

Acle Academy Careers Strategy and Plan 2022-2023

Careers Responsibilities

Careers Lead – Ms C Skarin, Assistant Principal Personal Development

Career Coordinator – Ms J Cunliffe

Assistant Principal for Progress and Achievement – Mr J Sayce

SEND0- Ms L Frary

Careers Advisor – Mrs Melinda O'Connor

Purpose and Aim of Careers Education at Acle Academy

Acle Academy is fully committed to ensuring that all of our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and secure students, at Acle Academy we believe that good provision of CEIAG is fundamental in helping young people to reach their potential, broaden horizons, and explore their own career aspiration and to be ambitious. Equipping our young people to leave school and move successfully in to further education, employment or training has always held high priority at Acle. Our programme is underpinned by the **8 Gatsby Benchmarks** and the **CDI's Career Development Framework**.

Our careers programme provides high quality advice and guidance through the taught curriculum in Character and Culture lessons, via assemblies, focused drop down days and via the tutor programme. We recognise the importance of students developing strong interpersonal and communication skills; including that of oracy, as these are vital skills for entering the work place. As part of our careers programme we aim to develop our students' cultural capital in order to enable social mobility and for them not to be disadvantaged by social situations. We seek to inform students and parents of current labour market information and to provide them with knowledge of the choices available to their children.

Students' progress from Acle Academy to a range of destinations. We respect the right of students to choose from a range of pathways. We actively seek to ensure that students have high aspirations and that guidance is impartial and tailored to individual needs. . The school works closely with Matrix accredited education business partnership and careers guidance provider Beacon East to provide, encounters with employers, and independent and impartial careers advice to students. One-to-one careers advice interviews are offered to all students in year 11, where they will receive impartial advice and guidance with regards to careers choices and post 16 options available.

The Department for Education's Careers Strategy was published in December 2017. It set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and the requirement for a named Careers Leader in every school. Acle Academy's Careers Lead is Ms C Skarin, who is committed to providing a comprehensive programme of careers education from years 7 to 11, which meets the eight Gatsby Benchmarks for career guidance:

- 1) A stable careers programme.
- 2) Learning from career and labour market information.
- 3) Addressing the need 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.

We adhere to the Department for Education statutory guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018) which stipulates that all schools must allow other education providers access and that we must publish and provider access policy.

Objectives

- To meet the eight Gatsby benchmarks for good career guidance as recommended by the Department of Education Careers Strategy 2017
- To gain the 'Quality in Careers Standard' accreditation (the nationally recognised award for CEIAG in English Secondary Schools) by the end of the academic year 2023
- To enable all learners to reach a positive destination in learning or training after Year 11 (0% NEET)
- To increase students' awareness of Local Market Information (LMI)
- To increase participation to Apprenticeships

We will monitor and evaluate our progression in achieving these aims on a termly basis through our impact reports, governors meetings, and through the completion of the compass+ evaluation. The programme will also be reviewed annually.

Entitlement

Through a planned programme of activities, Careers Education, Information Advice and Guidance and employability skills, Acle Academy seeks to equip our students with the knowledge and skills they need to make informed decisions about their future. The focus is on career and options choices, exposure to current labour market information, raising aspirations and achievement of students, alongside equipping them with the skills, attitudes acknowledge and understanding that they will need for managing their careers and learning.

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. The programme is structured to meet the Gatsby Benchmarks of good careers education, raise aspirations, challenge stereotyping, and promote equality and diversity. CEIAG at Acle Academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability, and enterprise education
- Learning about careers and the world of work.
- Developing your careers management and employability skills.

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 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 additional 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.

Monitoring, Review, Evaluation of CEIAG

We use our destination data as a measure of the success of the school's Career Guidance Success. We also assess our careers programme regularly against Gatsby Bench Marks, this is the quality standard of Career Guidance. The Gatsby benchmarks are laid out below. We evaluate our careers provision using the "Compass" tool provided by the Careers and Enterprise Company. Compass helps us understand how our institution's careers education and guidance, it compares to the best practice set out in the Gatsby Charitable Foundation's Good Career Guidance Benchmarks. The Gatsby framework provides guidance for schools and colleges in improving their careers provision.

Please find a link to our current provision Compass+ evaluation on our website.

Benchmark		Criteria	Acle Academy Fully Achieved	% Nat. Fully Achieved
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 students, parents, teachers, governors and employers.	100%	42%
2	Learning from career & labour market information	Every student, 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 best use of available information.	100%	66%
3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	100%	38%
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 a wide range of future career paths.	100%	60%
5	Encounters with employers and employees	Every student 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 activities including visiting speakers, mentoring and enterprise schemes.	100%	56%
6	Experience of workplace	Every student 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.	100%	33%
7	Encounters with further and higher education	All students 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.	75%	33%
8	Personal guidance	Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs.	100%	65%

CEIAG 2022-23 Action Plan

Gatsby Benchmarks

1	A stable careers programme	5	Encounters with employers and employees
2	Learning from career & labour market information	6	Experience of workplace
3	Addressing the needs of each student	7	Encounters with further and higher education
4	Linking curriculum learning to careers	8	Personal guidance

Gatsby	Details	Lead	Deadline
1	Careers Programme on website – A copy of careers programme for all year groups at the academy to be available for everyone to view, acting as a ‘hub’ for information.	CSK	Dec 2022
1,2,34,5,7	CEIAG awareness in the academy – Job of the Week in Form Time; careers-related announcements in Form Time; assemblies ‘Insight Into Industry’ talks based upon students interests	CSK/JCU	June 2023
1, 3,	To recruit Career Ambassadors – Students (CAS) . Work with peers to explore careers, offer advice and lead discussion groups/organise trips and events.	JCU	April 2023
1, 4, 5	To recruit Career Ambassadors – Parents (CAP) and Teachers (CAT) to help highlight careers learning in SOL and offer talks/help with workshops. Staff to update departmental careers link plans.	CSK	July 2023
1, 4, 5	Career Journey posters on classroom doors and ‘Subject Careers’ posters in curriculum areas – Improve the visibility of careers and encourage discussion	JCU	Feb 2023
1, 4	Career Guides distributed to subject leads for specific subject areas	JCU	Feb 2023
1,2,34, 5	Develop directory of Alumni – Encourage ex-students to engage with the academy to talk to students about their career journey since leaving the academy. Create ‘success’ section on website celebrating alumni achievement.	CSK	May 2023

1, 2, 3	Develop student usage of Skills builder – Form Time programme to be put in place and weekly/monthly competitions developed to encourage use.	JCU	July 2023
1, 2	Staff Training – Develop staff understanding and statutory requirements of CEIAG in the academy; develop career plans for each subject.	JCU	Dec 2023
1	Provision Maps / Compass Plus – All career related activities to be logged to enable benchmarking and self-evaluation with CEC	CSK/JCU	July 2023
1, 2, 4	Termly publication of Careers Update in the School Newsletter	CSK/JCU	Termly