

## Acle Academy: Careers Education Information Advice and Guidance Programme

KEY -	CEIAG has four essential and interlinked principles
CI	Careers Information – including learning options, skills, occupations, labour market information (LMI) and progression routes
CAG	Careers Advice and Guidance – Personalised help when required from an adviser to identify long-term goals and plan steps to attain them
CE	Careers Education – that gives students the knowledge and skills for planning and managing their careers... learning how to make an informed decision
WRL	Work-related learning – experiences within and outside of the curriculum which help students learn about economic well-being, careers, enterprise and industry

Acle Academy is committed to preparing its students to manage their future education and career path throughout adult life with a planned programme of events, experiences and activities linked to Careers Education, Enterprise, Personal Finance and Information, Advice and Guidance. We aim to offer a range of activities and opportunities throughout their time at Acle Academy, both in and out of school. All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Our Independent Careers Advisor offers impartial careers advice and guidance in school.

Schools have a statutory duty to provide careers education in Years 7-13 and to give students access to careers information and meaningful and beneficial, impartial advice and guidance. We believe strongly that good careers guidance is the key to social mobility, it is about equipping young adults with the skills needed in a fast changing labour market, showing them the options available to them and supporting them in making the right careers choices for them moving forward.

### Rationale

All young people benefit from a planned programme of activities to help them through life. We aim to facilitate encounters with employers, alumni and further and higher education to enable our students to be able to manage their careers and employment throughout their lives with skills, knowledge and understanding needed to take ownership of their pathways and make informed decisions. We focus on developing our students' skills in three areas:

- Self-development: our students can only be successful if they understand the development of their own character, skills and abilities
- Career exploration: our students can only aspire to careers they know about – our challenge is to make that knowledge as wide-ranging as possible.
- Career management: our students need the basic skills necessary to take their first post-16 steps with confidence, secure in the knowledge that they have made the correct choices at this time and have the resilience to cope with what lies ahead.

### **Assessment**

Through evaluation following career-related events we assess whether students have achieved the aims and objectives of the events, as well as standard of provision. Aims and Objectives are shared in Character and Culture lessons, and revisited at end of lessons as well as through end of topic assessments and evaluation, focusing on retention and subject knowledge to see if students have engaged with and understood content.

### **External Partnerships – Providers. The Baker Clause Statement**

A range of external provider are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprentices' organisations, employers, school alumni, or staff from various projects. We are happy to consider requests from training, apprenticeships and vocational education providers. (Please see further information in our Careers Provider Access Statement available on the school website) Acle Academy is proactively seeking to build further relationships with these partners as we plan and develop our CEIAG programme to ensure that providers have multiple opportunities to speak to students and parents across the years.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or via curriculum invitations. In the first instance request by providers should be sent to the Academy's careers Lead Ms C Skarin [cskarin@acle.norfolk.sch.uk](mailto:cskarin@acle.norfolk.sch.uk) All requests will be considered on the basis of; staffing availability to support the event, clashes with other planned events, trips or visits, interruption to preparation for examinations or rooming and space availability to host the event.

## **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 careers coordinator works closely with the SENDCO on early identification of students requiring additional support. Pupils with SEND need follow the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate. The SENDCO will meet with parents/carers to discuss option suitability where an individual need is likely to have an impact on choices made during the option process. The SENDCO will support with work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.

## **Aims and Objectives**

### **YEAR 7-9**

- ✓ Students explore and establish their suitability to careers and understand the KS4 subject that are important to them.
- ✓ Students understand the factors important to making informed decisions including learning styles and career aspiration
- ✓ Students build a picture of their careers aspirations and subject choices as well as start to evidence understanding of key employability skills.

### **YEAR 10-11**

- ✓ Students explore their post 16 options and their intended choices relate to preferred learning style and future career aspirations
- ✓ Students and parents understand the application processes and entry requirements for their intended choices
- ✓ Students capture the experiences and achievements that will help them to stand out on paper and in person
- ✓ Students research and compare post 16 options and make decisions based on personal suitability and the availability of options.

## **Our Careers Programme Overview is set out below,**

All students at Key Stage 3 have dedicated careers lessons delivered via Character and Culture lessons. Please visit the CC section of our Curriculum area of the website for curriculum overview and more detailed Scheme of Learning.

- In Year 7 students will have a dedicated careers lessons; exploring how personal qualities, attitudes, skills and achievements can be developed and linked to confidence, progress and careers. Students will explore different careers, thinking about their own future and transition points throughout life. They will also explore money matters and financial wellbeing and the labour market, and what jobs are likely to be relevant in the future. They will also begin to build a careers profile on the UNIFROG platform which will help them to identify areas they would like to develop. They will continue to develop this UNIFROG profile as they progress through our school.
- In year 8 students will consider personal traits such as assertiveness and reflectiveness, in order to start to consider the impact of these traits to enterprise skills, careers choices, qualifications and skills. Students will work on problem-solving skills and work-related skills. They will continue to develop their UNIFROG career profile.
- In year 9 students will explore careers education linked to financial education – exploring topics such as budgeting and making financial decisions. Also, in readiness for their GCSEs, information and guidance for Year 9 students focus on the choices they should make to facilitate successful results and pave their route towards the broad career goals they are seeking.

All students will by the end of Key Stage 4:

- In Year 10, students will through the character and culture curriculum explore different careers paths and routes moving forward to the next step, consider the world of work and access to it, with regards to CV writing skills and interview skills. In preparation for work experience students take part in a drop down day where students will receive advice and coaching to ensure that they get the most from their placements, learning about employer expectations and health and safety issues. This will culminate in a week long work experience, where we work wide range of local employers. Students are supported to approach employers to find their own placement and thus gain first-hand experience of job seeking.
- Our Careers Fair in the spring term gives Year 10 and Year 11 the opportunity to meet with a comprehensive range of employers and training providers from the local area, and some universities from further afield who can help with queries about these aspirations.
- Year 11 will receive dedicated time through the character and culture curriculum, assemblies and tutor sessions, to support them in registering with Help You Choose and they can use this platform to research and complete their post-16 applications. All students will receive support appropriate to their needs in order to make an informed choice in relation to their post 16 options, through encounters with post 16 providers, independent careers advice, and visitors to local post 16 educational providers.

## Acle Academy Whole School Events

- Whole School Careers Assemblies – World Science Day, Global Entrepreneurship week, National Careers week, STEAM focus assembly, Step into the NHS, Apprenticeship Week
- Careers café available throughout the year to all students. Giving students the opportunity to encounter people/employees from a variety of job sectors in an informal setting over lunch.
- Unifrog – whole school programme using the Unifrog platform which encompass apprenticeships and Further Education colleges in the UK, functionality to help both students and their counsellors with the whole application process - from deciding on a subject area and writing application essays or teacher recommendations, to building an application and sending it.
- Termly Careers News Letter to parents and Students- informing them about current events and opportunities.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>	<p>Assembly- Careers Adviser/Leader Introduction and Unifrog Introduction.</p> <p>Year 7– Dare to Dream - careers survey and personality test. Aspiration and the mapping of skills and abilities.</p> <p>During transition and the start of Year 7, we carry out an audit that helps us capture student interests, aspirations and potential career pathways. This information enables the Careers team and Curriculum areas to identify suitable students for careers opportunities available. These include encounters with</p>	<p>Assembly - Careers Gender Stereotypes assembly</p> <p>National Careers Week – 1st - 6th March 2021. Empowering positive change through Careers Education. Focus Week</p> <p>Drop Down Morning - What's my Job- inspiration and Aspiration. Combat stereotypes within employment.</p> <p>Unifrog- skills development project</p>	<p>Assembly- STEAM Careers</p> <p>Acle Academy Year 7's got skills - Launch of National Skills Day date to be confirmed – building confidence. Followed up by introduction to skills maker.</p> <p>Collaboration with east Norfolk College – Lego STEM Club.</p>

	<p>employers, motivational speakers, workshops and trips.</p> <p>Tutorial programme – aim to help students to understand more about themselves (self-development), know where to look for useful information, and to explore different careers possibilities. Students encouraged to use the on-line careers tools available to them, and will be given a guidance book to take home and share with parents.</p> <p>Careers dropdown Day- In partnership with Morgan &amp; Sindell - Broadens knowledge of roles available in the industry and develops employability skills</p>		
<p><b>Embedded in the curriculum: (Across the academic year)</b></p> <p><b>Character and Culture:</b> Students focus on the transition from primary school and on understanding their own skills and abilities. To be aware of how careers education can help you plan for the future and recognise the limitations of making career choices based on ‘dream’ ideas. Homework project Careers Bingo - different industries explored. Community, Society, Active citizen, Skills, Jobs for Life.</p> <p>All curriculum subjects have careers elements built into their schemes of learning, clearly identified on the front cover sheets of their SOLs and have subject specific careers displays.</p>			
<p><b>Year 8</b></p>	<p>Assembly- Careers Adviser/Leader Introduction and Unifrog Introduction</p>	<p>Assembly - Careers Gender Stereotypes assembly</p> <p>Careers Adviser assembly presentation to remind about support available in school.</p>	<p>Assembly- STEM Careers</p>

	<p>Tutorial programme – aim to help students work on transferable/employability skills through a range of activities and starting to explore local and national career opportunities. Encourage students to use online career tools.</p> <p>14<sup>th</sup> October- Career Drop Down day- Focus on Green energy, collaboration with local business, STEM focus task.</p>	<p>National Careers Week – 1st - 6th March 2021. Empowering positive change through Careers Education. Focus Week</p> <p>Assembly – Step into the NHS.</p> <p>Target intervention- Camouflaged learning- to develop skills linked to employment.</p>	
<p><b>Embedded in the curriculum: (Across the academic year)</b></p> <p><b>Character and Culture:</b> To be aware of how careers education can help you plan for the future. Recognise how personal skills and traits, including self-esteem can impact on careers choices. To be aware of what considerations are involved in making realistic choices with different career paths.</p> <p>All curriculum subjects have careers elements built into their schemes of learning, clearly identified on the front cover sheets of their SOLs and have subject specific careers displays.</p>			
<p><b>Year 9</b></p>	<p>Assembly- Careers Adviser/Leader Introduction and Unifrog Introduction</p> <p>Tutorial programme – Educational Paths – GCSE choices and onwards. Focus on choices for key stage 4 and the implications of these on their future goals.</p> <p>Year 9 – Researching career choices - Where can my subjects lead and what Qualities of Success and other skills do I need to acquire?</p>	<p>Assembly - Careers Gender Stereotypes assembly</p> <p>Pathways assembly- options subjects’ presentation. Week focus.</p> <p>Careers Adviser to present loom assembly and will attend Year 9 Options Evening to provide information, advice and guidance.</p>	<p>Assemblies to look at Labour Market Information and encourage students to consider what sectors the jobs of the future may lie in.</p> <p>The North Norfolk Careers Fair – an opportunity to talk to different education/training/employment providers.</p> <p>UEA Summer School Assembly – to introduce activities and opportunities on</p>

	<p>The pastoral curriculum encourages students to identify their individual Qualities of Success and reflect on their areas for development.</p>	<p>Learn to Earn delivered by Young Enterprise- a daylong session designed to help students plan their financial futures.</p> <p>National Apprentice week- National Apprenticeship Week 2020 takes place 3 to 9 February 2020. Form tutor focus – to create an understanding and to celebrate the impact of apprenticeships on individuals, employers and the economy.</p>	<p>offer. Opportunity for students to experience university life.</p> <p>Army-Royal Marines – encounter with employers.</p>
<p><b>Embedded in the curriculum: (Across the academic year)</b></p> <p><b>Character and Culture:</b> To understand what the common features of a payslip are, to be able to work out using calculations Gross Pay and Net Pay on a payslip and to evaluate the importance of paying tax and NI contributions. To identify a variety of employment rights and responsibilities in the UK. To understand different issues related to employee rights and to explore the gender pay gap in society.</p> <p>All curriculum subjects have careers elements built into their schemes of learning, clearly identified on the front cover sheets of their SOLs and have subject specific careers displays.</p>			
<p><b>Year 10</b></p>	<p>Assembly- Careers Adviser/Leader Introduction and Unifrog Introduction</p> <p>Tutorial programme – Labour Market Information, college &amp; apprenticeship information/research sessions, work experience preparation.</p> <p>Tutorial programme- personal finance linked to employment via the maths dept.</p>	<p>Assembly - Careers Gender Stereotypes assembly</p> <p>Norfolk Skills and Careers Festival. Wednesday, 9-10th March 2021; Careers Fair – an opportunity to talk to different education/training/employment providers.</p> <p>UEA Wonderfest – collaborative event for Year 10 students which aims to provide</p>	<p>Creative careers speaker</p> <p>Assemblies to look at Labour Market Information and encourage students to consider what sectors the jobs of the future may lie in.</p> <p>Futures Fest fair in Great Yarmouth and meet 12 universities and 8 local and national employers.</p>



	<p>Year 10/11 Study skills evening - Parent support session on and applications</p> <p>GCSE Information evening, focus on work experience and post 16 information (October 2021)</p>	<p>knowledge of HE and increase students' confidence to progress. With a focus on non-traditional subjects, the event delivers an exciting programme of academic taster sessions in partnership with local HEI's.</p> <p>Parent information evening linked to Work Experience – The opportunity to gain understanding of the skills and qualities required by employers. (followed up with work in form time) Online</p> <p>Year 10 Business day - Researching Post 16 routes and the further developing /embedding employability skills through work experience - Developing skills, mock interviews and interests profile through use of Unifrog.</p> <p>National Apprentice week- National Apprenticeship Week 2022 takes place 7-13<sup>th</sup> feb. Form tutor focus – to create an understanding and to celebrate the impact of apprenticeships on individuals, employers and the economy.</p>	<p>UEA Summer School Assembly – opportunity for students to experience university life.</p> <p>Introductory assembly from Norfolk County Council Apprenticeship Team.</p> <p>All students in Year 10 with a particular focus on SEN and PP will have the opportunity to discuss potential career pathways with a Careers Adviser from Beacon East if this is identified as a need.</p> <p>Science Summer School – John Innes Centre Science careers week.</p>
<p><b>Embedded in the curriculum: (Across the academic year)</b></p> <p><b>Character and Culture:</b> Work experience preparation, CV writing and expectations</p>			

	All curriculum subjects have careers elements built into their schemes of learning, clearly identified on the front cover sheets of their SOLs and have subject specific careers displays.		
<b>Year 11</b>	<p>Tutorial programme –Post 16- Information and advice on all options, Sixth form, FE Colleges and other providers, Training and apprenticeships. Introduction to helpyouchoose, used for all applications during year 11.</p> <p>Careers Adviser Assembly to focus on next steps and application timeline. Followed by loom assembly and work in tutor time on the use of the helpyouchoose website.</p> <p>All students in Year 11 with a particular focus on SEN and PP will have the opportunity to discuss potential career pathways with a Careers Adviser from Beacon East. Beacon East work closely with key staff to identify early those students that will need support to ensure they make a successful transition following Year 11. (Those students that are potential NEET will have already been identified during the summer term of Year 10).</p> <p>Tracking – Director of Progress and Careers Advisers to track all student intended destinations and intervene as appropriate to ensure all students are making appropriate</p>	<p>Careers Adviser will attend Year 11 Revision Evening to explain role and post-16 planning.</p> <p>Higher Education Champion from NEACO to attend revision evening and liaise with parents.</p> <p>National Apprenticeship Week 2022 takes place 7-13<sup>th</sup> February 2022. Form tutor focus – to create an understanding and to celebrate the impact of apprenticeships on individuals, employers and the economy.</p> <p>Apprenticeship support day – Specialised information and support for students applying for apprenticeships. Careers Adviser to work with pupils on a small group basis that have identified an Apprenticeship as a possible pathway.</p> <p>Careers Fair – an opportunity to talk to different education/training/employment providers.</p>	<p>Unifrog- by the end of year 11 all pupils should have: CV, covering letter, destination research, and WEX plans.</p> <p>National Citizens summer camp</p> <p>UEA summer school – opportunity to experience university life.</p> <p>Science Summer School – John Innes Centre Science careers week.</p>

	<p>applications. Students will be seen on an individual basis to intervene as appropriate.</p> <p>Year 11 Form tutors – will share open evenings organised by other 6th forms and colleges as well as apprenticeship opportunities. This will be overseen by the Careers Co-ordinator.</p> <p>Education / College providers- Visits (invitations)</p> <ul style="list-style-type: none"> <li>-East Coast College</li> <li>-East Norfolk</li> <li>-Paston College</li> <li>-City College Norwich</li> <li>-Easton College</li> </ul> <p>Assemblies (invitation extended to)</p> <ul style="list-style-type: none"> <li>-Easton</li> <li>-East Norfolk</li> <li>-East Coast</li> <li>-City College</li> <li>-Paston College</li> <li>-Jane Austen/ Sir Isaac Newton</li> <li>-Notre Dame</li> </ul>		
<p><b>Embedded in the curriculum: (Across the academic year)</b></p> <p><b>Character and Culture:</b> Introduction and support in registering for help you choose, and different levels and routes post 16 options.</p>			

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## The Gatsby Benchmarks

### 1: Stable Career Programme:

Embedded programme of career education and guidance understood by all. Evaluated regularly with feedback from pupils. Put on school website, have the backing of the senior management team.

### 2: Learning from Careers and LMI:

By the age of 14 all pupils should have accessed and used information about career paths and the labour market to inform their own decision on study options.

### 3: Addressing the needs of each student:

Individually tailored to the needs of all students. Embed quality and diversity.

### 4: Linking curriculum learning to careers:

All teachers should link curriculum learning with careers. Stem subject teachers should highlight the relevance of stem subjects for future career paths.

### 5: Encounters with employers and employees:

Every student should have multiple opportunities to learn from employers about work and the skills that are valued in the workplace Every year from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

### 6: Experiences of workplaces:

Every student should have first- hand experiences through visits, shadowing and work experience. By the age of 16, every pupil should have had at least one experience in addition to any part-time job they may have. By the age of 18, every pupil should have one further such experience additional to any part-time job.

#### 7: Encounters with Further and Higher Education:

All students should understand the full range of learning opportunities that are available to them. By the age of 16, every pupil should have had a meaningful\* encounter with providers of the full range of learning opportunities and meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to meet staff and pupils. (\*what it is like to learn in that environment)

#### 8: Personal Guidance:

Every student should have opportunities for guidance interviews with a Careers Advisor (can be internal school staff) every pupil should have an interview by the age of 16 and a further interview by the age of 18.