



# WYVERN ACADEMY

## Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning Policy

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Whole School

# Careers Education, Information, Advice and Guidance (CEIAG) and Work-Related Learning Policy

## **Commitment**

Wyvern Academy is committed to maximise the potential of the young people under our care, enabling them to progress to the post-16 provider of their choice and ultimately to successful employment. The Academy believes that high quality Careers Education Information Advice and Guidance (CEIAG) is a key element in supporting pupils in their journey to adulthood and making a positive contribution to their community.

## **Local and National Context**

Wyvern Academy will endeavour to meet its commitments under

- ❖ 2011 Education Act <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- ❖ 2017 National Careers strategy: Making the most of everyone's talents and subsequent Statutory Guidance  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)
- ❖ Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)
- ❖ Section 42B of the Education Act 1997  
[https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga\\_19970044\\_en.pdf](https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga_19970044_en.pdf)

and to follow other relevant guidance received from the Department for Education, QCA and OFSTED as it is published. In addition, it will work with other interested parties such as local post-16 training providers, FE colleges, the Careers and Enterprise Company (CEC) and Tees Valley Combined Authority (TVCA) to develop and offer the best curriculum to meet the needs of our young people. It will promote opportunities offered by local post-16 providers impartially and allow access to young people in line with the Wyvern Provider Access Policy.

Wyvern Academy is committed to achieving the Quality in Careers Standard; Investors in Careers as soon as is practical <https://investorincareers.org.uk/> through achieving the eight Gatsby Benchmarks of

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
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.

and will audit performance against these standards termly using the compass tool.

<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>

## **Development**

This policy for CEIAG was developed through discussions with teaching staff, support staff, students and local partners. It takes account of current best practice and the requirements of national policies, statutory guidance, local post-16 providers and other partners and the curriculum.

This policy will be reviewed in line with Academy and Consilium Academy Trust procedures.

## **Links with other policies**

This policy for CEIAG supports and is underpinned by the wider work of the Academy, particularly the pastoral support offered to pupils, PSHCE including Equality and Diversity; Special Education Needs and Disabilities; Looked After and Gifted and Talented pupils.

Other related Academy policies include:

- ❖ SEND policy
- ❖ Pupil Premium Strategy
- ❖ Safeguarding policy
- ❖ Provider Access policy
- ❖ PSHCE policy
- ❖ Most Able policy

## **Intent**

Wyvern aims to prepare pupils to make informed decisions about their future through CEIAG, tailored to the aspirations and needs of the individual. The taught careers programme is designed to meet the needs of pupils at Wyvern Academy, personalised where necessary, to ensure they progress towards achieving their career aims and make a successful transition to the post-16 provider of their choice.

High quality impartial careers advice and guidance is a key element of the Academy's work in

- ❖ Supporting pupils in reaching their full potential, by raising aspirations.
- ❖ Empowering pupils to plan and manage their own future by providing comprehensive information on all options.
- ❖ Promoting equality, diversity, social mobility and challenging stereotypes.
- ❖ Supporting pupils as they work towards sustainable employment and achieving personal and economic wellbeing throughout their lives.

This is supplemented by opportunities facilitated by the Tees Valley Combined Authority, which has the remit to encourage employer engagement with local schools.

## **Entitlement**

Wyvern pupils are entitled to CEIAG which meets the highest professional and ethical standards of practice.

This entitlement is detailed for pupils and parents in an offer booklet, issued annually to pupils and their parents/carers, and a link published on the school website.

## **Implementation – learning outcomes by year group**

### **Year 7 theme: I discover**

Pupils will

- ❖ think about the things they like doing and are good at
- ❖ reflect on what they would like to do better in the future
- ❖ identify things that are important to them and what they need to do to achieve them
- ❖ consider some of the financial implications of career choices and their on-line activities

### **Year 8 theme: I explore**

Pupils will

- ❖ investigate different post-16 routes
- ❖ consider local market information
- ❖ challenge stereotypes

### **Year 9 theme: I focus**

Pupils will

- ❖ learn about different qualifications and subjects they can study in key stage 4 and where they can lead

- ❖ reflect on their skills and start to plan ahead
- ❖ think about what they can do to develop the skills they need
- ❖ visit a local college and try a lesson

### **Year 10 theme: I plan**

Pupils will

- ❖ reflect on their strengths and interests and where they could lead
- ❖ consider the local labour market and how that could influence career choices
- ❖ visit local college(s) and start to make their post-16 plans
- ❖ take part in a mock interview

### **Year 11 theme: I decide and apply**

Pupils will

- ❖ work with college advisers and refine their cv
- ❖ find out what local colleges offer through weekly assemblies
- ❖ learn about apprenticeships
- ❖ apply for colleges and/or apprenticeships

In addition, pupils will have the opportunity to take part in appropriate visits and activities organised by a variety of providers.

### **Responsibilities**

#### **The leadership team will:**

- ❖ Support the delivery and development of CEIAG across the academy.
- ❖ Encourage faculties to include elements of careers education in their curriculum.
- ❖ Support staff in delivering form time activities linked to National Careers Week held in March each year.
- ❖ Provide adequate physical and financial resources for the implementation of the programme, including the services of a Careers Adviser and a TLR payment for the Careers Lead.
- ❖ Monitor the provision of the academy's statutory responsibilities including information provided on the academy website and access to information for year 11 pupils.

#### **The Careers Lead will:**

- ❖ Report to the AHT (Community and Ethos) who acts as a link between the Careers team and SLT
- ❖ Advise SLT, through AHT (Community and Ethos) , and the Governors on policy and approaches to careers and promote support for the programme.
- ❖ Evaluate the effectiveness of the Careers programme termly using Compass <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool> , sharing the results with staff, SLT through the AHT (Community and Ethos), Governors and the TVCA Adviser and prepare documentation to allow the Academy to achieve the Careers Standard; Investors in Careers as soon as possible.
- ❖ Lead on the development of the Careers programme identifying, or developing, quality resources that enable staff to deliver the required objectives and outcomes in their lessons.
- ❖ Using/updating Tracker <https://tracker.careersandenterprise.co.uk/> as appropriate to support developments.
- ❖ Ensure that the information on the Careers area of the school website is current and accurate and revise the careers offer annually and issue to parents/carers and pupils each September.
- ❖ Work with the Careers Adviser, SENDCO, PSHCE Coordinator and other teaching staff to develop the teaching of careers, within the programme of PSHCE and other lessons.

- ❖ Be responsible for the maintenance of accurate careers records and use the information held about pupils to prioritise activities and resources by need, as well as updating the database of employers who have worked or who offer to work with pupils.
- ❖ Ensure that Careers activities organised in-house run smoothly and deliver the required results, evaluating their success and making any necessary improvements.
- ❖ Develop a programme of assemblies to allow pupils in year 11 to access information from a variety of sources to enable them to make informed decisions about their future.
- ❖ Organise the annual Careers Evening and work with other agencies to identify quality learning experiences for pupils.
- ❖ Help to identify staff development needs and organise suitable training.
- ❖ Present Careers updates to staff in briefing sessions at least once every half term, to ensure that all staff are up to date with the latest developments in Careers.
- ❖ Provide information to Darlington Borough Council and post 16 providers to support pupils in making a successful transition between KS4 and 5 and allow the accurate compilation of statistics relating to destinations.
- ❖ Manage the work of the Careers Adviser.

**The Careers Adviser will:**

- ❖ Work with other members of staff eg. Careers Lead, SENDCO, Year Leaders, Designated Safeguarding Lead (DSL) to achieve the best possible outcomes for pupils.
- ❖ Provide quality one to one impartial advice and guidance to every pupil, whenever significant study or career choices are being made.
- ❖ Keep accurate records using school systems.
- ❖ Attend KS4 Parents evenings, as specified in the SLA

**The Careers Administrator will:**

- ❖ Maintain pupil profiles on Grofar
- ❖ Ensure that information is provided to parents in a timely manner including action plans from 1-2-1 guidance interviews.
- ❖ Support the Visits coordinator with the preparation of paperwork needed for Careers related school visits
- ❖ Plan guidance appointments and ensure that teaching and support staff are informed well in advance
- ❖ Provide administrative support for all careers related activities
- ❖ Assist the Careers Lead in providing information to Darlington Borough Council and post 16 providers to support pupils in making a successful transition between KS4 and 5.

**The HE Champion will:**

- ❖ Work with the Careers Lead to promote HE as a viable option for pupils post-18
- ❖ Identify opportunities for visits to enable pupils to experience HE
- ❖ Support the Careers Lead in identifying and applying for funding to support this work

**The SENDCO will:**

- ❖ Work with the Careers Adviser and Careers Lead to ensure the best possible outcomes for all pupils identified as SEND.
- ❖ Work with the Careers Lead to ensure SEND pupils make a successful transition to the post-16 provider of their choice.

**The teaching staff will:**

- ❖ Take an active part in delivering the careers elements of the PSHCE programme.
- ❖ Support the work of the Careers Adviser and Career Lead.

## **Curriculum Delivery**

The curriculum will be delivered in a variety of ways; taught sessions, assemblies and workshops, themed weeks, research activities and careers guidance activities.

The curriculum map for 2019-20 is shown as appendix 1.

## **Staff Development**

All staff delivering the CEIAG programme are entitled to training and support to enable them to discharge their responsibilities to a high standard. Staff should make their individual training needs known to the Careers Lead, who is responsible for organising any necessary training and support.

Half-termly briefings by the Careers Lead are used to ensure staff are informed about relevant developments in Careers.

## **Partnerships / Service Level Agreements**

We work in partnership with a wide variety of post-16 providers, local universities and other local schools through the CEIAG network meetings.

A memorandum of understanding (MOU) exists between Wyvern Academy and Tees Valley Combined Authority which outlines the roles and responsibility of each party. This will be reviewed annually.

Independent Careers Guidance is provided by CareerWave, for which a Service Level agreement is in place. This will be reviewed annually.

## **Business Links and Work-Related Learning**

The Academy uses the services of a Careers & Enterprise Coordinator from Tees Valley Combined Authority to develop links with local employers. For 2019-20 there will be at least one pilot project where a curriculum area works with a local employer to enrich pupil learning. This may involve pupils visiting the workplace as well as employers leading school-based activities.

The Academy is working with TVCA to identify local employers who can host workplace visits for groups of pupils as part of a series of activities to allow pupils to work with employers and visit workplaces,

## **Resources**

Funding for careers is allocated in the annual budget process. Funds will be prioritised annually in support of core activities and to deliver the eight Gatsby benchmarks.

Additional funding is available in 2019-20 from

- ❖ NECOP/Future Me programme to increase the numbers of pupils progressing to Higher Education
- ❖ TVCA to support the work done to deliver the Gatsby benchmarks

## **Monitor / Review and Evaluation of impact**

The taught elements of the careers education programme are reviewed annually and updated, ready for the start of the new academic year.

The effectiveness of the Careers programme is reviewed termly using Compass

<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool> , and the results shared with staff, SLT through the AHT (Community and Ethos) , Governors and the TVCA Adviser.

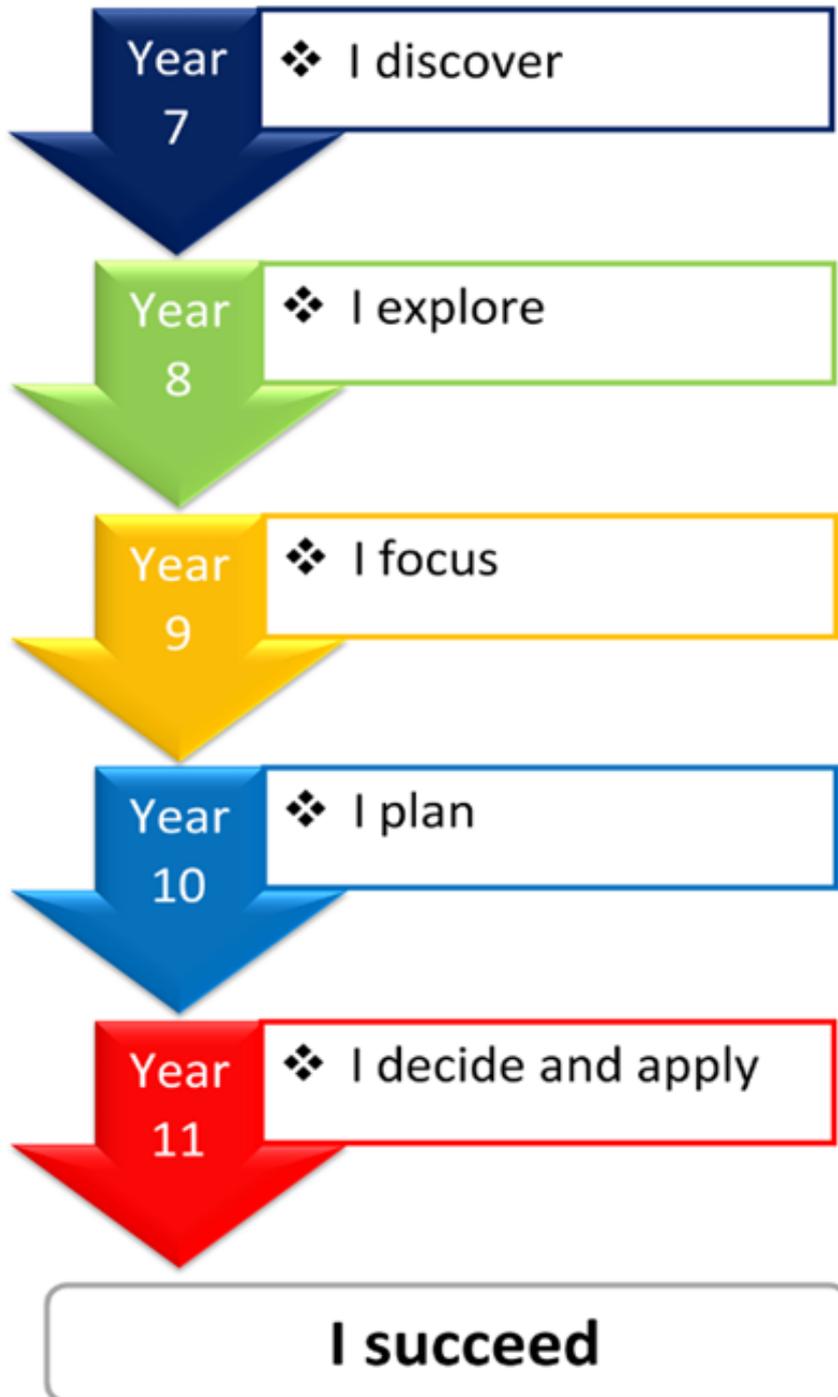
Pupil voice will be used at appropriate intervals to evaluate the impact of events and activities.

# Wyvern Academy

## Careers Curriculum 2019-20



Excellence and Opportunity



Version 1 Sept 2019



# The Careers Curriculum at Wyvern Academy

is driven by our aims to provide pupils the opportunities, support and information they need in order to make informed decisions and achieve long term financial well-being.

We are working towards achieving the eight Gatsby benchmarks, identified as the core dimensions of good careers and enterprise provision in schools:



Excellence and Opportunity

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

We work closely with our partners in HE and FE and utilise the support offered by TVCA to identify opportunities for pupils to meet employers and the workplaces. We have a dedicated careers website

<https://sites.google.com/wyvernacademy.org/wyverncareers/home> which contains a wealth of information for pupils, parents, teachers and employers.

We are working with TVCA to identify alternatives to the traditional week-long work experience placement that will allow our pupils to have a valuable experience of the workplace and the Academy to meet benchmark 5. When finalised, details will be added to this programme.

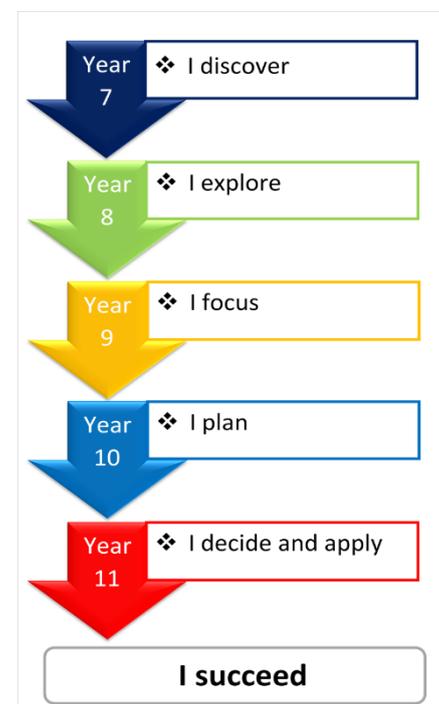
The taught programme is in 5 parts, which link together across the 5 year programme to allow pupils to succeed in achieving their chosen post-16 option.

Resources to support the taught elements of this programme can be accessed by teaching staff in R:\PSHE\PSHE 2019-2020\Careers 2019-20 and R:\PSHE\PSHE 2019-2020\Economic well-being 2019-20

Our HE Champion starts on 1<sup>st</sup> November and will work to increase pupils' access to HE.

This is a working document which is constantly updated.

The date of the next formal review/ publishing date is Jan 2020



# Year 7 – I discover

Term	Activity	Gatsby BM	Outline of activity	Pupils involved	Time
Term 1					
Term 2	30 <sup>th</sup> Jan WOW day (World of Work day)	BM5 BM2	Speed dating local employers	All pupils in year 7	30 min
Term 3	Careers taught PSHCE sessions 28 Apr 5 May 12 May 19 May	BM1  BM3 BM3	1. All about me 2. My dreams 3. Introducing Grofar 4. Filling the gaps	All pupils in year 7	100 min
	Economic well being taught PSHCE sessions 2 <sup>nd</sup> Jun 9 <sup>th</sup> Jun 16 <sup>th</sup> Jun	BM2	1. So, what do things cost? 2. Hot jobs, cold jobs how much will you earn? 3. You on-line	All pupils in year 7	75min
	19 <sup>th</sup> May POD Post 16 options day	BM7	Mini careers fair	All pupils in year 7	30 min

# Year 8 – I explore

<b>Term</b>	<b>Activity</b>	<b>Gatsby BM</b>	<b>Outline of activity</b>	<b>Pupils involved</b>	<b>Time</b>
Term 1	NHS Roadshow	BM5 BM2	Theatre presentation highlighting careers planning and opportunities available in the NHS	All pupils in year 8	40 min
	INEOS sailing project	BM2 BM5 BM7	Sailing taster promoting careers in the sailing industry and teamwork, independence etc	Up to 36 pupils in year 8	2 hours
Term 2	30 <sup>th</sup> Jan WOW day World of Work	BM5 BM2	Speed dating local employers	All pupils in year 8	30 min
	Taught PSHCE sessions 25 <sup>th</sup> Feb 3 <sup>rd</sup> Mar 10 <sup>th</sup> Mar 17 <sup>th</sup> Mar	BM1 BM2 BM3	What's out there? Post 16 jobs Hot and cold jobs – the local picture Grofar – identifying the gaps What could I be? Challenging stereotypes	All pupils in year 8	100min
	14 <sup>th</sup> May Army Day tbc	BM5 BM2	Activities provided by the Army covering careers, employability skills, confidence and fitness	All pupils in year 8	5 hours tbc
	19 <sup>th</sup> May POD Post 16 options day	BM7	Mini careers fair	All pupils in year 8	30 min

# Year 9 – I focus

Term	Activity	Gatsby BM	Outline of activity	Pupils involved	Time
Term 1	POD – Post 16 Option day	BM7	Mini careers fair	All pupils in years 9 and 10	30 min
	Personal guidance starts	BM8 BM3	KS4 options interview with personal adviser	All pupils in year 9, prioritised by need	1 hour
Term 2	Taught PSHCE sessions 14 <sup>th</sup> Jan 21 <sup>st</sup> Jan 28 <sup>th</sup> Jan 4 <sup>th</sup> Feb	BM1 BM2 BM3	Different qualifications and routes The local offer Grofar – my skills profile Plan to fill the gaps		100 min
	15 <sup>th</sup> Jan College visit 22 <sup>nd</sup> Jan College visit	BM7	Taster session at Darlington College Taster session at Darlington College	Pupils in 9A band Pupils in 9B band	2 hours
	23 Apr WOW day	BM5 BM2	Speed dating local employers	All pupils in year 9	30 min
	Options process tbc	BM3	KS4 options interview with personal adviser	All pupils in year 9, prioritised by need	
	Personal guidance concludes	BM8 BM3			1 hour
Term 3					

# Year 10 – I plan

Term	Activity	Gatsby BM	Outline of activity	Pupils involved	Time
Term 1	Careers evening	BM7 BM5	Information evening for pupils and parents	All pupils in years 10 and 11 with/without parents	30 min
	POD – Post 16 Option day	BM7	Mini careers fair	All pupils in years 9 and 10	100 min
	Taught PSHCE sessions 12 <sup>th</sup> Nov 19 <sup>th</sup> Nov 26 <sup>th</sup> Nov 3 <sup>rd</sup> Dec	BM1 BM3 BM2 BM3	Where I am now and employability skills Grofar- identifying the gaps The local job market My thoughts so far and next steps	All pupils in year 10	
	Mock interviews 18 <sup>th</sup> March	BM7 BM3	Employability skills – coaching interview by local providers Action plan to be written in form time afterwards	All pupils in year 10	
Term 2	Personal guidance starts	BM8 BM3	Post 16 options interview with personal adviser	All pupils in year 10, prioritised by need	10 min
	23 Apr WOW day	BM5 BM2	Speed dating local employers	All pupils in year 10	1 hour
	Visits to local colleges QE Sixth Form College Darlington College Bishop Auckland College (NECOP) Middlesbrough College	BM7	Taster days at local colleges	All pupils in year 10 except those needing special support (to be organised on an individual basis)	20hours
Term 3	Personal guidance continues	BM8 BM3	Post 16 options interview with personal adviser	All pupils in year 10, prioritised by need	1 hour

# Year 11 – I decide and apply

Term	Activity	Gatsby BM	Outline of activity	Pupils involved	Time
Term 1	Careers evening	BM7 BM5	Mini careers fair	All pupils in years 10 and 11	2 hours
	Assembly programme	BM7	25 min presentations from a variety of post 16 providers	All pupils in year 11	240 min
	Taught PSHCE sessions 10 Dec 17 Dec	BM1	Economic well-being CV writing University finance	All pupils in year 11	50 min
	Support and guidance	BM8 BM3	Personalised support with applications and career planning	Pupils needing support	Variable
	Applications clinic		Support from colleges with applications	Pupils needing support	Approx 30 min
Term 2	Taught PSHCE session on Career planning		Grofar (date tbc)	All pupils in year 11	25 min
	Apprenticeship workshop tbc		Registration on website and CV check	Apprenticeship applicants	25 min
	Support and guidance		Personalised support with applications and career planning	Pupils needing support	variable
Term 3	Support and guidance		Personalised support with applications and career planning	Pupils needing support	variable

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