



THOMAS ALLEYNE ACADEMY CAREERS POLICY

Document produced by:	Katie Bailey
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RATIONALE

Careers education, information, advice and guidance (CEIAG) is an integral part of all learners' entitlement and learning here at Thomas Alleyne. Effective careers support will help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, innovative employer engagement is a whole-school priority designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

AIMS AND OBJECTIVES

The Thomas Alleyne careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' are fully prepared to take the next step in their learning or career
- Thomas Alleyne follows the principles of the Gatsby Benchmarks (see references).

The objectives of the careers programme are as follows:

- To raise students aspirations
- To raise awareness of the full range of post- 16 and post -18 opportunities.
- To ensure learners remain engaged in their education and have a better understanding of lifelong learning.
- To ensure learners develop a broad knowledge of employment sectors and careers
- To enable learners to make considered choices by the end of all key stages and help them plan their transitions to new roles and situations.
- To support all learners to make successful transitions into positive destinations
- To enable learners to have a better understanding of local, national and global labour markets
- To know how to access Labour Market Information (LMI) and to understand the impact of LMI when making career decisions.
- To prepare learners for the world of work by giving them the skills they require to navigate employment opportunities.
- To ensure students have the opportunity to reflect on and develop their employability skills.
- To support inclusion, challenge stereotyping and promote equality of opportunity

STUDENT ENTITLEMENT

During their time at school, all students can expect:

- the support they need to make the informed choices for GCSE options, post-16 and post-18 destinations
- access up-to-date and impartial information on future learning and training, careers and labour market information
- support to develop their self-awareness and career management skills needed for their future
- career lessons during form time from Y7 to Y13 covering options after school, the world of work, the job market and the employability skills needed for the future
- a meaningful encounter with a representative from the world of work each school year; this could be through work shadowing, Inspirational Men/Women events, assemblies, careers talks (in or outside lessons), workshops and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies , talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group.
- parents/carers to be kept informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

PARENTAL INVOLVEMENT

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

EVENTS FOR PARENTS AND CARERS

Parents/carers are invited into school to discuss their child's progress at Parents Evenings. Form tutors discuss students' career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, special events for parents include Key Stage 4 Options Evening, Year 10 Information Evening, Post-16 options evening (Year 11 parents) and Post-18 Options Evening (Year 12 parents).

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

DELIVERY OF THE CAREERS PROGRAMME

Years 7, 8 & 9

Key activities:

- Meaningful encounters with three STEM employers
- Kidzania
- Inspirational Men/Women Careers Carousel
- KS4/GCSE options choices
- Form time activities will include; what work is, stereotyping around jobs, how to find out about jobs, employability skills and jobs of the future. Activities will support the KS4/GCSE options process.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

Year 10

Key activities: Work shadowing and careers carousel

- Form time activities will include preparing for and carry out work shadowing placements; CVs, applications and interview technique; an introduction to post-16 options. These activities are supported by the START program.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least two days in the workplace
- Be introduced to the different Post-16 pathways.

Year 11

Key activities: Post-16 applications

- Students will learn how to write a personal statement for post-16 applications; hear from guest speakers in assembly about sixth form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with an impartial, qualified careers adviser.

Year 12 & Year 13

Key activities: Post-18 applications, mock interviews and work experience

- In Year 12 lessons include post-18 options, covering both university and alternatives to university. Students will take up a range of enrichment activities to support students to develop additional skills and knowledge.
- In Year 13 students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of the sixth form, all students will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

CAREER GUIDANCE MEETINGS

Students are entitled to appropriate guidance with an impartial qualified careers advisor. All students at school can request an appointment to discuss their individual needs. Year 10 to 13 students are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

Needs-based referral

- The referral procedure works as follows:

- Heads of Year, SLT, Sixth Form Team or SENCO/Inclusion Team identify students who would benefit from early intervention, for example, students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- Students are also seen in small groups early in Year 11 to discuss and explore the different progression routes where the careers adviser can identify students who might need further support.
- The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.
- For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

- Students may refer themselves for a careers meeting at any point, directly via the pastoral office or via a Form Tutor, or Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.
- The careers adviser will record action plans on the SIMS system at school. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is absent or fails to attend, an alternative time will be arranged.

EXTERNAL PROVIDERS

A range of external providers are invited into school to support the careers programme. These include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Please see also: Thomas Alleyne Fair Access Policy Statement for training providers.

EQUAL OPPORTUNITIES

The Academy will always promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. We ensure early identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCO to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Role models including employers, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Thomas Alleyne, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

MONITORING AND EVALUATION

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, activities and events
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18.

REFERENCES

- The Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-guidance

MONITORING, EVALUATION AND REVIEW

This policy will be monitored and reviewed on an annual basis by the academy Senior Leadership Team (SLT).

RELATED POLICIES

- Thomas Alleyne Fair Access Policy Statement