



Castle View
Enterprise
Academy

Careers Policy

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SIGNATURES:

CEO Principal	Mrs J. Bridges Mrs J. Owens
Chair of Governors	Mrs H. Mottram

The Academy has a statutory duty to secure independent careers guidance for all students (Careers guidance and access for education and training providers January 2023) and to meet the eight Gatsby Benchmarks for Good Career Guidance.

Our aim at Castle View Enterprise Academy (CVEA) is for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We support students in making well-informed decisions by providing access to differentiated, impartial, independent information and guidance encompassing the full range of options (including academic, vocational, and apprenticeships).

Intent

The careers programme supports the whole Academy intent to develop:

- healthy and active students.
- students' emotional well being.
- a 'love of learning'.
- resilience, confidence and character.
- debating, listening and respecting viewpoints.
- the emotional intelligence required to be a productive member of the workforce.
- an understanding, through the careers programme, of the opportunities available to students once they leave school.
- an understanding of 'British Values' and the implications for life in modern day Britain.
- students' spiritual, moral, social and cultural development.

Careers at CVEA will:

- provide good quality independent careers advice to students which inspires and motivates them to fulfil their potential.
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students.
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers.
- provide opportunities to work in partnership with employers, training providers, local colleges and other relevant organisations.
- provide opportunities to inspire students through meaningful encounters with the world of work.
- develop enterprise and employability skills including skills for self-employment.
- support inclusion, challenge stereotyping and promote equality of opportunity.
- encourage students to see career development as a life-long process.
- develop students' skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI).
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions.
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces.
- support social mobility by improving opportunities for all students.
- be embedded into curriculum areas.

Implementation

The aim of our careers provision is to raise students' aspirations, to broaden their horizons and to inspire and empower students to make informed, realistic decisions at key transition points.

Each student is entitled to:

- independent and impartial careers guidance.
- access to external sources of information on the full range of education, employment and training options.
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications.
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point.
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be a STEM employer).
- access good quality LMI and be supported to use this data to inform their decisions.
- at least one careers interview by the age of 16 with a L6 careers professional.
- at least one experience of a workplace by the age of 16.

The Academy is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Career Development Framework (Appendix B). This is adapted to suit the needs of students.

The Academy delivers careers education through a combination of methods:

- careers units in PSHE lessons.
- tutor time activities.
- collapsed timetable days focusing on employability and enterprise skills.
- extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers).
- work experience programme.
- careers assemblies
- careers fair.
- employability workshops.
- workplace visits.
- FE and HE visits.
- careers library based in the careers room (resources are relevant and updated on a regular basis).
- National Careers Service.
- DWP School Advisor support (including assemblies and workshops).
- ASK Apprenticeship programme (including assemblies and workshops).
- individual careers guidance sessions with a qualified careers professional in year 11 for all students. All students (years 7 -11) can request additional careers guidance sessions.
- creating a learning environment which allows and encourages students to tackle real-life challenges.
- employer based curriculum projects and challenges.
- explicit links to careers in all curriculum areas.
- Skillsbuilder programme.

Personal guidance is provided by the Careers Leader who is a registered careers professional (CDI Professional Register) and is trained to Level 6 (Diploma in Careers Guidance and Development). The Careers Leader engages

in a minimum of 25 hours of CPD each year and abides by the CDI Code of Ethics. Additional personal careers guidance is provided by Together for Children for targeted students.

More details of the careers programme are published on the Academy website.

<https://www.castleviewenterpriseacademy.co.uk/information-hub/careers/>

The Academy works with a range of local employers, education and training providers to provide independent advice to students.

This provision includes:

- careers fairs.
- work experience.
- employability workshops.
- career insight talks.
- mentoring.
- collapsed timetable days.
- STEM events.
- workplace visits.
- visits to FE and HE institutions.
- Industrial Cadets.
- careers education within curriculum areas.
- National Careers Week.

Working with external partners, the Academy fulfils the requirement for all students from year 7 to year 11 to have at least one meaningful encounter each academic year with an employer and for all students to have experience of at least one workplace by the age of 16.

The Academy provides opportunities for a range of education and training providers to access all students with the purpose of informing them about approved technical educational qualifications or apprenticeships. The Academy has a published policy statement setting out arrangements for provider access. A copy of this policy is available on request by contacting enquiries@cvea.co.uk and is published on the Academy website.

The Academy actively promotes parent / carer involvement through careers events, parental communications, the Academy website, careers support at subject evenings and the offer of parental attendance at students' individual guidance sessions.

Equality and diversity

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

The careers programme is fully inclusive and no group is discriminated against. Equality and diversity are woven throughout the careers curriculum. The curriculum promotes equality and celebrates difference and diversity.

The curriculum is used to challenge stereotypes and no form of discrimination is tolerated. A range of diverse resources, case studies and materials are used within lessons.

The Academy works with the Local Authority to identify and support students who need targeted support and those at risk of becoming NEET (not in education, employment or training). This includes students with particular

vulnerabilities or who are receiving support to safeguard them and promote their welfare. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

CPD

The Careers Leader conducts a training needs analysis with teaching staff to inform the CPD required. Additional support and research materials are signposted to teachers and made available through the Staff CPD Teams channel and the staff careers bulletin.

The Careers Leader attends local and regional careers network meetings to share good practice with other local secondary schools and careers providers.

Resources and Finance

There is a dedicated careers base within the Learning Resource Centre (LRC). This is used for personal guidance sessions, small group workshops and mentoring. Students can access a range of printed and digital resources within the base and remotely.

The Academy subscribes to the following online packages (for use by staff and students):

- Skillsbuilder.
- E-clips.
- GlobalBridge.

The resources in the base are updated on a regular basis.

Requests for resources are submitted to the Principal in line with Academy policy.

Monitoring and evaluation

The Academy careers programme is delivered through PSHE lessons, the tutorial programme, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and evaluation strategies encompass all of these aspects of delivery.

Regular and systematic monitoring and evaluation is used to inform decision making about the future development of the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include:

- learning walks.
- questionnaires – students, staff, parents and carers, external partners.
- focus groups – students and staff.
- Compass+.
- work scrutiny.
- curriculum plans are reviewed according to the review cycle and in line with any changes to Academy and national policy.
- destination data.

Evaluation activities are used to measure the impact of our career programme and inform future planning. Evaluation activities include:

- analysis of destination data – intended destinations, the activity survey, sustained data (DFE) and internal CVEA data.
- Compass+.
- learning walks.
- questionnaires – students, staff, parents and carers, external partners.
- focus groups – students, staff.
- student evaluations of personal guidance sessions.

Evaluation of the careers programme is shared in a termly report to SLT and Governors and with parents / carers and other stakeholders through the Academy website.

This policy will be reviewed by the Careers Leader every two years to ensure that it continues to meet the needs of students, parents and staff and that it is in line with current DfE advice and guidance.

A copy of this policy is available on request by contacting enquiries@cvea.co.uk and is published on the Academy website.

Links with other policies

This policy supports and is underpinned by key Academy policies including those for Teaching and Learning, PSHE, Equality and Diversity and Provider Access Policy Statement (PAL).

Appendix A

The Gatsby Benchmarks¹⁰

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 students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, 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.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student 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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students 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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career 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.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The six learning areas

