



# MONKWEARMOUTH ACADEMY

  

## CAREERS POLICY

<b>Approved by:</b>	Monkwearmouth Academy Local Governing Body	<b>Date:</b> 12 March 2021
<b>Last reviewed on:</b>	March 2021	
<b>Next review due by:</b>	March 2023	

## **Introduction**

The Academy has a statutory duty to secure independent careers guidance for all year 7 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018) and to meet the eight Gatsby Benchmarks for Good Career Guidance.

Our aim at Monkwearmouth Academy is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial, independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions.

## **Aims**

Careers at Monkwearmouth Academy will:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- be based on the Gatsby Benchmarks for Good Careers Guidance;
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- develop enterprise and employability skills including skills for self-employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage students to see career development as a life-long process;
- develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI);
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- support social mobility by improving opportunities for all students and
- be weaved and embedded into subjects across the curriculum.

## **Commitment**

The aim of our careers provision is to raise our students' aspirations; to broaden their horizons; to inspire and to empower them to make informed, realistic decisions at key transition points in learning and work.

The Academy has a statutory duty to ensure that all students are provided with independent careers guidance from year 7 to year 11. This independent guidance includes employer talks, mentoring, and access to online and telephone support.

Personal guidance is provided by staff at South Tyneside College who have a Level6 Diploma in Careers Guidance and Development. Additional careers guidance is provided by Together for Children for targeted students.



Together for Children provides additional careers guidance interviews and one to one support for targeted students. The Academy works with the Local Authority and a range of voluntary / statutory agencies to identify and support students who are in need of targeted support and those at risk of not participating post-16. This includes students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

### **External partnerships**

The Academy works with a range of local employers, education and training providers to provide independent advice to students.

This provision includes:

- careers fairs;
- work experience (for all year 10 students);
- workshops;
- career insight talks;
- mentoring;
- collapsed timetable days;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- Work Discovery;
- curriculum projects and
- National Careers Week.

The Academy provides opportunities for a range of education and training providers to access all students in years 8 to 11 for the purpose of informing them about approved technical educational qualifications or apprenticeships. The Academy has a published statement setting out arrangements for provider access on the Academy website.

Working with external partners, the Academy fulfils the requirement for all students from year 7 to year 11 to have at least one meaningful encounter each academic year with an employer and for all students to have experience of at least one workplace by the age of 16.

The Academy actively promotes parent/carer involvement through careers events, parental newsletters, the Academy website, the Academy social media page, careers support at parental evenings and the offer of parental attendance at students' individual guidance sessions.

### **Resources**

The budget for careers is allocated on an affordability basis. Additional resources can be requested.

The Careers Leader has responsibility for the management and deployment of the careers resources.

### **Staff development**

Training needs are identified through performance management, staff appraisals, line manager meetings and Careers Champion meetings. CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff through Careers Champion meetings and the Academy CPD programme. Staff attend local and regional careers network meetings to share good practice with other local secondary schools and careers providers. Staff development is monitored by line managers.

## **Curriculum**

The Academy delivers careers education through a combination of methods:

- Careers units in Key Stage 3 PSHE lessons;
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers;)
- Work experience programme (year 10);
- Careers assemblies;
- Annual careers fair;
- Workplace visits, FE and HE visits;
- NECOP activities (targeted and whole year group);
- National Careers Service website and remote assemblies;
- DWP School Advisor support;
- ASK Apprenticeship programme (assemblies and workshops);
- Individual careers guidance sessions with a qualified careers professional in year 11 for all students (identified students receive additional careers guidance sessions and support prior to year 11. In addition, students (years 7 -11) can request a careers guidance session;
- Creating a learning environment which allows and encourages students to tackle real-life challenges and
- Employer based curriculum projects / challenges.

More details of the careers programme are published in the Provider Access Policy on the Academy website.

## **Assessment**

Careers learning is assessed using the learning outcomes from the CDI Framework for Careers, Enterprise and Employability Education. Student progress and the quality of work is assessed through a range of assessment methods including self-assessment and peer assessment.

## **Monitoring and evaluation**

The Academy careers programme is delivered through PSHE lessons and within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students and staff
- Career participation tracker

- Work scrutiny
- Curriculum plans
- Destination data

Evaluation activities are used to measure the impact of our career programme and inform future planning. Evaluation activities include:

- Analysis of destination data
- Career participation dashboard
- Activity survey
- Destination data – sustained data (DFE), CVEA data
- Learning walks
- Lesson observations
- Questionnaires – students, staff, parents and carers, external partners
- Focus groups – students, staff, Careers Champions
- Student evaluations of personal guidance interviews

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (DfE) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

Evaluation of the careers programme is shared in a termly report to SLT and Governors and with parents / carers and other stakeholders through the Academy website and newsletter.

The careers policy is reviewed on an annual basis by the Careers Leader.

### **Links with other policies**

This policy supports and is underpinned by key Academy policies including those for Teaching and Learning, PSHE, Equal Opportunities and Diversity, Provider Access, Work Experience and SEND.

APPENDIX A

## The Gatsby Benchmarks<sup>10</sup>

<p><b>1. A stable careers programme</b></p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<p><b>2. Learning from career and labour market information</b></p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<p><b>3. Addressing the needs of each student</b></p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All pupils should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</li> </ul>
<p><b>4. Linking curriculum learning to careers</b></p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

<b>5.Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6.Experiences of workplaces</b>	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, and expand their networks.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7.Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>• By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, 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.	<ul style="list-style-type: none"> <li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## APPENDIX B

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance<sup>1</sup> and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified<sup>2</sup> senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent<sup>3</sup> careers guidance<sup>4</sup>, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

<sup>1</sup> "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

<sup>2</sup> "Appropriately qualified" in this context means careers advice and guidance qualified

<sup>3</sup> "Independent" means external to the organisation

<sup>4</sup> "Careers Guidance and Access for Education and Training Providers" October 2018

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## **APPENDIX C**

### **Roles and Responsibilities**

Careers and employability at Monkwearmouth Academy is a collective responsibility.

Students, staff, parents / carers, governors, partners (including employers, further education institutions, higher education institutions, training providers), alumni, the local authority, the NELEP, and the local community have a collective responsibility to promote effective careers and employability education.

#### **Victoria Cramman**

##### **Deputy Head**

- Strategic leadership of careers across the Academy
- Strategic support and challenge of career leader decisions
- Line management of Careers Leader
- Commission and negotiate SLAs

#### **Andrea Simpson**

##### **Careers Leader**

- Prepare and implement careers strategy development of careers action plan
- Provision of a planned and progressive careers programme.
- Devise schemes of work for careers education
- Monitor careers provision and student engagement with the careers programme
- Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance
- Secure student access to independent, timely, personal careers guidance
- Analysis of destination data
- Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Promote careers across the curriculum; liaise with PSHE lead and directors of subject and Careers Champions to plan careers education
- Lead careers CPD for staff
- Brief and support staff involved with delivery of careers programmes
- Maintain own CPD
- Review, monitor and evaluate careers
- Report to SLT and Governors on careers
- Advise SLT and Governors on policy, strategy and resources for careers

#### **Rachael Dobinson/Lucy Shields**

##### **Careers Administrators**

- Co-ordination of work experience
- Facilitate encounters with employers, education and training providers
- Secure student access to independent, timely, personal careers guidance
- Extra-curricular and enrichment tracking and analysis; termly reports to SLT and Governors
- Administrative support for Careers Leader
- Collection and updating of destination data
- Maintaining employer and external partnership database

**Kenny Graham**  
**PSHE Leader**

Co-ordinate careers education at Key Stage 3 & Key Stage 4 and liaise with Careers Lead

**Amanda Waring**  
**CEIAG Governor**

- Monitor provision of careers across the Academy
- Termly review of careers provision (Challenge Meetings with Careers Leader)
- Strategic planning advice and support for development of careers across the Academy
- Actively promoting the career strategy and programme with the governors and wider stakeholder

**Careers Champions and Subject teachers**

- Develop employer links within their curriculum area
- Advocate for careers education within their curriculum area
- Careers displays within curriculum areas
- Signposting careers education with curriculum medium term plans

**SENCO**

- Provide support to SEN students to help them generate their individual careers action plans
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
- Generate individual career action plans as part of the Education Health and Care plan
- Liaise with careers leader to ensure that students with special educational needs and disabilities can access the careers programme

### **All teaching staff**

- Ensure they are familiar with the Academy's career strategy and its strategic objectives
- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support careers within curriculum areas
- Feedback specific student needs (or opportunities) to the careers team
- Signpost students to appropriate careers advice and information
- Provide feedback on the careers programme

### **Pastoral Team**

- Ensure they are familiar with the Academy's career strategy and its strategic objectives
- Work with the careers leader to provide additional support for targeted groups; identifying vulnerable groups and students at risk of becoming NEET
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the careers leader
- Monitor tutorial careers programmes
- Support students with career action plans (year 11 tutors)
- Engage with Academy careers CPD
- Provide feedback on the careers programme