

Emerson Park Academy



Careers Policy

Review: Spring 2023

Next review: Spring 2023

Introduction

Careers education, information, advice and guidance, (CEIAG), is an essential part of life at Emerson Park Academy. Pupils are entitled to receive the information, support, education and guidance they need to develop their skills, knowledge and understanding of how their learning relates to their future careers, how the skills they develop will be applicable to many occupations and careers, and how to make informed and independent decisions at each transition stage. In short, it is crucial to prepare pupils for their life beyond Emerson Park Academy. Through receiving CEIAG, it is the aim of Emerson Park Academy to help pupils achieve their individual potential, motivate them in their learning, raise pupils' aspirations, challenge stereotypes about their possible future options and improve their life chances.

The CIEAG programme has been developed to comply with statutory guidance from the government which can be found in the following policy document:

Careers guidance and access for education and training (2015, updated 2021)

Emerson Park Academy has committed to working to achieve the Gatsby Benchmarks which are set out in the guidance from the DFE and accepted as the standard to which all schools should progress. The 8 benchmarks are as follows:

- ❖ To ensure that all students at the school receive a stable careers programme
- ❖ To enable all students to learn from information provided by the career and labour market
- ❖ The CEIAG programme should be individual and address the needs of each student
- ❖ To link the curriculum learning to careers learning
- ❖ To provide students with a series of encounters with employers and employees
- ❖ To provide students with experiences of workplace(s)
- ❖ To ensure that students have a series of encounters with further and higher education
- ❖ To provide each student with the opportunity to receive personal guidance.

The school also has a number of statutory duties set out in the 'Baker clause.

- ❖ All registered pupils at the school must receive independent careers advice in KS3 and KS4
- ❖ This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- ❖ This advice must cover a range of education or training options
- ❖ This guidance must be in the best interests of the pupil
- ❖ There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships.
- ❖ The school must have a clear policy setting out the manner in which providers will be given access to pupils. This can be found on the school website.

CEIAG at Emerson Park

The Careers programme at Emerson Park Academy is largely delivered through form time activities, assemblies and is integrated into the various subject curriculums at KS3. The careers lead works alongside careers advisors from Prospects Careers service, who deliver impartial and independent careers advice and guidance to the pupils. In addition, Emerson Park is part of the London Careers Hub, which was developed to support schools to make progress towards achieving the Gatsby Benchmarks, as outlined above. The Careers Leader will work with a dedicated Enterprise Coordinator and a volunteer from industry who will help with the delivery of GB5 and GB6.

Careers Education

The pupils receive a careers profile in year 7 in which to record their careers related activities in form time. It is designed to follow them through to year 11.

The pupils will receive assemblies and will take part in form activities that cover the following:

- ❖ The world of work
- ❖ Industries and Employment sectors
- ❖ Employability skills
- ❖ Labour Market Information
- ❖ A range of occupations
- ❖ Interview Skills

Year 9 transition

Year 9 pupils follow a comprehensive programme that will help them to make informed and independent decisions when making choices about study at KS4. They will be given impartial information about the various option subjects and will be given information about the different options for study, or training post 16.

Year 11 transition

In addition, at KS4, the pupils will have a comprehensive transition programme, which will include information from a wide range of post 16 providers, and the courses they offer, including information about technical qualifications and apprenticeships. This will include presentations from a range of local schools, colleges and training providers, which aim to give pupils a broad

understanding of the different options available to them. The pupils are offered support by form tutors, the careers lead, and through our careers service, Prospects. They will receive careers guidance from Prospects in year 10 and year 11. In compliance with the Gatsby benchmarks, and other legislation such as the Equality Act 2010, and duties under legislation with regard to SEND pupils, the careers lead will work closely with the SEND coordinator, form tutors and the head of year 11, to ensure that the needs of individual pupils are met.

Monitoring and evaluation

The provision of CEIAG at Emerson Park Academy is monitored every summer using student voice to review the provision that is in place.

The Gatsby Benchmarks Appendix 1

<p>1. A stable careers programme</p>	<p>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.</p>	<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.
<p>2. Learning from career and labour</p>	<p>Every student, and their parents, should have access to good quality information about future study options</p>	<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.

market information	and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	☑ 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.	☑ 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.	☑ 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.	☑ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *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.
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.	☑ 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.

<p>7.Encounters with further and higher education</p>	<p>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.</p>	<p>☑ 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.</p> <p>☑ 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> <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>
<p>8.Personal guidance</p>	<p>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.</p>	<p>☑ 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.</p>