

Astrea Academy Sheffield

Careers Education, Information, Advice and Guidance (CEIAG)



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Rationale

The Astrea Academy Sheffield careers education programme provides our pupils with the opportunity to investigate, plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Context

Astrea Academy Sheffield is committed to providing all pupils in from 2-18 with a careers programme which is embedded into the curriculum and includes a wide variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

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

Aim

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. Our ambition is that pupils will have access to an extensive range of career opportunities through carefully planned engagements both within the curriculum and beyond.

Objectives

To ensure that pupils:

- develop the skills and attitudes necessary for success in adult and working life including a holistic range of personal and employment based skills.
- are acutely aware of the range of opportunities which are available to them in continued education and training at 14+, 16+ and 18+

- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally
- use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills. This includes being exposed to an extensive range of career opportunities through dedicated curriculum links
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

Provision

Careers provision is mapped against the Gatsby benchmarks, using the Careers and Enterprise Company's Compass evaluation tool. . The current careers programme is delivered through a combination of methods, including explicit lessons provided within the curriculum. Careers information is available both in the library and in digital format via electronic platforms that provide access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

Careers provision by Key Stage/Year group

Pre-Prep (Early Years Foundation Stage)

Children at this young age will:

- Be explicitly taught about a range of jobs that exist mostly linked to whole class stories to encourage understanding of context. Examples of these are police, fire service, medical services and other age appropriate occupations such as farming.
- Children will be able to meet a range of individuals from these sectors through play based activities, eg Police supporting an alien crash landing in school.
- Children will have a range of fiction and non-fiction books available to them to be able to find out more about these roles. Equality of opportunity will be a heavy focus.

Prep (Key Stage 1)

Children in this age groups will have:

- further access to a range of careers, again often linked to stories and texts. The range of positions will grow in complexity but be age appropriate
- access to a range of book-based resources that detail a range of the careers open to them. Equality of opportunity will continue to be a heavy focus.
- Opportunities to meet professionals from 'the world of work' through curriculum and non-curriculum events
- Opportunities to visit workplaces during school trips and visits
- Dedicated (age appropriate) employment skills teaching (eg teamwork, initiative, decision making etc)
- Dedicated enterprise skills teaching leading to opportunities to apply those skills in enterprise based projects and competitions

Prep (Key Stage 2)

Children in this age group will have:

- further access to a range of careers, linked through stories and texts but also through wider participation in STEM based projects and activities.
- access to a range of book-based and web based resources that detail a range of the careers open to them. Equality of opportunity will continue to be a heavy focus.
- Opportunities to meet professionals from 'the world of work' through curriculum and non-curriculum events
- Opportunities to visit workplaces during school trips and visits
- Dedicated (age appropriate) employment skills teaching (eg teamwork, initiative, decision making etc)
- Dedicated enterprise skills teaching leading to opportunities to apply those skills in enterprise based projects and competitions
- Opportunities to attend Primary Careers Fairs in collaboration with Sheffield Schools

Lower Senior (Key Stage 3)

At Key Stage 3, this includes careers library research with an aim to raise pupil aspirations, exploring stereotypes in the workplace, researching the history of the workplace, and developing personal, social and employability skills. Assemblies and a parent and pupil information evenings on choosing options are also provided.

In year 7, pupils will have

- engagement and introduction to careers, assemblies, visits, engagement with employers, engagement with Universities.
- dedicated curriculum time to learn about potential future employment opportunities and linking curriculum to careers
- have dedicated teaching on successful strategies for financial management through STaRS programme
- the opportunity to explore future career choices ensuring high aspirations for all
- dedicated teaching to develop an awareness of individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- access to careers resources (online/library etc)
- ongoing careers support from careers team and tutor
- careers tools eg STEM employability skills/financing etc as an integral part of curriculum
- ‘what do you want to be when you grow up?’ activities
- dedicated employer engagement activities such as ‘What’s My Line?’
- visits from local universities in workshop style events dedicated to expanding pupils understanding of university courses and student finance
- the opportunity to engage in enterprise competitions such as ‘Big Challenge’
- have the opportunity to share their views to explicitly shape their individual future careers guidance

In year 8, pupils will

- have engagement and introduction to Careers, assemblies, visits, engagement with employers, engagement with Universities
- have dedicated curriculum time to learn about potential future employment opportunities and linking curriculum to careers
- have dedicated teaching on successful strategies for financial management through STaRS programme
- have meaningful careers based interactions with employers/academic study
- develop their understanding of career paths and subject engagement
- develop their understanding of choices available for career pathways/study options for KS4. Looking at options subjects and be given support to begin to make informed choices
- continue to develop an awareness of individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- continue to develop a range of employability skills through all subjects, including STaRS
- be able to access careers resources (online/library etc)
- receive ongoing careers support from careers team and tutor
- have visits from local universities in workshop style events dedicated to expanding pupils understanding of university courses and student finance
- have the opportunity to engage in enterprise competitions such as 'Big Challenge'
- have the opportunity to share their views to explicitly shape their individual future careers guidance

In year 9, pupils will

- begin to make informed career choices.
- have detailed access to world of work and post 16 destinations.
- have a range of meaningful workplace visits
- have a range of meaningful visits to FE/HE establishments

- take part in a year 9 Choices event where students can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor
- continue to develop a range of employability skills through all subjects, including STaRS
- continue to expand knowledge of the employment opportunities that are available to them through dedicated curriculum learning
- visits from local universities in workshop style events dedicated to expanding pupils understanding of university courses and student finance
- the opportunity to engage in enterprise competitions such as 'Big Challenge'
- have the opportunity to share their views to explicitly shape their individual future careers guidance

Upper Senior (Key Stage 4)

At Key Stage 4, pupils continue research into careers and pathways into the sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer; a week's work experience at a self-arranged placement, supported by a parent information evening; assemblies on apprenticeships and A-level options and an A-level options evening for parents and pupils. Individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships. During enrichment pupils experience an Enterprise day that simulates trading and finance.

In year 10, pupils will

- have support individual opportunities and ambition – targeted towards pupil's ambitions
- have individual career interview follow ups from Year 9
- have individual and targeted work readiness activities, eg mock interviews, application writing, CV writing, cover letter writing
- have opportunity to access A Level taster events – support for completing academic applications
- have targeted workplace visits and visits from workplaces
- have further visits to HE and FE establishments – now targeted towards departmental level
- have meetings with employees and employers

- have labour market awareness training
- have further development of employability skills
- have designed/developed/evaluated enterprise and entrepreneurial activities
- have further development of financial capability skills
- have impartial advice and guidance on post-16 education, employment and training and apprenticeship options

In year 11, pupils will

- have preparation and support for next steps
- have fine tuned careers advice/tools/targeted support
- take part in evaluations of support/guidance – what needs to be done now, what needs to change?
- have follow up career advice based on specific needs of individuals
- have pre and post exam support – positive destinations achieved for all
- develop presentation and interview skills – mock interviews
- have taster days/sessions – engaging in meaningful encounters with employers/academic institutions
- have continued support from careers resources/advisors/online tools
- have dedicated and targeted work experience

Sixth Form

At Key Stage 5, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS applications and interview skills. There will also be a UCAS evening event and a Student Parents' Roadshow held for parents and pupils. In addition, Year 12 will have a week of work experience; pupils are involved in voluntary community and charity work; and there is a drop down RS day which includes visits from external speakers. Individual careers interviews are held with an independent, Level 6 qualified careers practitioner.

Roles and responsibilities

All staff contribute to the implementation of this policy through their role as teachers, tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to 5.

Careers team

Ken Weed (Head of Pre-Prep/Prep): SLT lead and strategic lead for careers

Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10. Pupils will develop a profile on an online platform through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers coordinator. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed.

Careers and SEND provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate. Pupils with SEND have an interview with the internal careers leader in year 9 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

The SENCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

Entitlement

Please see Appendix A outlining pupil and parent entitlement.

Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. We work closely with local employers and employees including Sheffield University, Sheffield Hallam University, the Higher Education Progression Partnership (HEPP) the Sheffield City Region Enterprise Advisor Network, Enterprise Coordinators from the DfE, parents and other local groups. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of work experience placements, careers talks, careers fairs, workplace visits and mock interviews. We always strive to expand and improve our contacts. LECC members are regularly updated on the careers programme and there is an active LECC member.

Policy statement for provider access

A provider wishing to request access should contact Ken Weed (Careers Lead), via 0114 553 9110 or info@astreasheffield.org.uk

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● Appendix A: Careers Entitlement

- Pupils attending Astrea Academy Sheffield are in their careers programme entitled to:
- Receive a stable careers programme all through the Academy that continues until they leave (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.
- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one week's work experience, with the opportunity for a second.

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including online platforms.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers leader.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

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