

# CAREERS AND EMPLOYABILITY

## *Careers and Employability Policy - secondary phase*

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## **CONTENTS**

### **Introduction**

#### **CEIAG**

#### **Student entitlement**

#### **Intent: Commitment and vision**

#### **Implementation: Management and delivery**

- *Careers programme*
- *Personal guidance*
- *Careers Champions*
- *Staff and development*
- *Partnerships and stakeholder engagement*
- *Information, Advice and Guidance resources*

#### **Impact**

#### **Relevant documents**

## INTRODUCTION

Effective careers education contributes to raising aspirations, improving motivation and overcoming barriers to success. We have a responsibility to prepare students for their next steps, Post-16 and Post-18, and their move to further education, training or employment. A key element of this preparation is delivered by a coherent and progressive Careers Education, Information, Advice and Guidance (CEIAG) Programme.

The Careers Programme across the GFM is committed to delivering high quality CEIAG by ensuring students make effective and informed decisions about their future. This is achieved through increasing self-awareness, exploring different careers, experiencing work-related learning and developing employability skills.

## CEIAG

Careers Education, Information, Advice and Guidance (CEIAG) has four essential and interlinked principles:

- **Careers Education** - *a planned programme providing students with the knowledge and skills to plan and manage their careers*
- **Careers Information** - *learning about options, labour market information, skills, occupations and progression routes*
- **Careers Advice and Guidance** - *personalised help from specialist and appropriately qualified Careers Advisers to identify long term goals and plan the steps to attain them*
- **Work Related Learning** - *experiences in and outside of the classroom to help students learn about economic well-being, careers and enterprise.*

## STUDENT ENTITLEMENT

Students are entitled to guidance that is impartial and confidential as part of their wider careers education programme. Our Careers Programme is designed to meet the needs of all GFM students as they progress through the key stages of their education, and the statutory requirements set by the Government. By considering their strengths and interests, providing a broad understanding of the local and national labour market, and bringing an awareness of academic, technical and vocational options, we enable students to make fully informed choices as they progress through our schools and beyond.

The Careers Strategy published in 2017 is part of the Government's ambitious plan to make Britain fairer, improve social mobility and offer opportunity to everyone, highlighting a need for the right advice, in the right place, at the right time. This includes:

- all young people understanding the full range of opportunities available to them, to learn from employers about work and the skills that are valued in the workplace and to have first-hand experience of the workplace

- all young people in secondary school and college having an excellent programme of advice and guidance delivered by individuals with the right skills and experience
- everyone having support tailored to their circumstances. All adults should be able to access free face-to-face advice, with more bespoke support for those who most need it
- everyone getting the information they need to understand the job and career opportunities available, and how their knowledge and skills can help them in considering suitable careers.

The Careers Strategy brings together different elements to deliver high quality CEIAG and to help people:

- understand their options and different paths to work, to plan the steps they need to take, and to get from where they are to where they want to go
- be inspired about new opportunities they might not have known about (or that might not exist yet), or thought they could not achieve
- understand their own knowledge and skills and how they can be used in the workplace
- get, hold and progress in a job, whatever their age, ability or background
- increase the amount they earn across their working lives
- improve their well-being through doing a job they are good at and enjoy.

In addition, following the strengthening of the Provider Access Legislation in January 2023, students in Years 8 to 13 are entitled:

- to find out about technical education qualifications and apprenticeship opportunities, as part of a Careers programme which provides information on the full range of options available at each transition point
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- to understand how to make applications for the full range of academic and technical courses.

Our Provider Access Statements (linked at the end of this document) detail our arrangements for managing access to students. This is to enable information to be shared regarding the provider's education or training offer in order to raise awareness of technical and vocational routes.

## **INTENT: COMMITMENT AND VISION**

**The Gosport and Fareham Multi Academy Trust** is committed to the belief that every student has the right to achieve their full and utmost potential and, together with our local community and parents, aims to combat the historic and economic social injustice that exists in Gosport to ensure every student in the GFM has the best possible life chances.

Our Careers Programme will broaden horizons to ensure every student can develop the skills and attitudes necessary to make informed choices and achieve future success.

# IMPLEMENTATION: MANAGEMENT AND DELIVERY

**The Gosport and Fareham Multi Academy Trust** has a designated Careers Leader who is responsible for the strategic leadership of the Careers Team and Careers provision across the organisation, ensuring full compliance with statutory requirements.

The Careers Leader is responsible to the Executive Team and works closely with the Link Trustee for Careers, the Careers Team and Advisers, the departmental Careers Champions and wider school staff, including the SEND Lead and SENCo, Inclusion Team, Heads of Year and the Year Teams. Whilst professional guidance can only be delivered by suitably qualified members of the Careers Team and Advisers, we believe all staff can be teachers of Careers.

Funding for the Careers Programme is allocated from the GFM budget; additional funding is secured as and when available from outside agencies.

The programme is reviewed annually using a straightforward Plan-Do-Review-Act model; this draws on the analysis of stakeholder feedback and student destination data to measure impact and effectiveness and to inform the future programme. Whilst the Gatsby Benchmarks detailed below are the primary performance measure for effective Careers education, we aim to work beyond this framework and are working towards fully achieving the nationally recognised Quality in Careers Standard.

## ***Careers Programme***

Our Careers Programme is based upon the Gatsby Benchmarks, a framework of eight principles of best practice for Careers education proposed by Sir John Holman and the Gatsby Foundation:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of the workplace
- Encounters with further and higher education
- Personal guidance.

All students are able to access Careers information and advice and can visit the Careers Rooms or speak to a member of the Careers Team. Careers information is integrated into the curriculum with career-related learning embedded into all subject areas, together with Careers days, assemblies, mentoring, work experience placements, targeted events and trips.

Where regulated activity takes place, eg mentoring, the Careers Team will ensure DBS and safer recruitment checks are carried out in line with Keeping Children Safe in Education (KCSIE) and the Child Protection and Safeguarding Policy.

The programme is inclusive and accessible to all students, ensuring vulnerable students and those with Special Educational Needs or Disabilities (SEND) can fully participate, along with students from Service Families, Looked After Children and other priority groups. The programme promotes equal opportunity and challenges stereotypical thinking.

By the end of Key Stage 3 students will have identified their skills and interests and how these link to future careers; they will have had interactions with employers and developed transferable skills; they will be able to demonstrate an understanding of the progression opportunities available to them and be able to make realistic choices for their Post-14 learning.

By the end of Key Stage 4 students will be able to identify career pathways of interest; they will have met with employers, experienced a workplace and an interview process. Students will have had an impartial 1:1 Post-16 Meeting with a qualified Careers Adviser, chosen and applied for the next step in their learning journey.

By the end of Key Stage 5 students will have been offered a 1:1 Post-18 Meeting to discuss their next steps and intended destination. They will have had experience of at least two workplaces and have sufficient knowledge to enable them to make informed choices for their Post-18 pathway as they move to the next stage of their education or transition to employment.

### ***Personal Guidance***

Impartial, tailored and confidential guidance is provided to students by Level 6 or above qualified Careers Advisers who abide by the CDI Code of Ethics; this may be a member of the GFM Careers Team or an external Adviser. All students meet with an Adviser by the end of Key Stage 4, and again in Key Stage 5, with meetings tailored to the needs of the student. All potential routes are discussed to ensure parity between academic, technical and vocational pathways and to enable students to build their awareness of the different options available.

Where Advisers are sourced through agencies or third parties, we will obtain written confirmation that safer recruitment checks have been completed.

### ***Careers Champions***

Each subject area has a nominated Careers Champion to ensure the learning taking place in the classroom links explicitly to Careers and pathways. This ensures our students understand the relevance of what they are being taught and how it links to their next steps.

### ***Staff and development***

All members of staff are expected to be aware of this policy and the importance of unbiased and impartial CEIAG for students. Staff are important influencers, expected to proactively support the Careers Programme and the success of our students.

New staff meet with a member of the Careers Team to hear about the programme and provision. All staff receive training on the Unifrog platform and are encouraged to access the resources. Additional Careers-related information and training is delivered to ensure staff are able to confidently share accurate information and up-to-date resources or signpost to the Careers Team.

The Careers Team completes relevant training provided by The Careers and Enterprise Company and other bodies, and attends relevant professional development opportunities throughout the year.

### ***Partnerships and stakeholder engagement***

We have developed strong relationships with a number of agencies and stakeholders who support us to deliver our Careers programme. Our network of employers, industry links, sixth form and further education colleges, university technical colleges, apprenticeship and training providers, institutes and

societies, local authorities, government agencies and higher education providers enable us to deliver a range of events and activities to broaden students' horizons. We welcome engagement with parents to share insight and discuss how best to support our students.

### ***Information, Advice and Guidance resources***

Each school has a dedicated Careers Room with a wide range of material to support student research. Students are encouraged to engage with the Careers Team and Advisers or attend lunchtime drop-in sessions and networking events.

Every student has a unique log in to our chosen Careers platform, Unifrog. This has comprehensive information on different careers and pathway options and enables students to record their Careers-related activity, encounters and experiences from Year 7 through to Year 13. The GFM Careers microsite is kept up to date with key information and local opportunities, and can be accessed from the school website.

## **IMPACT**

The effectiveness of our Careers Programme is reflected in positive feedback from stakeholders and by students feeling able to make confident, fully informed choices about their next steps. Tangible impact is measured by a:

- widening of the range of destinations our students move onto
- rise in the number of students opting for an apprenticeship or T Level
- reduction in the number of students not in education, employment or training (NEET).

## **RELEVANT DOCUMENTS**

The following documents can be found on the school websites:

- *Provider Access Statement*
- *Child Protection and Safeguarding Policy*

<https://bayhouse.gfmat.org/school/policies/>

<https://brunepark.gfmat.org/school/policies/>