

Lord Grey Academy

CAREERS POLICY

Mission Statement

‘Lord Grey Academy is a future-driven, aspirational and inclusive academy offering all learners outstanding social and academic opportunities. Our international, national and local community links promote the development of fulfilled and successful young people. We aim to maximise learner potential to the highest academic levels and to encourage a love of learning that will last a lifetime. We are a high achieving academy with an ambition to become an outstanding first choice local academy ’.

Motto: **Aspire, Learn, Achieve**

POLICY MANAGER:	Tracey Jones
COMMITTEE:	Teaching and Learning Committee
REVIEW DATE:	Summer 2018
NEXT REVIEW DATE:	Summer 2019

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1. Introduction

Lord Grey Academy is committed to providing opportunities for all students to explore careers work and advice, and work-related learning experiences and advice, through a variety of methods. Lord Grey Academy aims to provide impartial advice that is personalised for the individual and which explores the range of career and work related opportunities available. We aim to develop core employment capabilities and to provide students with the knowledge and skills they require in preparation for adult life.

Lord Grey Academy aims to go beyond the statutory requirements to provide students with access to impartial and independent advice about the range of options available to them. In September 2012 the statutory requirements for schools changed and schools became responsible for securing **access** to impartial and independent advice and guidance for their students in years 9-11. Whilst there was no clear statutory obligation to provide **personal** face-to-face information, advice and guidance itself, the school felt this was important and secured this resource for all year groups from 7-13 in the form of the Independent and Impartial Advice and Guidance Officer.

The school believes it has a duty to provide careers education and work related training; it is felt to be important for students to gain excellent careers and work related learning advice. Independent, impartial and good quality careers advice is important as Lord Grey Academy students become young adults and future workers; to enhance their readiness to join the workforce. In line with recommendations from the 'Gatsby Report' and the recent parliamentary review we are seeking to further enhance our careers programme. We are also using the Careers Development Institute's framework relating to careers education to work towards ensuring that our programme covers all the recommended learning outcomes for key stage 3, 4 and 5.

The good practise outlined in the Gatsby Report on careers education is adhered to. A link person on the senior team is Careers Leader (David Smith) and he is undergoing the relevant training.

2. Definition

Work related learning is defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work. Therefore we make provision for all students at Key Stage 4 to:

- learn **through** work, by providing opportunities for students to learn from direct experiences of work, for example, through bespoke work experience exposure as appropriate or part-time jobs, enterprise activities in school and learning through vocational contexts in subjects

- learn **about** work, by providing opportunities for students to develop knowledge and understanding of work and enterprise, for example, through vocational courses and careers education
- learn **for** work by developing skills for enterprise and employability, for example, through problem-solving activities, work simulations and mock interviews.

3. Aims and Objectives

Lord Grey Academy seeks to work towards embedding the benchmarks identified in the 'Gatsby Report' of a good careers guidance programme. Thus the school believes in:

- Providing a stable careers programme
- Giving opportunities and access to learn from careers and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Providing access to encounters with employers and employees
- Providing access to experiences of work places
- Providing access to encounters with higher and further education
- Providing access to personal guidance.

The 'Gatsby Report' also provides some key indicators of each benchmark, against which the school can assess its continued progress.

As part of the recommendations, it is also considered good practice to seek to embed the Careers Development Institute framework into our careers education programme. Lord Grey Academy does this. The three main strands of this are:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills.

Within each key stage there are a number of learning outcomes which young people should achieve as they develop their skills and learning and develop greater ownership over their own employability and careers learning.

4. Provision

The range of planned activities the school is currently offering, which use work as a context for learning, include:

- Personal Careers Education and Guidance on offer to all
- Extended work placements, as appropriate
- Visits to and from employers
- Access to an annual UCAS convention at a local Higher Education provider
- Access to an onsite partnership Careers Fair, which provides access to employers, universities, colleges and apprenticeship providers
- Young Enterprise projects

- Visitors from industry and business
- Information on Higher Education careers events, financing and pathways
- Use of tutorials to explore careers themes
- Information evenings
- Careers and employability days
- Visits to universities
- Visits from local apprenticeship providers, to provide information and to offer support regarding CVs and interview techniques
- Access to bespoke careers websites to support career exploration and provide access to labour market information.

5. Careers and Enterprise Education

In addition to careers guidance delivered by an Independent and Impartial Careers Advice and Guidance Officer and through additional extra-curricular opportunities, careers education is delivered primarily through PSHE, tutorials and assemblies. We have recently undertaken a careers initial audit across all of our faculty areas and are seeking to improve the linking of our formal curriculum to careers. This is one of the recommendations of the 'Gatsby Report' and an area where we feel we could further develop. The first step in this process is to undertake a further audit of our current activity.

Develop, a Bedfordshire based Education and Business Partnership (EBP), is our partner for Work Experience, where this is offered. Worktree, an MK based EBP, is our partner for other work related learning experiences. We also work with Mosaic, part of 'Business in the Community' to offer employee mentoring to groups of students. We have also begun to work with the 'Careers and Enterprise Company' to further support the extensive employer links we have already developed.

The following aspects are delivered as shown below:

Activity	Year groups involved	Delivery method
Presentation on local, national and global jobs in the market	All Years	Tutorial
Individual careers guidance sessions, and the production of action plans and records of these interactions	All Years	One-on-one
Careers drop-in	All Years	One-on-one
Signposting of support networks	All years	Assembly, Tutorial, notice board
Targeted sessions for small groups identified from data collection	Year 11	Small group work
SEN careers guidance workshop	Year 11 SEN	Workshop

Preparing for the future sessions	Year 12	Assemblies and Level 2 in class support
Year 11 options evening – including apprenticeships and college based options	Year 11	Information evening
Options Evening	Year 8	Information evening
Visits from local employers and apprenticeship providers	All Years	Seminars
Post 18 routeways – university, apprenticeships and school leaver schemes	Year 13	Assemblies, small group work, Moodle
Careers workshops (CV writing, interview skills, job fit etc)	All Years	Seminars/small group work
Career focus months	All Years	Tutorial activities
Partnership Careers Fair	All Years	Careers Fair
Focus Week presentations	All Years	Tutorial
Visits to local training and FE providers for students requiring additional support	Year 11	Small groups
Access to bespoke careers websites, including LMI	All Years	Moodle
Careers tutorial sessions for Year 11	Year 11	Class size groups, whole year group
Career Workout – opportunities to meet with local employed people and find out about their role	Years 10 and 11	Large groups, whole year groups
Collect and maintain destinations data for students when they leave school and share this with the local authority as appropriate	Years 11, 12 and 13	Through data analysis, telephone and email contact.
Careers education lessons	Years 8-10	Off-timetable days

6. Approach to Block Work Experience

Prior to 2017 all Year 10 students participated in a two week Work Experience placement organised by Develop. Due to budget constraints and curriculum demands it has been necessary to suspend this activity for the short to medium term. However, we recognise that one of the indicators identified in the 'Gatsby Report' is that 'by the age of 16, every student should have had at least one meaningful experience of a workplace, in addition to any part-time job that they may have and that by the age of 18, every student should have had one further experience' and we will seek to consider ways in which this can be achieved, within the current budget constraints, such as by seeking sponsorship. However, extended

placements are used, judiciously with Sixth Form students on Level 2 courses and Key Stage 4 students on SWEEP (Supported Work Experience Extended Placement).

7. Safeguarding within Careers and Work Related Learning

We work with our relevant partners to ensure that all careers work and work related learning is safe and secure for students.

From Develop EBP:

“Recent years have seen more emphasis on work-related learning, greater employer involvement, more contact with different people and more movement of young people between different and unfamiliar locations. Keeping young people safe in this environment requires continued careful attention and good management.

Regulations relating to health and safety, child protection, insurance and data protection, are carefully observed. These exist to ensure that young people are protected during their learning, in particular during work experience. They are not unduly daunting or onerous for schools and employers.”

Lord Grey Academy will also carry out its own risk assessment on the Develop Work Experience package, where it is used.

All other risk assessments are in line with the school’s Health and Safety Policy. Lord Grey Academy leaders and governors must be confident that risk assessment has taken place when a student goes on any kind of external work based placement and they have put processes in place to ensure this.

The Deputy Principal: Pastoral ensures that all students who are out of school on work related placements, are safe, monitored and are getting a good quality provision.

8. Key Responsibilities

Schools have the prime ‘duty of care’ for their students at all times – including times when students are involved in work experience or other off-site work-related learning. Employers and other training providers have responsibility for the health, safety and welfare of everyone on their premises, including any students.

These responsibilities include:

- complying with child protection legislation;
- checking their insurers are aware of the implications of their involvement with work-related learning and, in particular, 14-16 year-old students;
- agreeing and implementing workable attendance, reporting, monitoring and emergency procedures in partnership with the school;

- supporting their staff in adjusting to teaching young people by organising training and establishing workable and effective policies, and complying with legislation and good practice on data protection;
- Ensuring all relevant risk assessments are completed.

9. Changes Log

Change	Staff	Date
LG risk assessments improved; table updated; review and grammar.	TLJ	1.1.16
Update by Amanda Brabin and Michelle White. Gatsby Report; change to Yr 10 WEx.	ALB, MWH	15.4.17
Update and proof read by Tracey Jones	TLJ	11.6.17
Proof read, Tracey Jones	TLJ	15.9.17
LG School to LG Academy	JKN	11.4.18
Careers leader as per Gatsby Report added	TLJ	28.05.18