

# Grace Academy Darlaston

## Careers Guidance Policy

**Compiled by:** MMi

**Approved by:** LGB

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## Contents page

Introduction	Page	3
Vision and values	Page	4
Statutory requirements and expectations	Page	4
Learner entitlement	Page	4
Student needs	Page	4
Parent/carers	Page	5
Information, advice and guidance	Page	6
Careers programme	Page	6
Staffing	Page	7
Partnerships	Page	7
Monitoring, review and evaluation	Page	7
Careers responsibilities	Page	8
Links with other policies	Page	8

## **Introduction**

All young people need a planned programme of activities to help make career choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-13 and to give students access to careers information and guidance.

Grace Academy Darlaston is committed to providing a planned programme of careers guidance, which also includes careers education, information, and advice (CEIAG), for all students in Years 7-13, and endeavours to follow relevant guidance from the Department for Education.

The key aims of careers guidance are to:

- help young people develop an understanding of their own, strengths, limitations, abilities, potential, personal qualities, needs, attitudes, and values.
- help young people investigate opportunities for further learning and employment, make decisions, and manage transitions across key stages.
- ensure, wherever possible, all young people leave school with the intended destination of employment, further education, training, or an apprenticeship.

Careers Guidance is closely linked with the Academy aims and development plan, and the eight Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

## **Vision and Values**

This policy is underpinned by the Academy's long-term vision to develop well-educated, considerate, and caring citizens, who will succeed in, and contribute to, modern society. Through the five shared values of grace, respect, integrity, potential, and excellence, opportunities are created for all students to experience careers activities that assist in raising their aspirations and develop resilience to make a positive difference to the

world around them.

### **Statutory requirements and Expectations**

Grace Academy Darlaston is committed to meeting the requirements of the Department for Education statutory guidance October 2018, which includes:

- the advice and guidance given promotes the best interests of the students to whom it is given.
- published details of the careers programme for students and their parents or carers.
- a published policy statement which sets out the arrangements for provider access.

For provider access, the Academy facilitates the opportunity for education and training organisations to engage with students, to present information about courses and training for young people (Technical and Further Education Act 2017). Further details are set out in the Grace Academy Darlaston Provider Access Policy that is available on the Academy website.

### **Learner Entitlement**

Grace Academy Darlaston students are entitled to careers education and impartial information and guidance from a qualified careers specialist. This meets the professional standards of practice and a person-centered, impartial, and confidential service.

Advice and guidance are integrated into students' experience of the whole curriculum and based on the needs of students at the Academy.

Students are entitled to:

- A stable careers programme throughout their journey at the Academy.
- Personal advice that helps them achieve their individual career goals, including labour market, higher education, and apprenticeship information.
- Be equipped with the necessary skills to prosper in further and higher education, employment, and employment-related opportunities.
- Up-to-date labour market information.
- Understand how different subjects integrate with career ideas and opportunities.
- Have meaningful and helpful encounters with employers, and education and training providers.

### **Students Needs**

The careers programme is designed to meet the needs of students at

Grace Academy Darlaston. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The programme aims to foster lifelong learning by building on students' individual abilities and aspirations for their own benefit, and to positively impact the local community and economy.

To help meet their needs, students are expected to fully engage with, and participate in, careers learning opportunities, while being respectful to their peers, delivery staff and external employers or providers. In addition, students' needs are met by the student utilising careers resources available, taking advantage of opportunities offered outside the Academy, such as higher education fairs, STEM events, and other careers-related trips and visits that support student engagement in new cultural experiences.

Students' needs are further met by their ability to record their careers-related skills and knowledge, then reflecting on what has been learnt, as they would in academic subjects. With this information, students can identify and set goals for their future. Some students may require assistance in this process and appropriate support should be provided by form or subject teachers, SEND support staff, the Careers & Enterprise Coordinator, or other identified staff.

Student engagement in careers opportunities is updated on Compass+ and their parents/carers can have a copy of this information, on request. (Compass+ is a database that is password protected and aids in the monitoring, tracking, and reporting on the Academy's careers provision on an individual student level.)

### **Parents/carers**

Parental feedback on the careers programme is positively welcomed. Parents/carers can request careers support for their child/ren by informing their child's Head of Year, Pastoral team, other members of staff, or direct contact with the Careers & Enterprise Coordinator.

Additionally, parents/carers have access to information and guidance through parent evenings, open evenings, and other focus evenings held at Grace Academy Darlaston. Viewing the Careers page on the Academy website, parents/carers and students can access the National Careers Service, UCAS, employer and other independent websites, such as [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk).

## **Information, Advice and Guidance**

It is ensured that all students have access to guidance that is impartial and tailored to individual needs. Students are supported through the decision-making process and are guided to consider their skills and abilities. This will help students to make suitable choices that assist them to advance in their career journey.

All Year 11 (with their parent/carer) and Year 12 students are offered an individual one-to-one careers advice and guidance discussion. Years 7-10 can also have one-to-one advice and guidance discussions via self, parent, staff, and external agency referral. These discussions are with the Careers & Enterprise Coordinator, who is also a qualified careers adviser.

All students are given the opportunity to request additional careers appointments, likewise, where necessary, follow-up appointments will be given to students where identified, such as those at risk of not being in education, employment, or training (NEET), or additional careers discussions are required.

Careers and provider information is accessed via the Learn Resource Centre, or outside the Careers & Enterprise office.

## **Careers Programme**

Another aim of the careers programme is for all students to make progress in careers education at all the key stages. Activities are organised to provide students with a wide range of experiences that inspire and motivate them to develop their aspirations and progress to successful careers.

The programme includes careers education sessions, career guidance activities, group work and individual interviews, with social distancing implemented, when needed. Focused events include exploring teamwork and leadership skills for KS3 students, CV workshops for KS4 students, and work experience for KS5 students, all underpinned by equality of opportunity, inclusion, and anti-racism practice.

Furthermore, the programme incorporates the 3 core aims of the CDI framework, namely careers, employability, and enterprise education. The framework 'focuses on the acquisition of knowledge, skills, attitudes and values to ensure students are prepared and empowered to face the challenges and opportunities of learning, working and living.'

Overall, the aim of the Grace Academy Darlaston careers programme is to assist students to make successful transitions to the next phase of

their life and be equipped for lifelong career management and employability. Careers activities in the Academy assist in developing and supporting characteristics such as social skills, communication, innovation, teamwork, resilience, and leadership, that also impact on students' academic learning.

A summary of the careers programme is accessible via the Academy website, or by contacting the Careers Leader.

### **Staffing**

All staff contribute to CEIAG in various ways through their roles as tutors, subject teachers, and support staff. Careers focused sessions are delivered during allocated lessons, according to the PHSE framework, and on occasion, curriculum subjects include links to career development and employability. During Careers Week, tutor times are provided with careers education and information activities for tutors to deliver to their form groups.

The Careers & Enterprise Coordinator is a qualified, impartial careers adviser, and has completed a Postgraduate Award in Careers Leadership.

### **Partnerships**

The Careers & Enterprise Coordinator works to foster partnerships with organisations and employers who can contribute to the CEIAG strategy of the Academy. This includes building and maintaining strong relationships with local and national businesses and organisations.

The Academy works with an Enterprise Coordinator from the West Midlands Combined Authority (WMCA) to make and extend education business links that can enhance the experience of careers-related learning for students.

Academy governors are regularly updated on the careers programme and there is an active Link governor for careers.

### **Monitoring, Review and Evaluation**

The careers programme is planned on an annual basis. While monitoring and review occur regularly, every term, a review and evaluation Compass+ audit meeting takes place with the Academy Careers & Enterprise Coordinator, WMCA Enterprise Coordinator, the allocated Enterprise Adviser (from industry) and the Academy Senior Leader with responsibility for careers. The Compass+ audit assists with the evaluation of the Academy's careers activities against the eight Gatsby Benchmarks.

Students are actively involved in the evaluation of activities, and their inclusion in the Compass+ audit is to be developed.

The impact of the careers programme is also assessed via destination data, student evaluation, external businesses/organisations, parent and staff engagement and feedback. The information collected helps to shape the remaining and potential careers activities and is used to map the 'Grace Journey' for students across all year groups.

### **Careers responsibilities**

Senior Leadership:	Nalene Pates
Link Governor for careers:	John Loach
Careers Leader:	Marcia Miller
Careers & Enterprise Coordinator:	Marcia Miller
Careers Adviser:	Marcia Miller

### **Links with other policies**

The careers guidance policy is underpinned by a range of key Tove Learning Trust/ Grace Academy Darlaston policies, in particular those for

- Student Equality Policy
- Pupil Premium Policy
- Charging and Remissions Policy
- Safeguarding Policy