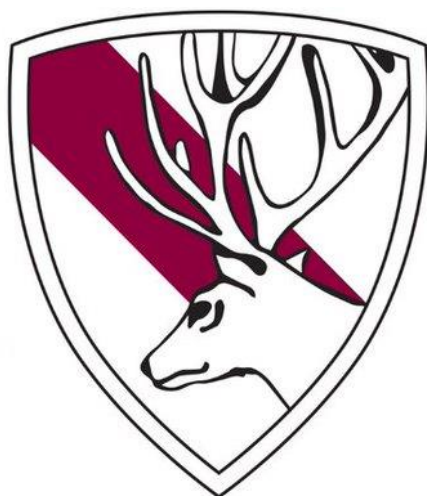


Career Guidance and Development Policy and Programme (2022-2023)



The Carlton Academy

APPROVING BODY	Local Academy Board
DATE APPROVED	1 September 2022
VERSION	V.01
SUPERSEDES VERSION	All previous versions
REVIEW DATE	September 2023
LEGISLATION	Education (Careers Guidance in Schools) Act 2022 Section 42A of the Education Act 1997 The Children and Families Act 2014
FURTHER INFORMATION/ GUIDANCE	Career Development Framework (2021) Department for Education's consultation draft of statutory guidance on access for education and training providers due to come into effect in

Career Guidance and Development Policy and Programme (2022-2023)

Commitment:

The Carlton Academy is committed to providing all students in Years 7-13 with a programme of careers guidance through a range of activities and meaningful encounters. The Careers Programme has been developed in line with the 8 Gatsby Benchmarks as well as the new Career Development Framework (released in April 2021) to ensure best practice and to meet the requirements of section 42B and 45A of the Education Act 1997, as amended by The Skills and Post-16 Education Act 2022 and the Department for Education's consultation draft of statutory guidance on access for education and training providers due to come into effect in January 2023.

The Carlton Academy believes that:

- Every student should have high quality, impartial careers guidance to encourage them to be aspirational and well informed when making educational and career decisions.
- 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.

Gatsby Benchmarks:

The Gatsby Benchmarks identify good practice and define the essentials of good career guidance providing a robust framework for developing a career programme that is first class. The Compass+ Evaluation Tool is used termly to measure, develop and improve the school's careers programme. This includes evaluation of 8 areas:

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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

All students at The Carlton Academy should:

- Expect information, advice and guidance as an entitlement and know where to access up to date information about work, training and educational opportunities.
- 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 workshops, employer talks, career fairs, motivational speakers, college and university visits/experiences.

Career Guidance:

Academies have a duty to secure access to independent and impartial (no bias towards a particular education or work option) careers guidance for all students. The Academy's duty to secure impartial career guidance for all students is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential, develop high aspirations and consider a broad and ambitious range of pathways and careers.



Key priorities:

- To adhere to the Career Development Institute's Code of Ethics:

Accessibility - promote access to career development activities and services in a range of ways that are appropriate and ensure inclusion.

Accountability - responsible for our career development programme, activities and services and to act in the interests of society and at all times.

Autonomy - encourage individual autonomy in making decisions and always act in the individual's best interests.

Competence / Continuous Professional Development – train and develop staff through CDP to a level that enables them to provide an effective careers service for our students and key stakeholders.

Confidentiality - respect the privacy of individuals. Personal guidance interactions / interviews should be conducted in an agreed and suitably private environment. Students must be informed of the limits of confidentiality and data-sharing at the outset. Disclosure of confidential information should only be made with informed consent or when required by law.

Duty of Care – always act in the best interests of students to enable an effective service.

Equality - actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination.

Impartiality - Ensure that professional judgement is objective and takes precedence over any external pressures or factors that may compromise the impartiality of career development activities and services. In doing so, ensuring that advice is based solely on the best interests of and potential benefits to the student. Where impartiality is not possible this must be declared to the student at the outset.

Transparency - provide career development services and activities in an open and transparent manner.

Trustworthiness - act in accordance with the trust placed in them, ensure that student's expectations are ones that have reasonable expectation of being met and honour agreements and promises.

- Work with the Local Authority to identify any students 'at risk' of not participating in post-16 education or training and support their services to support these students and parents/carers.
- Work with further, higher education and vocational training providers to provide information on the full range of available post-16 and post-18 options.
- Inspire and motivate students to fulfil their potential and develop employability skills.
- Provide students with access to the National Careers Service which hosts labour market information, job profiles and other career guidance information.
- Provide students with access to their individual records of careers information, further and higher education resources through the Unifrog platform - <https://www.unifrog.org/>
- Provide opportunities for students to have meaningful encounters with employers, employees and students at workplaces or further and higher education settings.
- Provide entrepreneurial challenges or projects to develop employability skills and self-employment opportunities.
- Encourage students to study STEM subjects.
- Develop partnerships with external organisations to create career-related opportunities and encounters which link the classroom to the world of work.

Outcomes:

- All students make good and informed decisions for: subject choices, post-16/18 options or career decisions.
- Reduction in 16–18-year-old NEETs.
- All students understand the importance of securing a GCSE grade 4 as a minimum in both English Language and maths for their future employability as well as post-16/18 education or training.
- All students understand the importance of STEM subjects.
- All students are encouraged to take part in the National Citizen Service programme opportunity



- All students have access to their personal record of careers-related activities via Unifrog.
- All students are aware of any post-16 funding available to them (16-19 Bursary Fund).
- All students to have interacted with employers and understand the skills employers are looking for.
- All students to have developed some, if not all, of the Career Development Frameworks learning outcomes and key skills to progress into employment or further and higher education/training.

Planned Careers Programme 2022-23

	Student Activity	When (Term)
Year 7		
	Careers embedded into all subject lessons	All year round
	Unifrog registration	Autumn
	National Apprenticeship Week	Spring
	Careers Fair	Spring
	National Careers Week	Spring

Year 8		
	Careers embedded into all subject lessons	All year round
	Unifrog activities	All year round
	National Apprenticeship Week	Spring
	Careers Fair	Spring
	Future Pathways Presentations	Spring
	National Careers Week	Spring

Year 9		
	1:1 with qualified Careers Advisor	All year round - referral only
	Careers embedded into all subject lessons	All year round
	National Careers Week	Spring
	National Apprenticeship Week	Spring
	Careers Fair	Spring

Year 10		
	Careers embedded into all subject lessons	All year round
	1:1 with qualified Careers Advisor	All year round - referral only
	National Apprenticeship Week	Spring
	Careers Fair	Spring
	Future Pathways Presentations	Spring
	National Careers Week	Spring
	Work experience	Summer
	Mock Interviews	Summer

Year 11		
	Careers embedded into all subject lessons	All year round



	1:1 with qualified Careers Advisor	All year round - referral / request
	Careers Support – Period 6 drop-in	All year round - Wednesdays
	Students encouraged to attend FE open days/events	All year round
	National Apprenticeship Week	Spring
	Careers Fair	Spring
	National Careers Week	Spring

Year 12		
	Careers embedded into all subject lessons	All year round
	Students encouraged to attend HE open days/events	All year round
	1:1 with qualified Careers Advisor	All year round - referral / request
	National Apprenticeship Week	Spring
	Careers Fair	Spring
	Future Pathways Presentations	Spring
	National Careers Week	Spring
	Work Experience	Summer

Year 13		
	1:1 with qualified Careers Advisor	Autumn (and all year round - referral / request)
	Careers embedded into all subject lessons	All year round - referral / request
	Students encouraged to attend HE open days/events	All year round
	Mock Interviews	Autumn
	National Apprenticeship Week	Spring
	National Careers Week	Spring
	Future Pathways Presentations	Spring

Monitoring and Evaluation:

The Compass+ evaluation tool is used termly to monitor and evaluate how the school is performing towards the 8 Gatsby Benchmarks. Monitoring of activities and the guidance taking place will include observations by SLT/Careers Leader and feedback from those engaged in activities. Outcomes will be reported to Governors on an annual basis. Impact will be measured by:

1. Attainment and destination of students – closing the gap between young people from disadvantaged backgrounds and others
2. NEET figures
3. Questionnaires – trend analysis
4. Student evaluation forms
5. Focus groups

Staff Involved:

Alan White – Governor link for Personal Development – Wider Curriculum and Careers
 Ms K Salvin – Senior Leadership Team link for Careers
 Mr S. Powdrill – Careers Leader
 Ms K. Armitage – Head of Sixth Form
 Mr S. McArdle – Careers Advisor