

## Policy: Careers at Gloucester Academy

### Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Gloucester Academy. Effective careers support can help prepare young people for the opportunities, responsibilities and experiences of life; it can help them 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, the careers programme is progressive and has a whole-school remit designed to complement the rest of the academy curriculum to ensure our pupils are able to climb their own personal mountain to the very best universities and professions.

### Vision and Objectives

Gloucester Academy Careers Programme follows the principles of the Gatsby Benchmarks (see references).

#### **Vision:**

- **Climb their own personal mountain to the best university or profession.** Each student is equipped with careers knowledge, skills and experience to make aspirational choices leading to successful and fulfilling lives.

#### **Strategic objectives:**

- **Students develop an ambitious vision of their post-16 and long-term success.**  
Students do this through encounters with further and higher education providers, employers, experiences of workplaces and personal guidance.  
Gatsby benchmarks 1, 2, 3, 5, 6, 7 and 8
- **Students are prepared and ready to take the next step in their learning or career.**  
Students are aware of future options and develop employability skills throughout their time in school (both in lessons and extra-curricular activities).  
Gatsby benchmarks 1, 2, 3, 4 and 7
- **Each student, regardless of background, is encouraged to aim high.**  
Through individual advice and guidance, as well as tailored careers provision, students are enabled to make aspirational choices which transcend barriers.  
Gatsby benchmarks 1, 2, 3 and 8

### **Student entitlement**

All students are entitled to be fully involved in an effective CEIAG (careers education, information, advice and guidance) programme.

Students are encouraged to take an active role in their own career development, so the careers program emphasises student participation with a focus on self-development, learning about careers and the world of work, and developing career management and employability skills.

During their time at the academy, all students can expect:

- the support they need to make the right choices in Year 9 and Year 11;
- access to up-to-date and unbiased information on future learning and training, careers and labour market information;
- support to develop the self-awareness and career management skills needed for their future;
- at least four meaningful encounters with representatives from the world of work; this could be through assemblies, career talks, projects 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 the academy;
- the opportunity to talk through their career and educational choices with staff including tutors and the Careers Leader;
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the academy can also be requested;
- the academy to keep parents/carers 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 programme to ensure continual evaluation and improvement.
- access to unifrog, a careers platform, to ensure pupils understand their post-16, post-18 and careers options, including labour market information.
- access to fortnightly timetabled careers lessons for Year 7 to Year 9, and careers sessions during one tutor time per fortnight in Year 10 and a fortnightly period 6 Personal Development session in Year 11.

### **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 academy is keen to foster parental involvement in the careers program, wherever possible.

Parents/carers are invited to discuss their son/daughter's progress and are kept up to date with career-related events and activities affecting their son/daughter in regular website updates and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be emailed 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 Leader at the academy, should they have any questions or concerns.

### **Approval and review:**

This policy is the responsibility of: Assistant Headteacher, Culture and Ethos  
This policy was approved by the Local Governing Body on: March 2023  
This policy is due for review by: March 2024

### **Delivery of the Careers Programme**

Careers programme is progressive, starting in year 7, and is delivered through a variety of activities and events, such as **timetabled lessons**, assemblies, talks and visits to employers, and Further and Higher Education providers. Students have access to an online platform, UniFrog, where they explore careers and destinations to make informed decisions about their future. **All students in KS3 have dedicated career lessons which are scheduled into their timetable, and KS4 pupils receive fortnightly tuition in tutor groups or Period 6 Personal Development Sessions.**

### **Career guidance meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students at the academy can request an appointment with the careers adviser but, in practice, Year 10s and Year 11s are most likely to access the service. Students are identified for careers meetings based on need and through self-referral. Every student at the academy will have at least one career advice meeting by the end of year 11 whereby they will meet with a level 6 careers adviser.

### **Needs-based referral**

Heads of Key Stage, tutors and/or SENCO identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation, students with SEND, Looked After Children (LAC), certain students receiving pupil premium funding or those who have potential to become Not in Employment, Education or Training (NEET). This will allow the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

### **Self-referral**

Students may refer themselves for a careers meeting at any point, directly via the Careers Leader, tutor or Head of Key Stage. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies, daily message boards and via tutors.

The careers adviser will record actions on the academy systems. 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 away or fails to attend, an alternative time will be arranged.

### **Careers information through the Careers Centre**

Career information and up-to-date labour market information is available at the mountain checkpoint, through relevant displays or cascaded via form tutors or through year group assemblies. The mountain checkpoint includes a range of Sixth form, University and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Online resources include – UniFrog, SACU, and GROWS.

### **External providers**

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

Links with further and higher education providers, employers, businesses and other external agencies are developed by building on local community connections as well as through the support of the GROWS Network, Local Enterprise Partnership for Gloucestershire (gFirst LEP), and the academy's Enterprise Adviser.

### **Employer Encounters**

Each year, students of all year groups will have a chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. This will include a range of activities including speakers in assemblies, employer input in lessons, workshops, visits and careers talks.

### **Management and staffing**

The Careers Leader is responsible for taking a strategic lead and direction for careers work in the academy working under the direction of the SLT lead with responsibility for careers, and working with Heads of Keystage, Heads of Department, SENCO, and tutors. One-to-one guidance meetings are conducted by a Level 6-qualified Careers Adviser.

### **Staff Development**

Teachers and tutors are informed about the aims and programme for CEIAG at the academy. The Careers Leader attends conferences and network meetings to keep up to date with best practice and legislation.

### **Resources**

The academy is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and budget for resources.

### **Equal opportunities**

The academy is keen to 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. The team works on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The Careers Leader works with the SENCO to support Education, Health and Care planning and the Achievement leader to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Gloucester Academy. The destinations of the academy-leavers are monitored and trends identified.

### **Monitoring and evaluation**

When monitoring the success of the careers programme, the academy considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

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

- Student, parent, staff and other stakeholders feedback on the careers programme;
- Students' destination figures post-16.
- External Evaluation using Gatsby Benchmarks.

	<b>GB1</b>	<b>GB2</b>	<b>GB3</b>	<b>GB4</b>	<b>GB5</b>	<b>GB6</b>	<b>GB7</b>	<b>GB8</b>
March 2022	47%	60%	81%	81%	100%	25%	100%	100%
March 2023	94%	100%	100%	100%	100%	75%	100%	100%
Sept 2024	100%	100%	100%	100%	100%	75%	100%	100%

### **References**

- The Gatsby Benchmarks of Good Career Guidance  
[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)
  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
- The Career Development Institute Careers Framework

### **Review**

This policy was approved by the Senior Leadership Team and Governing Body in November 2023 and is due for review in November 2025.