



CASTLE MEAD
ACADEMY

CAREERS AND GUIDANCE POLICY

Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Principal, along with the Executive Principal will take a key role in monitoring and evaluating the policy. The policy along with other academy policies will be available on the academy website. The Academy Council will review the policy annually and assess its implementation and effectiveness.

Version:	1.0
Date created:	October 2021
Author:	Careers Leader
Ratified by:	Principal
Date ratified:	26.09.2022
Review date:	30.09.2023

Revision History:

Version:	Date:	Author:	Summary of Changes:
1.0	October 2021	Careers Leader	New Policy
2.0	September 2022	M. Rule	Assistant Principal: Scholar Development added to Roles and Responsibilities section. LLEP Enterprise Coordinator name revised. Paragraph added about Compass+ evaluations and their use. Revision of Opportunities for providers to speak with scholars. Removal of Careers Leader email address while position is vacant.

Introduction

This policy provides a detailed description of the responsibilities for staff and academy councillors involved in careers education information and guidance provision (CEIAG) in school. It complies with statutory requirements for Careers Education for schools in England, especially those relating to legislation contained in the Education Act 1997 (sections 42A, 42B and 45A) and the Education and Skills Act 2008 (section 72).

Roles and Responsibilities

Principal and Assistant Principal

Scholar Development to give “explicit backing” to the Careers Leader to ensure there is strong strategic leadership to develop a progressive and impactful careers programme.

Link Academy Council

Responsible for offering strategic support to school leaders and by holding the headteacher to account for the quality of provision of careers education, information advice and guidance. Encourage employer engagement for careers, they should be ensuring that the school meets its statutory requirements for the provision of work-related learning and employer engagement for all its scholars. The Link Governor for careers is also encouraged to ensure that the school is constantly reviewing its practice. The Link Governor for careers should meet regularly with the school’s dedicated Careers Leader, Enterprise Coordinator and Enterprise Adviser to ensure that there is a coordinated approach to careers and implementing the Gatsby Benchmarks across the school.

Careers Leader

Responsible and accountable for the delivery of the school’s programme of career advice and guidance. This involves planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of careers teachers, subject teachers, tutors and SENDCO. They are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people.

Senior Leadership Team

Responsible for contributing to strategy and provide back-up to the Careers Leader where needed to implement a careers programme. To support in driving improvement in the school’s career provision. Ensure all staff are contributing to the careers programme and sharing the careers vision across the school.

Curriculum Leaders/All staff

Responsible for linking careers to curriculum, ensuring scholars are exposed to the world of work in their subject areas. To support with PSHE and Careers related learning across the school. To have informal discussions with scholars regarding careers regularly. To resonate with the careers vision and support all activities, just as they would with curriculum learning.

Heads of Year

Responsible for maximising achievement and raising standards by mentoring scholars. Provide and liaise support for risk of NEETs, SEND and PP scholars. Encourage driving destinations in Years 10/11.

Strategic responsibilities

- Ensuring a full understanding of the [Gatsby Benchmarks for Good Career Guidance](#) in schools, as the framework used to guide provision in school with the support of [Tom King](#), Enterprise Coordinator with Leicester and Leicestershire Enterprise Partnership and a dedicated Enterprise Adviser, Claire Antony.

- Creating a cycle of activity and meetings with those responsible for delivery in school to drive the planning and monitoring of careers education information and guidance.
- Interrogating pupil destinations after 2024 and the careers education information and guidance audit to ensure the strategic plan is evidence-led and focused on key priority areas.
- Ensuring timely and relevant messaging around careers education information and guidance to Academy Council, SLT and key staff as appropriate to gain buy-in and embed knowledge and understanding of careers education information and guidance across the whole school.
- Ensuring that pastoral and CPD activity is linked to needs identified in careers education information and guidance provision priorities for the year.
- Identify need and access relevant support from Leicester and Leicestershire Enterprise Partnership and TMET schools.

Operational Responsibilities

- Ensuring a full understanding of the Gatsby Benchmarks for Good Career Guidance in schools, as the framework used to guide careers education information and guidance provision.
- Ensuring the strategic plan includes independent guidance for all scholars in years 8-13, and access for further education and technical providers to speak with scholars (see Provider Access Policy Statement on school website).
- Ensuring that relevant evidence is recorded against the strategic plan and programmes and activities are regularly evaluated for quality and monitored for impact.
- Engaging with external businesses, further and higher education institutions and third sector organisations to create purposeful partnerships and secure high-quality pupil opportunities.
- Facilitating and coordinating events and opportunities for scholars and ensuring that all safeguarding and health and safety requirements are met, particularly for off site visits.
- Overseeing personal guidance opportunities for scholars to secure positive and appropriate destinations at the end of Year 11 and manage the destinations data collection process.
- Developing and managing the alumni community within the school, ensuring that they are used within careers education information and guidance provision as time goes on. In the meantime, access alumni networks at other TMET schools.
- Making strong links within the school to ensure Careers education information and guidance provision is embedded across all key stages, including liaising with heads of departments and colleagues delivering PSHE and enrichment programme.

Our mission, values and aims

We know there is more to success than academic achievement alone. Education isn't simply about passing exams; it is about enabling scholars to learn the skills and qualities they need to be successful at school and beyond. This will be done through various methods such as:

- Self-development
- Reflective practice
- Career Exploration/ Employer Engagements
- Personal development
- Career Management
- SMART goal setting
- A growth mindset approach

We want every scholar to do well so that they are leaving with knowledge of what their options are, whether that is

to go to university, pursue a high-quality Apprenticeship, T-Level or pursue the career of their choice. To support this, we ensure that alongside setting high expectations for academic progress, we also focus on building the habits and skills most desired by employers and universities which will be guided by the Gatsby Benchmarks as well as CDI Framework. Scholars will be guaranteed access and exposure to the experiences that will help them to shape a vision for their own future and guide their decisions about their university / apprenticeship or career pathway after school. This is encapsulated in our motto "Roots and Wings".

Destinations Data

We will collect the intended and final destinations of their Year 11 scholars and share with local authorities as part of our statutory responsibility. To go along this, we will also look at career aspirations in Year 7 this will support in analysing their journey at the beginning and end of Year 11.

- We will analyse destinations data on an ongoing basis and take stock of intended destinations after February half term in Year 11 to understand if any additional guidance conversations are required with scholars.
- We will support scholars on GCSE results days with any changes to destination decisions and to remain in contact for up to 6 weeks after results days to confirm where and what scholars have gone on to do after school.

Careers Policy statement

Castle Mead Academy uses the Gatsby Benchmarks as a guide to plan our careers education information and guidance programme. As part of our commitment to informing our scholars of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to scholars.

Compass+ Evaluation is used termly to audit, evaluate and develop our careers provision. A summary of outcomes is produced by the Careers Leader and shared with the Principal and Assistant Principal: Scholar Development with areas for development analysed with recommendations for refinement.

Castle Mead Academy also proactively seek to build relationships with these partners as we plan our careers education information and guidance provision throughout each school year to ensure that providers have multiple opportunities to speak to scholars and their parents across Years 7 - 11, to offer information on vocational, technical and apprenticeship qualifications and pathways.

Castle Mead Academy ensures that Academy staff involved in personal guidance and pastoral support are up to date on their knowledge of these post 16 and post 18 pathways, through a programme of Continuing Professional Development. Academy staff will work with scholars to avoid being Not in Employment, Education or Training.

Opportunities for providers to speak with scholars may include:

- Visiting speakers
- Assembly, in lunchtime talks, in special one-off events, etc
- Careers fairs
- Enterprise events (e.g., mini enterprises)
- Other work simulations
- Mentoring programme by employers
- Mock interviews and CV writing
- Year 10 Work Experience placements

Castle Mead Academy's careers education information and guidance programme is monitored for quality and impact by the Senior Leadership and Academy Council and monitoring of access to and opportunities to engage with, technical, vocational and training providers will form part of this process.

In the first instance, requests by providers should be sent to the Careers Leader with a minimum of 6 weeks' lead time. All requests will be considered based on staffing availability to support the activity, clashes with other planned activities, trips or visits to the Academy, interruption to preparation for examinations or rooming and space availability to host the activity.

