



## Shireland Collegiate Academy

### Careers Education, Information, Advice and Guidance Policy (CEIAG)

Date Reviewed: 12<sup>th</sup> September 2024

*Next review: September 2026*

**Policy Statement:** *Careers should be transformational to the lives of young people. At Shireland Collegiate Academy careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations.*

#### 1.0 Introduction

##### 1.1 Careers department structure



##### 1. Creative Vision and Leadership

A creative strategy for delivering careers at SCA underpinned by effective leadership and a shared vision among all stakeholders. Careers builds on local and national strengths.

##### 2. Connected Careers Curriculum

The curriculum is two-fold and includes a taught element through Year 7 to Year 13 but is also embedded within independent subject areas. A range of experiential learning opportunities from work experience to enterprise days, employee engagement sessions and inclusive careers advice are offered.

##### 3. Contextual Partner Engagement

Our approach is based on dialogue, practice, and reflection. The quality of learning experiences also makes a vital difference. We use Compass+ to measure our engagement. Our partnerships play a crucial role in providing student access to career opportunities both by way of employer encounters and conversations with employees from a range of sectors which help to shape our students vision of their future.





#### 4. Consistent and Focussed Learning Journey

We ensure that students have access to a sequence of learning opportunities which are progressive and strengthens the impact of careers. Students at SCA can develop resilience as they progress through the career programme while becoming aspirational young people. Through each year of study students will focus on all competencies from the CDI framework and will build on these strengths annually.

### 1.2 Contextual Background

SCA has 1527 students aged 11-19 years. It is in Sandwell; a socio-economically deprived area of the West Midlands. 38% of students access free school meals and the Academy has 15 out of 17 possible ethnic groups. The proportion of students that are eligible for pupil premium is above the national average. There are several students who require additional support either through being identified as requiring additional SEND provision or EHCP plans. The careers provision at SCA acknowledges this and utilises a variety of opportunities to reduce barriers and support students' lifelong ambitions.

### 1.3 Rationale for the curriculum

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 7 (11-12 year olds) to year 13 (17-18 year olds). This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs of the student

At SCA the careers programme provides a stable careers education with access to further education providers, HE and apprenticeships. External partners are engaged throughout the academy. Young people are motivated by providing them with a clear idea of the routes to jobs and careers. At SCA careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life.

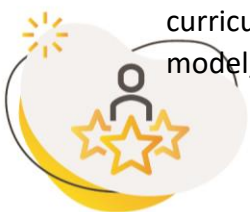
### 1.4 Links to other policies

The CEIAG policy supports and is underpinned by a range of policies enacted within the academy, it directly links to the Personal Development policy (PSHE) and Work Experience standards document. The CEIAG contributes to the academy's connected curriculum objectives.

## 2.0 Objectives

### 2.1 Objectives for learners

The careers provision at SCA is designed to meet the needs of all learners in the school. The curriculum has been designed to enable all students to progress through a competency-based model, developing skills and knowledge.





- To provide all students with access to an outstanding careers curriculum which prepares them for the future.
- To enable all students to have access to excellent careers advice.
- To enable all students to experience a variety of career opportunities annually.

## 2.2 Entitlement

Learners in years 7-13 are entitled to independent and impartial careers guidance provided by partners that meet the academies quality standard for careers guidance. As an academy and with our partners we will promote the best interests of our learners to ensure that all options on education are available to students.

## 3.0 Curriculum overview

### 3.1 Curriculum

**Intent:** Students receive a wide range of Careers Education, Information, Advice and Guidance (CEIAG) in every year, based on the following three themes, as stipulated by the Career Development Institute:

1. Self-development
2. Careers exploration
3. Career management

Our careers provision ensure that we meet the Gatsby Benchmarks:

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

**Implementation:** The Careers Programme at SCA is delivered to Years 7 through to Year 13 via:

- Careers Focus Days
- Careers Workshops
- Guest Speaker Sessions
- Personal Development Programme
- Subject specific Careers Trips
- One on one careers interviews with our Careers Adviser
- Work Experience at Key Stage 5
- Group Talks by Employers, Universities and Training Providers
- Skills Development Activities
- Engagement in competitions and workshops
- Visits to Universities and Careers Events



### 3.2 KS4 & 5 Options



Year 11 students work closely with the career's adviser during the Autumn Term to discuss the various course options available to them at Key Stage 4. Year 9 students also attend a Careers Focus Day offering a further insight to Careers and Enterprise Education. Following on from this, all students and their families attend a Year 9 Options Evening with a 1:1 meeting with a member of the Senior Leadership Team or Head of Department to discuss their chosen courses ahead of starting their lessons in the Spring Term of Year 9.

In Year 11 students have the opportunity to consider their education pathway post-16. Year 11 work closely with their tutors, subject teachers and our careers adviser to understand how their skills, qualities and attributes are best utilized in progressing forward. Students receive a variety of opportunities considering the following pathways:

- Full time study at a college, sixth form or training provider
- Full time work or volunteering combined with part time education of training
- An apprenticeship
- A traineeship

Students receive impartial advice on their options, including access to Universities and local Colleges and Apprenticeship providers. Students are offered the opportunity to discuss their chosen pathway with the Careers Adviser from Connexions.

### **3.3 Technical Education**

The Technical and Further Education Act 2017 states that all schools and academies must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13. Education and training providers will find this information on the school's website including details on which staff members to make contact with.

Following the completion of their GCSEs students are offered guidance around the provision available to study T Levels; a technical qualification which includes core theory, skills for an industry area and industrial placement. Students are also provided the opportunity to discuss Post 16 apprenticeships during the career advisor meetings.

### **3.4 LMI**

Labour Market Information (LMI) is embedded in SoW within subject areas and accessible via the Careers Hub site for students and staff to interact with. LMI is used to identify career opportunities for our students and support access to education within our local area.

### **3.5 SEN Provision**

Students with identified needs including those with SEN or as having an EHCP plan have a tailored careers provision delivered via the inclusion department. Students receive independent careers guidance on a regular basis whilst following an employability pathway to prepare them for adulthood.





### 3.6 EAL Provision

Students at SCA speak a broad range of different languages and it is important to recognise that for the majority of our students this does not limit their access to the curriculum. For a small number of students who arrive to the academy with no or limited English language we provide students with specialised careers advice through the INA centre.

### 3.7 Work experience

The academy recognises the importance of work experience which takes place in KS4 and KS5.

Work experience plays a central part in students forming realistic and sensible career ideas. Experience in the workplace better informs our student decisions and will increase aspirational career goals.

The Work Experience programme is modified annually as the economic climate changes to provide an opportunity for a meaningful experience for all students at the Academy.

### 3.8 Assessment and accreditation

At KS3 and 4 SCA implements the use of a competency structure mapped against the new CDI framework. Students develop their skills in line with a skills passport which enables them to identify and recognise the transferable skills they have developed while at school.

### 3.9 Destinations

KS4 and KS5 destination pathways are recorded. Alumni students visit school to support in annual careers and subject specific events.

## 4.0 Implementation

### 4.1 Management

Staffing includes one member of SLT with responsibility for the strategic overview of Careers. A recently appointed Senior Teacher (Careers) starts their role in September 2020. In addition, The Head of Faculty for Business is the Key Stage 4 Work Experience co-ordinator. There is currently a Connexions Careers Adviser contracted for one day a week.

The CEIAG team comprises:

Miss Emma Scott – Governor

Mr Liam Fletcher – Vice Principal - Careers Leader

Azra Begum - L6 Independent Careers Adviser

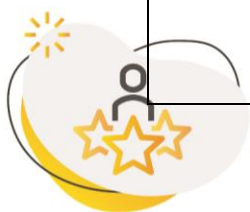
### 4.2 Staffing

Staff name	Designated careers role	Responsibilities
Moira Green	Principal	<ul style="list-style-type: none"> <li>Strategic support and challenge of careers leader decisions</li> </ul>
Liam Fletcher	Vice Principal Careers Leader	<ul style="list-style-type: none"> <li>Strategic leadership of careers across the Academy</li> <li>Prepare and implement careers strategy</li> <li>Development of careers action plan</li> <li>Analysis of destination data</li> <li>Review, monitor and evaluate careers</li> <li>Report to SLT and Governors on careers</li> </ul>





		<ul style="list-style-type: none"> <li>• Advise SLT and Governors on policy, strategy and resources for careers</li> <li>• Academy’s careers strategy and action plan</li> <li>• Provision of a planned and progressive careers programme</li> <li>• Devise schemes of work for careers education</li> <li>• Monitor careers provision and student engagement with the careers programme</li> <li>• Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance</li> <li>• Secure student access to independent, timely, personal careers guidance</li> <li>• Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers</li> <li>• Promote careers across the curriculum; liaise with Heads of Year, Heads of Department, Senior Teachers and Careers Champions to plan careers education</li> <li>• Lead careers CPD for staff</li> <li>• Brief and support staff involved with delivery of careers programmes</li> <li>• Secure student access to independent, timely, personal careers guidance</li> <li>• Extra-curricular and enrichment tracking and analysis; termly reports to SLT and Governors</li> <li>• Maintain careers resources; ensure a broad suite of quality, unbiased resource is available on all pathways; monitor the usage of each resource type and explore if and how information sources can be improved; research available careers resources; ensure resources are up to date and relevant</li> <li>• Maintain employer and external partnership database</li> <li>• Ensure auditing against compass+ and tracker completion with Assistant Principal and Faculty Head</li> <li>• Maintain own CPD</li> </ul>
Liam Fletcher	WEX Coordinator	<ul style="list-style-type: none"> <li>• Work with the Assistant Principal (Careers Leader designate) and Senior Teacher (Careers) in the preparation and implementation of the Academy’s careers strategy and action plan</li> <li>• To identify, agree contract and monitor external agency delivery of work experience at KS4</li> <li>• To work with the Senior Teacher (Careers) in the planning and delivery of the KS4 work experience programme, including pre- and post-experience skills builder activities</li> <li>• Promote KS4 work experience; liaise with Heads of Year, Heads of Department, Senior Teachers, Careers Champions, students and families in the plan of work experience opportunities</li> <li>• To brief Heads of Year and all tutors involved in the preparation of work experience</li> </ul>
Azra Begum	Level 6 Careers Advisor	<ul style="list-style-type: none"> <li>• Offer 1 to 1 career advice and guidance to key cohorts within the academy.</li> <li>• Offer impartial advice and guidance.</li> <li>• Be registered with the CDI network and maintain a high level of qualification and training.</li> <li>• Build and connect the academy with employers to support our enrichment offer.</li> </ul>
Patrick Bradley	Enterprise Adviser	<ul style="list-style-type: none"> <li>• Monitor provision of careers across the Academy</li> <li>• Termly review of careers provision (to act as a ‘critical friend’ from an employer perspective)</li> <li>• Strategic planning advice and support for development of careers across the Academy</li> </ul>





Alison Danks	Black Country LEP Enterprise coordinator	<ul style="list-style-type: none"> <li>To support the Academy in meeting the Gatsby Benchmarks</li> <li>To support and advise inclusion as part of the Black Country Hub</li> <li>To support and advise on developing employer links through the Black Country Open Doors Initiative</li> </ul>
Emma Scott	Governor (Careers)	<ul style="list-style-type: none"> <li>Actively promoting the career strategy and programme with the governors and wider stakeholders</li> </ul>
Inclusion	Support for students - inclusion	<ul style="list-style-type: none"> <li>Generate individual career action plans as part of the Education Health and Care plan</li> <li>Liaise with senior teacher (careers) to ensure that students with special educational needs and disabilities can access the careers programme</li> <li>Provide support to SEN students to help them generate their individual careers action plans</li> <li>Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans</li> </ul>
L4L, Years 9,10,11,12, 13 and Inclusion staff	Personal Development – Careers provision delivery	<ul style="list-style-type: none"> <li>Ensure they are familiar with the Academy's action plan and its 4 strategic objectives</li> <li>Engage with Academy careers CPD</li> <li>Work with the senior teacher (careers) to deliver 'passport to careers' (L4L), 'Transition toolkit' (Years 10, 11) and 'professional pathways' (Year 12, 13)</li> <li>Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances</li> <li>To work with the Senior teacher (careers) in identifying to provide additional support for targeted groups; identifying vulnerable groups and students at risk of becoming NEET</li> <li>Feedback specific student needs (or opportunities) to the senior teacher (careers)</li> <li>Support students with accessing Careers Adviser personal guidance</li> </ul>
Key Stage 3, 4, and 5 teaching staff	Subject teachers ensure curriculum learning links to careers	<ul style="list-style-type: none"> <li>Ensure they are familiar with the Academy's career action plan and its 4 strategic objectives</li> <li>Engage with Academy careers CPD</li> <li>Promote the link of curriculum learning to careers within their subject area</li> <li>To demonstrate the links of curriculum learning to careers in SOW, lesson planning, classroom based displays and online resources</li> <li>To promote careers in their curriculum areas through different activities, such as events, talks, visits and experiences</li> <li>Support the development of employability skills by connecting subject curriculum to Personal Development curriculum</li> <li>Promote progression routes within their curriculum area</li> <li>Signpost students to appropriate careers advice and information</li> </ul>





### **4.3 Partnerships**

#### **School's University and College Partners**

Cambridge  
Oxford  
London School of Economics  
Aston University  
University of Bath  
University of Birmingham  
Birmingham City University  
De Montford University  
University of Gloucestershire  
Leicester University  
Newman University  
Keble College, University of Oxford  
Warwick University  
University of Worcester  
University of Wolverhampton  
Sandwell College  
BMET

#### **School's Organisation Partners**

Birmingham Hippodrome  
National Youth Orchestra  
NHS West Midlands  
SIPS Education  
West Midlands Police  
Highways England  
Barclays Bank  
PwC  
Audi  
Cape Hill Solicitors  
WJ Manufacturing  
Perfection hair and beauty

### **4.4 Resources**

Careers Budget – Financial budget provided annually to support in the delivery of careers and initiatives by departments.

Focus Day Budget – Allocation of financial support to fund careers led focus days.

### **4.5 Staff development**

In order to best understand the needs of the staff it is intended that in the Autumn Term we would undergo a staff training needs analysis. This would then influence our CPD plan moving forward. Therefore, the CPD plan shown in appendix four shows that there are a number of methods used to support staff, with different strategies for the source material, including external training providers, as well as subject-specific professional bodies. This will be amended following feedback from the training needs analysis.







The monitoring of the workforce CPD would involve:

- Staff feedback from INSET
- Careers Champions surveys throughout the year
- Student evaluation of careers provision throughout the year
- Learning walks, to include focus on classroom displays, students' written work

Evaluation of the CPD plan for the workforce will focus on the following strategies:

- Learning walks throughout the year should see a development and greater use of careers examples linked to curriculum
- SOW evaluation at the end of the academic year should show examples of careers embedded into curriculum
- Subject Hubs would show examples for students of curriculum links to careers
- Compass+ would show an increase in the attainment of Gatsby benchmark 4
- Tracker+ would show a wide range of subject events and activities, which would be greater in number and range than the previous Tracker evaluation report
- Student feedback at transition stages would show a greater understanding and knowledge of how subject choices are linked to career aspirations

#### 4.6 Careers review

This policy is reviewed every two years.

SCA is committed to the monitoring and evaluation of the Careers provision for our students.

The main methods used in monitoring the careers programme include:

- Learning walks
- Auditing lesson observation notes
- Auditing 'planning bank' lesson plans
- Student surveys following careers organized events
- Feedback from external visitors
- Contribution to the Whole School RAP

The evaluation of the success of careers provision at SCA has both short-term and long-term goals. We are committed to transformational change to our students and this is reflected in our evaluation techniques. Not all successes will be easily measurable, yet we are determined to use data in a way that provides knowledge and meaning to the careers that we provide. In addition to evidence gained from learning walks, the main methods of evaluation include:

- Success rate of 'passport to careers' competencies being met
- Examination attainment at Key Stage 4
- Reduction in NEET at Key Stage 4
- Destination data at Key Stage 4
- Examination attainment Key Stage 5
- Russell Group University destination data
- Reduction in NEET at Key Stage 5
- Destination data at end of Key Stage 5
- Career pathways 3 years after leaving school

