

# mulberry

## Academy Woodside

### Careers Policy

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Created by	Ms Ozcan
Ratified by	MAW
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## Statement of intent

This policy is underpinned by sections 42A and 45A of the Education Act 1997, and has due regard to the DFE's statutory guidance, 'careers guidance and access for education and training providers', which was last updated in January 2023 to reflect changes to the provider access legislation.

'Excellent career guidance makes sure that there is equality of opportunity. It unlocks potential and transforms outcomes for people of all ages'.

Careers strategies: making the most of everyone's skills and talent (DFE Publication Dec 2017)

A thriving careers system that is accessible to everyone is at the heart of our focus on social mobility'(The Rt Hon Anne Milton MP Minister of State for Apprenticeships and skills and Minister for Women)

The Careers programme will enable the students to develop their skills in self-development/ careers exploration and personal guidance. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All the students are provided with the same opportunities and diversity is celebrated. Mulberry Academy Woodside will provide students with a programme of careers education, information and advice guidance. The programme will be in line with the eight Gatsby benchmarks to ensure best practice and to meet the requirements of the Department for Education's statutory guidance and it will be reviewed annually against the benchmarks to ensure it remains on target.

The Gatsby Benchmarks:

- 1. A stable careers programme** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, and governors.
- 2. Learning from career and labour market information** 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 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 and support need to be tailored to the needs of each student. A school's career programme should embed equality and diversity considerations throughout.
- 4. Linking curriculum learning to careers** 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.

**5. Encounters with employers and employees** Every student should have multiple opportunities to learn from employers about work, employment and skills that are valued in the workplace. This can be through a range of enrichment activities including visiting, speakers, mentoring and enterprise schemes.

**6. Experience of work places** 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.

**7. Encounters with further and higher education** 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.

**8. Personal guidance** 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. They should be expected for all students but should be timed to meet their individual needs.

The current careers programme is delivered through a combination of methods, including tutor led PHSE, assemblies, workshops, employer and university visits and trips, work experience, drop down days for targeted groups, curriculum lessons focused on careers and 1:1 guidance sessions. Additionally, options and pathways events are held to support students in Y9 and their parents/carers in choosing their KS4 options. In addition to this, Y8 pathway events are held to support the selection of elective subjects.

### **Entitlement**

Students are entitled to Careers Education Information Advice and Guidance (CEIAG) which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The careers programme is designed to meet the needs of the students at Mulberry Academy Woodside to ensure progression through activities that are appropriate to students' stages of career learning, planning, and development.

The primary aims of the Careers Education Information Advice and Guidance programme are to:

1. To ensure career education is embedded into the MAW experience from year 7-11.
2. To prepare students for life post-education, feel positive about this and be aware of their options in the transition to post 16.
3. To support students in accessing information on the full range of post-16 education and training opportunities including current information about labour market trends, occupations and lifestyles.
4. To develop employment skills and instil a healthy attitude towards work.
5. To facilitate a process of action planning and target setting and attend at least one careers/pathways interview.
6. To take part in one week of work experience.
7. To support inclusion, promote equality of opportunity and offer targeted support for vulnerable and disadvantaged young people.

8- To facilitate opportunities to attend sessions delivered by external agencies on education careers and training.

CEIAG at Mulberry Academy Woodside aims to provide students with the skills, knowledge and understanding to manage a meaningful working life. Our programme is designed to support the 6 core aims of the CDI framework for careers, employability, and enterprise education, so that our students know how to:

1. Grow throughout life
2. Explore possibilities
3. Manage a career
4. Create opportunities
5. Balance life and work
6. See the big picture

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers.

The Careers Leader is supported by the other Senior Leaders above to plan, coordinate and evaluate the careers programme. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning at points throughout the year. This is prioritised through the School Improvement Plan.

### **Addressing the needs of students**

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

MAW will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Headteacher and careers leader on termly basis who can then base further development of the MAW's career guidance plan on the results and areas of success or failure.

### **Students with SEND**

Careers adviser will work closely with the SENCO and other staff to support students with understanding of different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential.

MAW will work with families of students to help them understand what career options are available. Annual reviews for a student's EHC plan will be informed by good careers guidance. Careers adviser working with students with SEND will use the outcomes and aspirations in the EHC plan to focus discussions. Careers advisers working with LAC will use their personal education plan and if needed invite LAC officers to have a focus discussion about their career pathways.

### **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. Heads of Year liaise with the Careers Leader to address the needs of all students, including support from teachers and external agencies, such as the independent Careers Advisor.

Implementation: The CEIAG Programme The careers programme includes careers education sessions, careers lessons (within the school's timetabled subject lessons), career guidance activities (group work and individual interviews), information and research activities and employability learning (including 1 week of work experience in key stage 4). All students receive at least one careers interview with a Careers Advisor during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements particularly challenging. Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

### **Staff Development**

Staff training is identified by a needs analysis. Middle leaders, all staff and ECTS receive yearly refresher training on updates to policy and statutory guidance, and on best practice for the delivery of careers through the curriculum.

### **Assessment**

Learning objectives of each activity are shared with staff and students. Teachers leading the session use AFL to systematically check for understanding of key concepts, address misconceptions and stretch students' thinking further.

### **Monitoring, review, evaluation, and development of CEIAG**

The outcomes of our careers programme are the goals our students set for themselves, the actions they take to prepare themselves for the next stages of their journey through life and the destinations they go on to. We assess the impact of our programme along the way through half-termly student voice interviews which enable us to measure the extent to which we are developing knowledgeable, aspirational students who know how to use research and planning to meet their career goals. These interviews inform how we adapt and improve our programme. Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader: -

- Annual review of partnership activities with the Employer Partner.
- Annual review of partnership with local Education Business Partnership (supported by Assistant Headteacher with oversight for Work Experience)
- Parents and students are asked to evaluate work experience provision.
- Lesson and tutor time observations as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Annual review of the PSHE programme by the Pastoral team in Years 7-11.
- Termly review of the school's adherence to the Gatsby Benchmarks through Compass Plus, an online self-evaluation tool for schools. Termly review of this data

and actions to address gaps are conducted with support from our Central Careers Hub Enterprise Co-ordinator.

The Assistant Headteacher with oversight for careers and other Senior Leaders with responsibility for careers meet termly to discuss both operational and strategic elements of the Careers Improvement Plan.