities that exist locally and further afield. CEIAG is central to our processes of 'preparing students for the opportunities, responsibilities, and experiences of adult life' (Education Reform Act, 1988). It promotes equality of opportunity and challenges stereotypical attitudes to education, training and work, because it is inclusive of all students, irrespective of their contexts, needs and interests, as required by the CEIAG: An Evaluative Framework, DFE 1995 and by the 2010 Equality Act. It prepares them to meet fully, and meaningfully, the requirements of the RPA, by which students are to stay in learning, either in education or in accredited training until their 18th birthday. It begins to prepare them for choices at 18, by introducing them to universities, apprenticeships and jobs with training. It encourages them to see themselves as part of a nation by engaging with visits and events that would be outside the usual experiences of young people from this area.

The CEIAG lead remains up-to-date with local workforce requirements, liaising with other leads and advisors to share good practice. The CEIAG lead has a strategic role, in liaison with the SLT line manager, via a robust line management structure.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- securing independent and impartial careers guidance for Y8-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of

good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)

- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- working towards gaining and maintaining the Quality Award for Careers

Good Career Guidance Benchmarks/The Gatsby Benchmarks

Shavington Academy is working to develop a CEIAG programme and work plan that follows both statutory guidance and Gatsby Benchmarks. Sir John Gatsby identified the following benchmarks of good CEIAG, following extensive research and the services of Price Waterhouse Cooper:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each learner
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

For further reference, see DfE's 'Careers Guidance and Inspiration in Schools – statutory guidance for governing bodies, school leaders and school staff.'

Access and Entitlement

Within CEIAG each student is entitled to:

- Be at the centre of a CEIAG process that includes support from teachers, advisors and wider partners
- Support in developing an understanding of softer and employability skills
- A broad and balanced careers education programme that will support futures planning, by developing an awareness of own skills and preferences, and opportunity awareness
- Equal opportunity and access to current, impartial information about work, training and further education
- Practical experience of the world of work
- Access to individual, impartial and informed careers guidance, at points in the learning process appropriate to the individual
- An approach that listens to the learner and is non-judgemental and open
- Exposure to employers and increased employer engagement

Current priorities

Our careers strategy is informed by these current priorities:

- offering a 1:1 guidance interview with a qualified Careers Advisor for all young people in Year 11
- supporting individual aspirations, improving attainment and ensuring positive destinations

- meeting the needs of specific groups, including looked-after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- Improving young peoples' working lives by helping them to identify the values that are important to them, such as contributing to the wellbeing of others through their paid and voluntary work
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- To further develop CEIAG provision in order to raise aspirations
- Work towards keeping the NEET figure at 2% or below
- Arrange highly engaging activities to promote positive destinations
- To further develop the Careers section on the school website

Implementation

- Learners in Y10 will have the opportunity for a mock interview with appropriate individuals, from local business, colleges, universities and advisors
- Learners to be encouraged to make realistic, but inspirational, decisions based on ability, aims and career aspirations
- Learners will have access to support in preparation for the transition to further education or training, including building on the softer skills which employers value
- Learners will have access to the 'START' programme to support careers decisions and applications
- Where necessary, contact will be made between the advisors, CEIAG Co-ordinator and parents/carers to support applications and transition
- External speakers will be invited in to support student learning and to support the thinking and decision-making process
- The CEIAG lead maintains and oversees the tracking data of applications and destination data of leavers
- A Future's Fair is organised yearly to provide access to local businesses, colleges, training providers, universities and the armed forces for all year groups, parents and the community
- Planning and implementation of work experience for Year 10, with a view to promoting independent learning skills and aspirational placements
- All information is given without bias and prejudice regardless of race, gender, religion, disability, background, financial implications or sexuality.

Shavington Academy also seeks to further develop meaningful links to bring young people into working contact with adults who can give them insights into the world of work, outside their family or local experience, this can take many forms, and there is a continued drive to extend the breadth and depth of these links. Shavington Academy is an 11-16 school, which means that our learners need to be aware of the opportunities available to them for future study or training. We have a long and successful history of supporting students into positive destinations at 16. This is brought about

through a careers guidance programme that encourages students to engage with planning their futures.

Development

- The CEIAG lead has access to staff to support and develop the in-school programme and to work together to organise activities
- A member of the governing body has been allocated the position of Careers Link
- Regular meetings will see the CEIAG lead supported in evaluating the programme and the activities in which learners are engaged to inform future developments
- The governing body will receive reports on the progress of CEIAG at regular intervals
- The Careers Lead is a member of ELT, line managed by a member of SLT and they meet weekly

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Careers Co-ordinator, SENCO) and specialist careers staff
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff, including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners, including feeder schools, and engage them in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme
- Actively seek to evaluate and reflect on practice, including evaluations from parents, learners and outside agencies

Approved at the Pupil & Curriculum Committee

Signed: _____ **J. Chapman** _____ (Chair)

Signed: _____ **E. Morris** _____ (Head Teacher)

Dated: _____ **12.10.2020** _____

Review Date: Autumn 2021