



*“Striving for Excellence
Opportunity and Success for All”*

Redmoor Academy Careers Education Information Advice and Guidance (CEIAG) Policy

Policy Review Details	
Policy Reviewed	15.09.2020
Policy Approved	15.09.2020
Committee	SSC/Pastoral

Introduction

This policy sets out how career activities are delivered at Redmoor Academy and explains what students, parents/carers, staff and Governors can expect from the careers programme.

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to our students. Effective careers support can 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 a result, the careers programme is an integral part of our whole-school curriculum and has been designed to show positive progression from year 7 to year 11.

Aims

- To encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- To ensure students' readiness to take their next step in their learning or career

Student Entitlement

All students in years 7-11 at Redmoor Academy are entitled to be fully involved in the careers programme. This includes entitlements linked to our Provider Access Policy, namely to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses.

Parental involvement

The school is keen to foster parental involvement in the careers programme, wherever possible. Information will be available on our website to help Parents/Carers assist their young people in their choices as well as in school events such as careers fairs.

Learning Outcomes

At Redmoor Academy we use the CDI Framework as a tool to translate our Aims into measurable Learning Outcomes. These are then mapped to the Gatsby Benchmarks (Appendix A).

Area of Learning	KS3	KS4	Gatsby Benchmarks
Developing yourself through Careers, employability and enterprise education			
1. Self-awareness	Describe yourself, your strengths and preferences	Recognise how you are changing, what you have to offer and what's important to you.	1a, 3c
2. Self-determination	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	1a, 3c
3. Self-improvement as a learner	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	1a, 1c, 3c, 5a, 6a, 6b, 7a, 7b
Learning about careers and the world of work			
4. Exploring careers and career development	Describe different explanations of what careers are and how they can be developed	discuss the skills involved in managing your own career	1a, 2a, 3a
5. Investigating work and working life	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	1a, 2a, 3a, 5a, 6a, 6b
6. Understanding business and industry	give examples of different business organisational structures	explain different types of business organisational structures, how they operate and how they measure success	1a, 2a, 3a, 5a, 6a, 6b
7. Investigating jobs and labour market information	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	1a, 2a, 4, 5a, 6a, 6b
8. Valuing equality, diversity and inclusion	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	1a, 3a
9. Learning about safe working practices and environments	be aware of the laws and byelaws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	1a, 2a, 5a, 6a, 6b
Developing your career management, employability and enterprise skills			
10. Making the most of careers information, advice and guidance	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 services	1a, 1b, 1c, 2a, 2b, 3b, 3c, 8
11. Preparing for employability	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	1a, 1b, 2a, 4, 5a, 6a, 6b
12. Showing initiative and enterprise	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	1a, 2a, 5a
13. Developing personal financial capability	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	1a, 6a, 6b, 7a
14. Identifying choices and opportunities	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	1a, 2a, 2b, 3d, 7a, 7b, 8
15. Planning and deciding	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	1a, 2a, 2b, 3b, 3c, 3d, 8
16. Handling applications and selection	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	1a, 3d, 4
17. Managing changes and transition	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	1a, 3d, 5a, 6a, 6b, 7a, 7b, 8

Source: CDI, March 2018. Framework for careers, employability and enterprise education Accessed via: <https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf>

Delivery of the Careers Programme

The careers programme is delivered through a variety of methods, including PSHCE lessons, assemblies, visits and trips, workshops, mock interviews and work experience. PSHCE lessons are delivered by staff at Redmoor, whilst other events and workshops are delivered by a number of different organisations and groups including outside speakers, Post 16 providers and employers.

Staff Development

The careers programme is discussed with staff at the start of every academic year. Resources and lesson plans to use during PSHCE lessons are provided. Staff development is reviewed on a regular basis and any training requirements (internal or external) is built into the staff CPD programme.

Monitoring, Review and Evaluation

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

The careers programme is evaluated in several ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews etc
- 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.

References

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

CDI, March 2018. Framework for careers, employability and enterprise education Accessed via: <https://www.thecdi.net/write/BP556-CDI-Framework-web.pdf> [Accessed 23.04.19].

Careers guidance and access for education and training providers
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Andrews and Hooley, 2018. The Careers Leader Handbook. Bath: Crimson Publishing Ltd.