

# Careers Policy

## (Incorporating the Provider Access Policy)

Date Issued:	October 2023
Review Date:	September 2024

Changes made since last review:	
Adoption of a Careers Policy template, with incorporation of existing Provider Access Policy	
Pg 6, Appendix 1	Updates to student entitlement
Pg 7, Appendix 2	Updates to Careers programme

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## Introduction

Westfield Academy aims to provide Careers Guidance and Education that enables our students to be self-assured and successful at every stage of their education with us, and in their next steps into further education, training or employment. This will be accessible to students of all ages, backgrounds & abilities. At the Academy, the Careers provision will support students in learning how to make considered decisions and act accordingly. It will provide our students with a platform that allows them to become confident, proactive, resourceful & resilient career managers. This is an essential part of gaining the competencies that will enable them to live full and satisfying lives and make positive contributions to society.

The aim of Westfield Academy Careers provision is to:

- enable our students to develop their knowledge about further education, training and employment (this includes school, college, university and apprenticeships).
- enable our students to have access to career support throughout their education.
- ensure that all students have a number of interactions with a range of employers during their time at school, which offer them exposure to the world of work.
- help students to access a range of current and appropriate career opportunities and information.
- provide students with the opportunity to have an interview with a qualified and impartial careers advisor to discuss their career ideas and obtain support.
- enable our students to make informed decisions about their future.
- ensure that careers provision is accessible to all, promotes an ambitious attitude, and is monitored and evaluated for its effectiveness.

## Scope of policy

This policy relates to all students from Years 7 to 13 and is intended for all staff involved in the delivery of careers information, advice, guidance, teaching, enterprise and employability skills.

## Gatsby benchmarks

Westfield Academy will implement and develop its Careers Guidance & Education programme in line with the eight Gatsby benchmarks, as stipulated in the December 2017 Department for Education Career Guidance Strategy. These are detailed below:

Benchmark	Description
1. A stable careers programme	Every school & college should have an embedded programme of career education & guidance that is known & understood by students, parents, teachers & employers.
2. Learning from career & labour market information	Every student & their parents should have access to good-quality information about future study options & labour market opportunities. They will need the support of an informed advisor to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice & support need to be tailored to the needs of each student. A school's careers programme should embed quality & diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers & employees	Every student should have multiple opportunities to learn from employers about work, employment & the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring & enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and / or work experience to help their exploration of career opportunities & expand their networks.
7. Encounters with further & higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic & vocational routes & learning in schools, colleges, universities & in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career's advisor, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

## Responsibilities

- The Deputy Head for Curriculum is responsible for overseeing careers provision in the Academy.
- The A & A Committee are responsible for agreeing the careers policy.
- The Careers Lead is responsible for organising and evaluating careers provision.
- The PSHE Lead is responsible for careers provision throughout PSHE.
- Individual subject areas are responsible for integrating careers-related learning into curriculum.

## Careers Education, Information, Advice & Guidance (CEIAG)

### Implementation & delivery

#### Teaching staff

Teaching staff contribute to the delivery of CEIAG through:

- The delivery of careers via PSHE lessons / tutor time running through Years 7 to 13.
- Sixth Form pastoral, enrichment and co-curricular 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. Learners are aware, monitor and review their individual targets and target setting.
- All subjects are encouraged to embed careers into the curriculum.
- Staff are trained to deliver Careers in the Curriculum inviting guests from the world of work / education and alumnae to bring to life careers in their classrooms or on trips.

#### Support staff

Support staff contribute to the delivery of CEIAG through:

- Logging all careers, employability, Further & Higher Education activities on Compass+ and Unifrog.
- Ensuring that learners & families receive information regarding vacancies, career & further / higher education opportunities.
- Share and celebrate career activities with the community through the newsletter and website.
- Liaising with Form Tutors, Headteacher and SEND to prioritise and schedule one-to-one careers guidance appointments (providing an inclusive programme, looking at individual needs such as Pupil Premium students).
- Verifying and logging all work experience placement activity for Year 11 students.
- Tracking "work shadowing" placements for Year 8 students.

## **Careers lead**

The Careers Lead contributes to the delivery of CEIAG through:

- Ensuring that the Careers Lead role is delivered within the Academy.
- Ensuring a contract is in place providing accessible, professional, impartial and one-to-one careers guidance interviews.
- Developing and delivering the Careers Plan, using The Careers and Enterprise Company's Compass+.
- Providing support to curriculum and pastoral staff by delivery careers and progression sessions.
- Development & delivery annual drop-down careers & employability events across the Academy.
- Organising Higher Education, Apprenticeship and workplace sessions / interactions.

## **Premises and facilities**

The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The Academy will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

## **Partnership work**

The Academy 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, alumnae and professional bodies.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the Academy's Librarian. The Resource Centre is available to all students at lunch and break times.

## **Quality assurance**

Learner feedback is key to the development of the service and is obtained through evaluations after one-to-one 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 the Academy.

Along with student feedback (via open and closed survey questions), feedback is sought from staff, parents, volunteers and employers. The Careers & Enterprise Company Compass+ tool is used for self-evaluation on a termly basis.

Feedback is welcomed from all organisations and partners that we work with.

## **Destinations**

### **Intended destinations**

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

### **Actual destinations**

The CCIS Manager at Hertfordshire County Council is responsible for collection of Year 11 County destination data which is provided to the Academy each December. The Academy also collects more detailed data on 3 years of leavers' destinations by emailing a form to families and students once a year.

Destinations are tracked annually by the Sixth Form team and reports given to the Senior Leadership Team. UCAS is also used to track student destinations.

# Appendix 1: Provider access policy

## Introduction

This policy statement sets out the Academy's arrangements for managing the access of providers to students at the Academy for the purpose of giving them information about the providers' education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Act 1997.

## Student entitlement

All students in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events; and
- to understand how to make applications for the full range of academic and technical courses.

For students of compulsory school age these encounters are mandatory. There will be a minimum of two encounters for students during the first phase (Year 7 to 9), second phase (Year 10 to 11) and the third phase (Year 12 to 13), particularly those that have not yet decided on their next steps.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- Share information about both the provider and the approved technical education.
- Explain what career routes those options could lead to.
- Provide insights as to what it would be like to learn or train with that provider (including the opportunity to meet staff and students from the provider).
- Answer questions from students.

## Management of provider access requests procedure

A provider wishing to request access should contact:

Julia McAdam (PSHE Lead)	01923 231560	<a href="mailto:jmc@westfield.academy">jmc@westfield.academy</a>
Bernice Watt (Careers Lead)	01923 231560	<a href="mailto:bw@westfield.academy">bw@westfield.academy</a>
Ishrat Riaz (Deputy Headteacher)	01923 231560	<a href="mailto:ir@westfield.academy">ir@westfield.academy</a>

## Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into the Academy to speak to students and / or their parents / carers. Please see Appendix 2 for full details of the Careers Programme.

## Appendix 2: Careers programme

	Autumn Term	Spring Term	Summer Term
<b>Year 7</b>	Enterprise skills Introduction to careers and identifying strengths Using the platform UNIFROG	Life skills – assembly and tutor group opportunities International Careers Week	Life skills – PSHE, assembly and tutor group opportunities
<b>Year 8</b>	PSHE – identifying strengths for GCSE options ASK Apprenticeships	Life skills – assembly and tutor group opportunities International Careers Week	Life skills – assembly and tutor group opportunities Work shadowing
<b>Year 9</b>	PSHE – Careers and future aspirations ASK Apprenticeships KS4 Options event	Life skills – assembly and tutor group opportunities International Careers Week Higher education assembly	Careers Fair
<b>Year 10</b>	Life skills – work experience preparation sessions ASK Apprenticeships Further education event from West Herts College	Focus sessions – career exploration and future options International Careers Week	Careers Fair Work experience
<b>Year 11</b>	Life skills – assembly on opportunities at 16 Further Education assembly	Post-16 evening Post-16 taster sessions International Careers Week	Careers Fair Event for University Technical Colleges
<b>Year 12</b>	Higher Education Fair Post-18 assembly – apprenticeships UCAS trip	Small group sessions: future education, training and employment options, writing cv International Careers Week	Careers Fair Trip to University Open Days Small group sessions: future education, training and employment options
<b>Year 13</b>	Workshops – HE and higher apprenticeship applications ASK Apprenticeships	Assembly opportunities International Careers Week	Trip to University Open Days Assembly opportunities