

**Myles Academy Careers Education Information, Advice and Guidance (CEIAG) Policy
(Including Gatsby Benchmarks)**

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Introduction

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9- 11 access to careers education, information and guidance. The school endeavours to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum Programmes of Study for PSHE and Citizenship, and the QCA Guidance on Work Related Learning and Enterprise 11-19. The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13.

At Myles Academy all pupils have access to impartial information, advice and guidance to support them towards making informed choices for their future career pathway. Career related learning begins in Key Stage Three where pupils are given opportunities to explore and become familiar with a range of career options, focussing on growing perceptions of their place in the world. This will be taught through a cross curricular approach as part of the whole school curriculum and through PHSE. From Key Stage 3 onwards the Gatsby Model of Career Guidance underpins all careers education and the eight benchmarks are embedded into both the curriculum and pupil's own individual learning plans.

Student needs

The careers programme is designed to meet the needs of students at this school. It is differentiated to ensure progression through activities are appropriate to students' stages of career learning, planning and development.

Entitlement

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Management

A named teacher is responsible for co-ordinating the careers programme. The co-ordinator works closely with the school's Careers Adviser and is responsible to the Headteacher. Student guidance is managed and led by the Careers Adviser. Work experience is planned and implemented by a named person who works with Key Stage 4 learners or a named person working with learners.

Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the careers coordinator. The Careers Adviser provides specialist careers guidance. Careers information is available in the throughout the building.

Curriculum

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work related learning (including work experience), action planning and recording achievement . Careers lessons are part of the school's Personal and Social Development programme. Other focused events e.g. Careers Exhibitions, Local Offers for Post 16 are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

Eight Benchmarks of Good Career Guidance

Benchmark 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 pupils, parents, carers, teachers, governance and employers.

- Implement a stable and structured careers programme, which is well embedded into the whole school vision and ethos
- Have a dedicated Careers Leader within school
- Careers leaders plan, review and develop programmes which are accessible for all pupils and form an integral part of pupil's overall personal, social development
- Invitations to parents and carers for careers events
- College transition document shared at year 9 annual reviews
- Publish careers programme on Myles Academy website.
- Evaluate careers programme with feedback from pupils, parents, carers, teachers and employers

Dedicated Careers Leader for Myles Academy:

Benchmark 2: Learning from Career and Labour Market Information

Every pupil and their parents and carers 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.

- Teachers plan lessons which enable pupils to access, use and analyse career paths
- Careers lead shares updated information on labour market with class teachers, parents and carers
- Class teachers plan lessons and trips based on labour market information
- Ensure that by the age of 14, pupils have accessed career and labour market information to inform their options
- Encourage parents and carers to access this information to support their children

Benchmark 3: Addressing the Needs of Each Pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's career programme should embed equality and diversity considerations throughout.

- Outcomes are pupil centered and tailored to the needs of each pupil
- Preparing for adulthood outcomes written for each pupil at Year 9 annual reviews.
- Challenge stereotypes and seek to raise the aspirations of pupils
- Keep records of the advice given to each pupil and provide them with access to their records to support their career development
- Collect accurate data on the education, training or employment destinations of pupils at least 3 years after they leave school

Benchmark 4: Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. Science, Technology, Engineering and Math (STEM) subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

- Curriculum is linked to employability and work skills
- Pupils with specific career paths have opportunities to gain relevant skills in STEM subjects
- All teachers should link curriculum learning with careers and employability
- Highlight the relevance of how your curriculum links to careers
- Teach pupils the importance of STEM subjects for gaining entry to a wide range of careers
- Demonstrate how STEM subjects help people to be more effective in the workplace

Benchmark 5: Encounters with Employers and Employees

Every pupil 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.

- Teachers and employers plan activities together
- Pupils have opportunities to visit multiple workplaces
- Pupils are involved in enterprise projects
- Give pupils at least one meaningful encounter with an employer.
- Develop links with local employers

Benchmark 6: Experiences of Workplaces

Every pupil should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.

- Careers Lead and teachers plan effective experiences of work
- Pupils will be given opportunities to complete work experience placements in the local community
- By age 16, every pupil should have had at least one experience of a workplace

Benchmark 7: Encounters with Further and Higher Education

All pupils 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.

- Plan effective activities with FE, HE and apprentice providers
- Pupils visit a local college one day a week for a minimum of one term to support with transition
- By age 16, every pupil should have had at least one experience of a workplace

Benchmark 8: Personal Guidance

Every pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs.

- Pupils have multiple opportunities to receive guidance from class teachers and careers lead
- Discussion on possible pathways is had during annual review meetings from years 9 onwards
- By age 16, every pupil should have at least one guidance interview with a trained careers advisor