



**SIR WILLIAM ROBERTSON  
ACADEMY**

**Careers Policy and Operational Plan**

**Key Priorities, Outcomes and Actions**

**January 2023**

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## **Commitment**

Sir William Robertson Academy is committed to providing all students in Years 7-13 with a programme of Careers Education, Information, Advice and Guidance (CEIAG). Having gained Career Mark successfully in January 2021 and been reaccredited in January 2023, the school continues to develop its careers programme ahead of working towards reaccreditation. The programme has been developed in line with the eight Gatsby benchmarks and the CEIAG to ensure best practice and to meet the requirements of the Department for Education's statutory guidance 2018. It is delivered in Tutorial time (extended base) and Wow Day's by staff, supported by the Careers Leader.

SWRA have a duty to ensure access to independent and impartial (no bias towards a particular education or work option) careers guidance for students. By ensuring this is met, all students are inspired and motivated to fulfil their potential, develop high aspirations and consider a broad and ambitious range of careers. An independent Careers Advisor who is an impartial and appropriately qualified delivers this.

Careers Education helps prepares the students for the opportunities and responsibilities of adult working life, and as such has a vital contribution to the schools aims of working closely with employers, Higher Education institutions and our local community and supporting students in the life-time experience of learning.

Within the school, there is a strong and effective pastoral and tutorial system, which provide the means to ensure students receive support and guidance at transition points. Referral systems ensure that students requiring more specialist guidance can receive it from appropriate agencies. All students should participate in a range of activities to develop a variety of employability skills, preparing them for a working life, which is in the best interest of the student.

***Achieving, Accountable, Resilient, Self-motivated, Self-assured, Aspirational, Informed, Entrepreneurial, Experienced, Co-operative.***

## **Related Policies**

CEIAG underpins some of the other current policies held within school, including the Curriculum, Work Experience, Inclusion, Pupil Premium, Special Educational Needs policies and the Equality and Diversity Strategy. SWRA endeavours to follow the Careers Enterprise and Employability Framework – CDI 2018 and other relevant guidance for the DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for careers guidance published in January 2018.

Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their students. Career guidance must be:

- Be presented in an impartial manner

- Include information on the full range of post-16 education or training options, including apprenticeships
- Promote the best interests of the students to whom it is given.

Since January 2018, educators and training providers of approved technical education qualifications and apprenticeships must be given access to all students in year 8 to year 13 to inform them of courses and qualifications as alternatives to academic and school-based routes. In practice, this may form trips or talks from training providers, University Technical Colleges, FE colleges who provide apprenticeships and technical options.

## Organisation

SWRA is a successful 11-18 academy; we are a non-selective school within an academically selective local authority. We are a rural school with a significant number of children joining SWRA from small village schools (typically in excess of 40 different Primary Schools are represented in each Year 7 intake). A large number of our families (often over many generations) have been employed within the local or regional economy with parents who may not have direct and/or recent experience of Higher Education or Apprenticeship opportunities. With a high number of our pupils from Nottinghamshire (Newark and Sherwood district), which The Social Mobility Commission 'State of the Nation' Report (November 2017) this identifies the East Midlands as the English region with the worst outcomes for children from disadvantaged backgrounds and within the East Midlands, Newark and Sherwood is the worst performing local area. Newark and Sherwood is ranked as 323rd of 324 authorities in England (<http://www.bbc.co.uk/news/education-42112436>).

Teaching staff have pastoral and academic mentoring responsibilities, as Base Tutors to a horizontal tutor group, this changed in 2018, with very positive outcomes. The Base Tutors and Head of Year is the first point of contact for all parents. Student voice is well developed in the school, through extended base/ PHSE lessons and Pupil Voice forums.

The students with Educational Health Care Plans, SEN Support or Additional needs and Pupil Premium students are at the forefront of many of the activities and work experience. For example, all of these identified students will have the career interviews first and meeting with the SENCO to check appropriate work experience placements availability.

We actively promote modern British values and the school is driven by the aim to **ASPIRE** which directs the work of all staff and pupils.

### **"ASPIRE"**

**Achieve** - their full potential as individuals

**Support** - each other as members of a caring and creative community

**Pursue** - knowledge and understanding

**Involve** - themselves in the wide range of activities that the school offers

**Respect** - other people's values, beliefs and customs

**Extend** - their horizons striving to achieve their best.

The aim to ASPIRE can be linked to the aim of careers education, information, advice and guidance. SWRA has a commitment to CEIAG provision, recognising the importance of supporting students to plan appropriately for life beyond school. It continues to provide a week of work experience for all Year 10 and Year 12 students (between 2020-2022 Enterprise Week delivered and online work experience) and purchases external career guidance with a qualified Career Adviser.

The school is part of Lincolnshire career support networks, including the Lincolnshire Enterprise Partnership and LincsHigher. LincsHigher is the Lincolnshire partnership for Uni Connect (formally known as NCOP). This collaborative project is part of a wider national initiative funded by the Office for Students (OfS) to increase aspirations amongst young people (Year 9 – 13) and target particular wards around the country, with the overall aim being to meet government targets of improving access to Higher Education.

### **The aims of our CEIAG Policy**

The CEIAG Policy has the following aims:

- To help students learn to understand themselves and develop their capabilities.
- To develop an understanding of the range of opportunities available at 14+, 16+ and 18+ including technical training/education routes and higher and degree apprenticeships.
- To raise students' self-esteem and encourage them to have high aspirations which allow them to achieve economic well-being.
- To support students in making informed and realistic career decisions.
- To help students manage transitions through education and into work.

### **Objectives to all students at Sir William Robertson Academy:**

- A programme of CEIAG within the Personal, Social and Development programme.
- Be given the opportunity to experience work related learning including a period of work experience (Yr10 and Yr12).
- Experience a range of career related activities including careers workshops, employer talks, career fairs, motivational speakers, college and university visits.
- All students at SWRA from years 7 to 13 have full access to a dedicated and updated careers library containing literature on interview skills, CV Writing, career options and FE and HE course options.
- The Academy subscribes to an online careers package, KUDOS which includes careers information, post 16 and post 18 educational routes and apprenticeships. Students have access to this via PHSE lessons, Tutor time and at home.

- During designated times all students across the school and Sixth Form are invited to careers and aspirational talks, delivered by local employers and members of the local community. Wide varieties of aspirational careers are covered.
- All vocational courses across the year groups have careers units embed into the curriculum.
- All students have access to a career fair.
- Across the curriculum in all year groups, subjects explore careers options, delivered through a range of activities.
- Given information, advice and guidance as an entitlement and know where to access up to date information about work, training and educational opportunities.

## **Meeting statutory requirements**

### **Advice and guidance**

The 1-1 Career Advice is delivered through an external agency, Complete Careers. Currently, Career Interviews are given to Year 11 students, with identified students seen first, and any Year 12 students who require the support. Other options for advice and guidance is given when required, this could be through external agencies given talks, at career events, such as the school's Careers Fair. Links with parents and carers are maintained using a variety of methods, such as the school website, letters, Year 8 Options Evening, Post-16 Evenings and meetings.

### **The CEIAG Curriculum**

The Schools CEIAG curriculum encourages all students to follow their own career path that suits their own strengths, skills and interests without stereotype. All students are given the same opportunities and diversity is encouraged and celebrated. The model has been modified and improved by following the Cre8tive. this is delivered in PHSE lessons, there are six themes each year. With one theme being around careers, options, work of work. Therefore, this is a comprehensively delivered weekly by base tutors in an extended base time. As well as, throughout taught subject areas are continuously reviewing and looking at careers within subject areas.

The learning outcomes are from the Career Development Institute (CDI) framework (2021), the key themes include:

- Grow throughout life
- Explore possibilities
- Manage careers
- Create opportunities
- Balance life and work
- See the big picture

The PHSE lesson themes through Cre8tive following are:

Year 7 – **Managing change** - developing themselves, learning about careers and futures, financials and transition points.

Year 8 – **Proud to be me** - how to make decisions and linking this to their own strengths, employability skills, interests, exploring careers and Labour Market Information.

Year 9 – **Essential life skills** - developing personal skills, how to manage stress, savings and managing money, and employment and financial management.

Year 10 – **Rights and responsibilities** - the focus is on work experience, including the planning and preparation, implementation and the evaluation. Along with exploring pay and employment rights.

Year 11 – **Your future and beyond** - focus on their next steps - post-16 options, applying and interviewing for these. Exploring all options and given opportunities to meet and visit all. Along with embedding employability skills including CV and personal statement writing.

Year 12 – **planning their future** – planning for the future, understanding taxes, banking, types of employment, writing personal statements and CV's, interview preparation and exploring what an entrepreneur is.

Year 13 - **Personal finance** – payments methods, budgeting, value for money, risks and calculations.

Sixth Form – using all that they have had previously embedded and developing their ability to assess, reflect and recognise their steps beyond FE. This is embedded through work experience, delivery of workshops, trips and opportunities of HE and the world of work.

## **Methodology**

At SWRA the delivery of all the activities, incorporate a full range of learning styles, building in flexible active learning, such as:

- Teamwork
- Decision making
- Problem solving
- High ordering questions
- Target setting
- Information gathering and sharing
- Understanding others points of view and influences
- Considering feelings
- Using imagination
- Reflection, review and evaluation
- Using various ICT opportunities

## **Assessment, recording and reporting**

The students have the ability to use KUDOS to build a portfolio.

## **Student Entitlement**

Entitlement will reflect the provision in place to support students in making realistic and informed decisions. It will outline the focus for each year group.

## **Staffing**

All staff have received training on how to embed careers into their lessons on yearly bases. Head of Departments carry out a yearly subject audit to review and improve this. With the CEIAG lessons delivered, there is support and information provided to the staff.

## **Resources**

The Careers Leader is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Staff Shared Area for all staff to access.

## **Role of the Careers Leader**

In line with the statutory guidance, SWRA has appointed a Careers Leader whose role is to assist young people's career learning, planning and development by leading and managing the development of careers education, information and guidance (CEIAG). The Careers Leader advises the Senior Leadership Team and governors facilitates the contribution of colleagues and partners, develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

SWRA has followed guidance produced by the Career Development Institute (CDI) in their briefing document 'Careers Leaders in Schools' which can be accessed here:

[http://www.thecdi.net/write/Careers\\_Leaders\\_in\\_Schools\\_-\\_CDI\\_January\\_2017.pdf](http://www.thecdi.net/write/Careers_Leaders_in_Schools_-_CDI_January_2017.pdf)

## **Monitoring, Review and Evaluation**

Teaching of CIEAG topics and the learning outcomes are monitored and evaluated by the Career Leader and Senior Leadership Team. Schemes of work are reviews annually by SLT and the Careers Leader. The student's voice through Pupil Forums ensure the outcomes are suitable and being met.



The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG and will include information gained from all students.

Student destination data will be used to assist the evaluation process. This will help ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

### **Handling sensitive and controversial issues**

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the named Safeguarding Manager within school and dealt with in line with SWRA relevant policy and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

### **Partnership Working**

A partnership agreement is on-going with Complete Careers Services, SWRA purchases set amount of days in order to provide a qualified impartial and independent level of guidance to our students.

### **Quality Assurance**

SWRA completes the Careers and Enterprise Company's Compass+ Tool termly, basis to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty.

SWRA is currently working towards reaccreditation of CEIAG by revalidating its Quality in Careers Standard award, provided by Complete Mark to quality assure the provision of CEIAG delivered at the establishment. Career Mark is important as the school wants the students to achieve high standards, see the value and relevance of their learning, both themselves and the working world and to make good choices that are successful for them. Having Career Mark enables SWRA to deliver the best possible careers education and employability skills development programme, which is sophisticated, cohesive and effective.

### **Consultation, Dissemination and Review**

- Careers education is monitored and evaluated annually. Career Guidance is monitored and evaluated with the independent Careers Adviser on a termly basis. This is to ensure that the provision is meeting the needs of the students.
- The programme is reviewed annually by the Careers Leader and SLT Line Manager. Changes and improvements to the programme feed into the Department Improvement Plan along with timescales for completion.

- When reviewing the programme, the School Improvement Plan is used to ensure that the Careers Department is fully supporting the whole school aims.

Policy Co-ordinator: Miss E. Gage

Policy Reviewed: Mr S. Grant

Next review date: December 2023