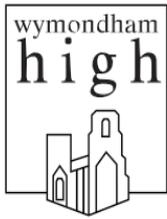


# Wymondham High Academy



## Careers Education and Guidance Policy

<b>Date Approved:</b>	<b>December 2019</b>
<b>Approved by:</b>	<b>Local Governing Board (LGM)</b>
<b>Review Date:</b>	<b>December 2021</b>
<b>Policy Author:</b>	<b>Evette Sharpe – Careers Leader</b>



## WYMONDHAM HIGH ACADEMY TRUST

### POLICY STATEMENT

#### Careers Education Guidance Policy

##### 1.1 Vision Statement:

The Academy recognises the essential part careers education, information advice and guidance play in preparing students for future pathways and the responsibilities of adult and working life. With this understanding, it is the intention of the Academy to provide effective careers guidance throughout our students learning experience to enable them to realise their full potential and be inspired to achieve a successful future. This is in keeping with the Academy's vision statement "to develop happy and successful people who accept responsibility, demonstrate determination and act with humility "

##### 1:2 Rational:

**The policy seeks to demonstrate the Academy's commitment to fulfilling its statutory duties in relation to national requirements and expectations including links to other relevant internal policies.**

- 2017 and 2018 Careers Strategy, Making the most of everyone's skills and talents including the role of Governing Body (See link Statutory Appendix 2)
- 2017 The Gatsby Benchmarks - stated that schools should be working to achieve the 8 Gatsby Benchmarks of good careers guidance (8 Benchmarks Appendix 3)
- 2018 Careers Guidance and Access for Education and Training providers to ensure student transitions are informed and appropriate. (See link Appendix 2)
- 2019 Ofsted New Inspection Framework which includes Personal Development judgement for providing an effective careers programme in line with Government's statutory guidance (See link Appendix 2)
- The Education Act 2011 and school responsibilities to provide independent, impartial advice and guidance.
- Links to relevant Academy Policies including Safeguarding, SEND, Looked after Children and the Single Equality Policy (all on the Academy's website).

## 2. Aims of Policy:

- To outline the role of the school in providing an effective careers education and information and guidance provision which will contribute to preparing ,equipping and enabling students for the opportunities, responsibilities they will encounter at school, in further education and in working life.
- To declare the commitment of the Academy to maximise the benefits for all students by adopting a whole school approach involving the role of the governing body, the academy's senior leadership and all staff.

To promote the Academy's careers provision to external stakeholders; parents, carers, apprenticeship providers, employers, and other local agencies, further and higher education establishments with the intention to invite and encourage participation.

## 3. Policy Objectives:

- To fulfil the statutory requirements for delivery of careers education within the curriculum.
- To provide a planned programme of careers education in the curriculum that gives students knowledge and skills for planning and managing their future pathways.
- To support student's encounters with the world of work as well as enable them to develop an understanding of how to respond to the changes in today's work environment.
- To provide personalised support and guidance which will help students to manage their learning and plan future progression.

## 4. Commitment:

The Academy's Governors and Senior Leadership Team are committed to Careers Guidance provision and is demonstrated in the following ways:

- Principal Jonathan Rockey has overall strategic responsibility for the Careers Guidance provision.
- A named link Governor with responsibility for Careers Education and Guidance in line with Section 42A of the Education Act 1997, our governing body must: -
  1. Ensure all registered students of the Academy are provided with independent careers guidance from Year 8 to Year 13.
  2. Ensure careers guidance is delivered in an impartial manner.
  3. Ensure careers guidance includes information on the range of employment skills, education, and training options.
  4. Ensure careers guidance promotes the best interest of the students.
  5. Ensure that arrangements are in place to allow a range of education and training providers to access all students from Year 8 –13.
- Assistant Principal (Jeremy Dickson) SLT with responsible for line managing Careers Leader to support the development, delivery, and impact of the careers education provision.

- Appointing a Careers Leader/Careers Adviser Level 6 qualified and a Registered Careers Development Professional (RCDP) with the CDI- Careers Development Institute (Evette Sharpe) with responsibility for:
  1. Planning and delivering the school's careers programme with other key internal and external stakeholders.
  2. Offering independent and impartial careers information, advice, and guidance to all.
  3. 1:1 personal guidance appointment at key transition periods.
- Resources - An annual careers budget to cover internal needs, CPD training opportunities, commissioning of external sources and the careers library.
- A dedicated website with links to relevant and up to date careers information and online resources on key post 16 and post 18 opportunities for students and parents and carers, employers, and staff.

#### **5. Management and Delivery Structure of the CEIAG Provision:**

We recognise the importance of putting in place effective arrangements for the management and delivery of the CEIAG provision. [Careers Structure Chart 2.docx](#)

#### **6. Entitlement:**

**All students are entitled to and will receive high quality impartial and independent careers education and guidance which will support inform their longer-term career goal.**

- To help students learn to understand themselves and develop their capabilities.
- To develop an understanding of the range of opportunities available at each transitional stage (14, 16 and 18) including technical education routes and higher and degree Apprenticeships.
- To support inclusion, challenge stereotyping and promote equality of opportunities.
- To enable students to explore careers through employer encounters, online resources, and the careers library resources.
- To raise students' self-esteem and confidence which will allow them to realise their true potential.
- To help students manage their career planning, by giving them the tools which will enable them to make decisions based on interests and abilities and labour market information.
- To raise aspiration to prevent disengagement from the learning process and students becoming NEET (not in Employment, Education or Training).
- To provide the opportunity for students to learn about STEM (Science Technology, Engineering and Maths) related careers. To have encounters with employers and workplaces related to STEM; to encourage proactive links with curriculum subjects.

## 7. Implementation of Careers Education Information Advice and Guidance:

- **Careers Education** is delivered mainly during timetable sessions in Year 7-11 through Communication and Culture curriculum, during tutorial sessions with input from the Careers Leader with relevant activities at key and appropriate times throughout the year. Careers activities including careers fairs, external speakers, educational and career trips, mock interviews, CV and Application workshops, mentoring and assemblies are offered to students as part of the careers programme (full programme Appendix 6)
- **Guidance** students can access face to face personal guidance with careers leader/adviser. All Y11 students are offered a face to face personal guidance interview during the Autumn term and beyond to assist with post 16 transition, parents and carers are also invited to the interviews.
- **Careers information** is made available to students via the Careers corner in the library, online resources and the school website and external provider visits , with frequent emails and letters sent by Careers Lead promoting /informing students and parents and carers of related opportunities.
- **Year 12 and 13** Sixth Form Study Programmes delivered in the main through the tutorial programme by form tutors includes timetabled assemblies with visiting speakers, university talks and workshops, careers and educational trips and work experience. The Sixth Form team, Head of Year 13 is responsible for pastoral support and university routes and the Head of Year 12 responsible for non-university routes have oversight of the study programmes with contribution from Careers Leader.

## 8. Partnership Arrangements and Employer Engagement:

The Academy works in partnership with the following organisations to deliver Careers Guidance.

- New Anglia Local Enterprise Partnership (LEP)- Enterprise Co-ordinator – Mrs Katherine Flint
- The Academy's Enterprise Advisers –  
Mr Phillip Roffe – Managing Director, Osiris Technology  
Mr Harry Harris- Chief Commercial Officer, Swarm Apprenticeship
- Further and Higher Education providers – Local colleges and Universities
- National Citizen Service – NCS providing opportunities for students in Y11 and Y12 to participate in social action projects and build skills for work and life.
- The Apprenticeship Support and Knowledge (ASK) for school and colleges supporting Apprenticeship IAG - Amazing Apprenticeships.
- Norfolk County Council – Participation and Transition Strategy Team, working mainly with schools to develop school leavers progression reports (student destinations) and to inform on the impact and development of careers information advice and guidance provision and transition support for students.
- TrAC Apprenticeships New Anglia, Apprenticeship Mentor Service provides quality information advice and support, and employment offers to young people transitioning from Education to Apprenticeships.

### **Employer Engagement:**

- Several local and regional businesses support the Academy in the following careers activities -:  
careers fairs, group work sessions, assemblies and focus group sessions and lunch time drop careers talks sessions.
- **Alumni:** Each year past students return to share their experience of university or apprenticeships with current Y12 students who are beginning to explore their Post 18 options.

### **9. Engaging with Parents and Carers:**

- Year 11 parents and carers are informed by letter of the programme of support in place by the Academy for their son or daughter embarking on the Post -16 Options process including vital parent information to enable their participation in the decision making.
- Parents and carers Y11 Evening with focus on preparation for exams and options after year 11 with the opportunity to speak to the career professional, the Sixth form team and external providers.
- Parents and carers are invited to the annual Apprenticeship Evening which is aimed at students in Year 10 through to Year 13. This is an opportunity for parents and carers to receive first-hand information from apprenticeship providers from various sectors.
- Parents and carers encouraged to support careers events throughout the school year.
- Engaging with parents and carers to be a part of the Annual Reviews process for students with an Educational Health Care Plan.

### **10. Monitoring and Evaluation:**

This policy will be monitored by the Careers Lead and the Assistant Principal- Curriculum and Strategic Data Lead.

The Careers and Enterprise Compass and Compass Plus when fully onboarded will be used to evaluate and develop careers activities against the 8 Gatsby Benchmarks.

Wymondham High Academy and the Sixth Form is committed to gaining a Quality in Careers Award which offers external monitoring and evaluation.

Utilising the Destination Data provided by Norfolk County Council's Participation and Transition Strategy team for Year 11 and Year 13 students enables us to monitor the progression of our students and measure the impact of the career guidance provision.

### **11. Careers Education Programme:**

The Careers Education programme is based on the CDI Careers Employability and Careers Learning outcome Framework (see Appendix 4)

Summary of Learning outcome for Year group 7- 13 (see full programme)

- **Developing themselves through careers and workrelated learning education.**  
 Self- awareness  
 Self Determination  
 Self -Improvement
- **Learning about Careers and the World of Work**  
 Exploring careers and career development  
 Investigating work and working life  
 Understanding business and industry  
 Understanding Labour Market Information and it's impact on careers decision making.
- **Developing Careers Management and Employability skills**  
 Preparing for employability  
 Identifying choices and opportunities  
 Making decisions  
 Developing personal financial skills  
 Preparing for and managing changes and transitions.

## **Review:**

This policy is reviewed by the Local Governing Board (LGB) which includes the Principal and other key Senior Leader Team members every 2 years.

Confirmed by: **The Governing Body of Wymondham High Academy**

Chair: ..... Dated: ...December 2019.....

## Appendix 1 – Glossary

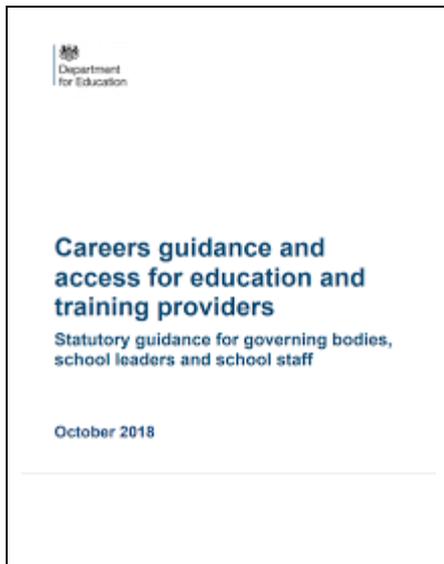
Key Terms	Definitions
Careers Guidance	Assisting individuals to make educational, training and occupational choices and to manage their careers and move from general understanding of life and work to a specific understanding of the realistic learning and work options that are open to them.
Careers Education	Is developing , knowledge , skills and attitudes through a planned programme of learning experiences in education and training settings which will assist all students to make informed decisions about their study and or work options and enables effective participation in their working life.
Personal Guidance	This term describes a focus one to one interview between a trained career professional and a young person. “The timing is important; this is usually available whenever significant study or career choices are being made though it will also be offered on an occasional basis” to all students. <b>(What Works - Careers and Enterprise Company).</b>
Impartial Guidance	Is defined “as showing no bias or favouritism towards a particular education or work option or particular provider” <b>(CDI Careers Guidance in Schools and College June 2018)</b>
Independent Guidance	Is defined as being a source external to the school, these sources would include website information, employer visits and other educational providers including technical further education and apprenticeships.
Career Leader	The role of the careers leader is to plan and implement a strategy for developing a careers programme for the school that meets all the Gatsby benchmarks of good practice and prepares young people for choices and transitions in education , training and employment .
Careers Advisers	Provides impartial information, advice and guidance to support students to make realistic choices about education, training and work.
Enterprise Coordinator	Plays a pivotal role in the Careers and Enterprise Company’s national programme to achieve its aim of motivating, inspiring and supporting young people in making informed choices about their future. The Enterprise co-ordinator in practice <ul style="list-style-type: none"> <li>• recruit schools and colleges to join the CEC</li> <li>• match each school or college with an Enterprise Adviser (EA)</li> <li>• Support matched EAs to develop working relationships with schools or college.</li> </ul>
Enterprise Advisers	Are business volunteers who work in senior roles. They volunteer their time and help school and colleges careers leaders to increase their engagement

with businesses and to access local careers resources.

## Appendix 2 : Careers Strategies 2017 and 2018



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)



[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)



## The education inspection framework

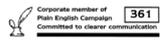
Framework for inspections carried out, respectively, under section 5 of the Education Act 2005 (as amended), section 109 of the Education and Skills Act 2008, the Education and Inspections Act 2006 and the Childcare Act 2006

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The education inspection framework sets out how Ofsted inspects maintained schools, academies, non-association independent schools, further education and skills provision and registered early years settings in England.

**Published:** May 2019  
**Reference no:** 190015

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[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/801429/Education\\_inspection\\_framework.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)

**Appendix 3 Summary of Gatsby Benchmarks** The eight Gatsby benchmarks are a framework for the good careers guidance, developed to support schools in providing students with the best possible careers, education, information advice and guidance.

Benchmark	Summary	Criteria
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 pupils, parents, teachers and employers.	<ul style="list-style-type: none"> <li>– Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>– The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, 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 adviser to make the best use of available information.	<ul style="list-style-type: none"> <li>– By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>– Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>– A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>– Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</li> <li>– Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	<ul style="list-style-type: none"> <li>– By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>– Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6 EXPERIENCE OF WORKPLACES	Every pupil 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.	<ul style="list-style-type: none"> <li>– By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>– By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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.	<ul style="list-style-type: none"> <li>– By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>– By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul>
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers 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 pupils but should be timed to meet their individual needs.	<ul style="list-style-type: none"> <li>– Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

## Appendix 5 - The CDI Framework for Careers, Employment and Enterprise Learning

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for developing careers provision.

### Developing yourself through careers and work-related learning education

Elements of Learning	KS2	KS3	KS4	16-19
1. Self-Awareness	Describe what you like, what you are good at and what you enjoy	Describe yourself your strengths and your preferences	Recognise how you are changing what you have to offer and what is important to you.	Assess how you are changing and be able to match your skills, interests and value to requirements and opportunities in learning and work.
2. Self-Determination	explain how to get what you want	Be able to focus on the positive aspects of your wellbeing, progress, and achievements	Explain how you manage your wellbeing, progress, and achievements through telling your story in a positive way	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress, and achievements
3. Self-Improvement as a learner	Identify what you are learning from careers, employability and enterprise activities and experiences	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences

### Learning about Careers and the World of Work

4. Exploring careers and career development	Give examples of what it means to have a career	Describe different explanations of what careers are and how they can be developed	Discuss the skills involved in managing your own career	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development
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5. Investigating work and working life	Give examples of what people like and dislike about the work they do	Give examples of different kinds of work and why people's satisfaction with their working lives can change	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction
6. Understanding business and Industry	Describe a local business, how it is run and the products and/or services it provides	Give examples of different business organisational structures	Explain different types of business organisational structures, how they operate and how they measure success	Explain the main reasons why business organisations change their structures
7. Investigating jobs and labour market information	Describe the main types of employment in your area: past, present, and emerging	Be aware of what labour market information (LMI) is and how it can be useful to you	Be able to find relevant labour market information (LMI) and know how to use it in your career planning	Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans
8. Valuing equality, diversity and inclusion	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others.
9. Learning about safe working practices and environments	Be aware of how to keep yourself safe and well when you are learning and playing	Be aware of the laws and bye-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices

▪ **Developing your career management employability and enterprise skills**

10. Making the most of the careers information advice and guidance	Be aware of where to get impartial information and support when you need it and how to make good use of it	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance service	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services
11. Preparing for Employability	Identify key qualities and skills that employers are looking for	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Show how you are developing the qualities and skills which will help you to improve your employability	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers
12. Showing Initiative and Enterprise	Show that you can use your initiative and be enterprising	Recognise when you are using qualities and skills that entrepreneurs demonstrate	Show that you can be enterprising in the way you learn, work and manage your career	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning
13. Developing personal financial capability	Show that you can make considered decisions about saving, spending, and giving.	Show that you can manage your own budget and contribute to household and school budgets	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training, and work

14. Identifying Choices and Opportunities	Be able to compare information about the secondary education choices open to you	Know how to identify and systematically explore the options open to you at a decision point	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you
15. Planning and Deciding	Know how to make plans and decisions carefully	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you	Know how to make career enhancing plans and decisions including developing the resilience required to sustain them
16. Handling Application and selection	Know how to make a good impression on other people	Know how to prepare and present yourself well when going through a selection process	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Know how to prepare for, perform well and learn from participating in selection processes
17. Managing Change and transition	Identify ways of making successful transitions such as the move from primary to secondary school	Show that you can be positive, flexible and well-prepared at transition points in your life	Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions