

## **Ormiston Venture Academy**

### **CAREERS POLICY (DRAFT)**

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### **Introduction**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Ormiston Venture Academy.

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that they have support to develop the knowledge and skills they need to make informed choices for their future and raising aspirations. As a result, the careers programme has a whole Academy remit designed to complement the rest of the Academy curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

### **Aims and objectives**

The aims of the Ormiston Venture Academy careers programme are:

- To provide up to date and impartial guidance to all students.
- To encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at the Academy.
- To ensure students' readiness to take their next step in their learning or career.
- To help students to understand the changing world of work
- To facilitate meaningful encounters with employers for all students
- To support positive transitions post-16 to reduce the chances of students becoming NEET.
- To enable students to develop the research skills to find out about opportunities
- To help students to develop key employability skills, attitudes and qualities to make a successful transition into the world of work
- To encourage participation in continued learning, including further and higher education and apprenticeships
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To contribute to strategies for raising achievement, particularly by increasing motivation.

### **Student entitlement**

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at the Academy, all students can expect:

- The support they need to make the right choices in all year groups.
- Access up-to-date and impartial information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- Career lessons during Personalised Learning time from Y7 to Y11 covering options after the Academy, the world of work, the job market and the skills needed for the future
- The opportunity to engage with at least four meaningful encounters with representatives from the world of work
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations
- The opportunity to relate what they learn in lessons to their life and career beyond school
- The opportunity to discuss their career and educational choices with staff including Personalised Learning tutors and the careers team of Mrs Saiche and Mr McNally
- Access to one-to-one guidance with a level 6 qualified, impartial careers adviser
- The Academy to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning, work experience and decision-making.

### **Parental involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. The Academy is keen to foster parental involvement in the careers programme, wherever possible.

### **Events for parents and carers**

Parents/carers are invited into the Academy to discuss their son/daughter's progress during an Academic Review Days, parents' evenings and other events. They are able to make appointments to speak with the Academy's careers team regarding careers education and are also actively encouraged to attend a studying at university presentation held at the Academy. Parents/carers can attend careers meetings, by prior arrangement.

To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters, the Academy website/portal and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings can be sent home if requested.

### **Delivery of the careers programme**

#### **Careers education**

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

#### **Years 7, 8 & 9**

Key activities:

Careers options, continued learning, including further and higher education and Apprenticeships are introduced to students.

Transition into KS4 plays a large role in lessons in year 8 and as a focus to individual destinations interviews.

Students will have the opportunity to learn more about key employability skills and participate in mock interview workshops.

They will also have a meeting with a level 6 qualified careers adviser.

### **Years 10 & 11**

Key activities:

Students will have the opportunity to conduct work experience and take a lead in the Union of Venture Students.

They will receive presentations from local Further Education providers and learn about apprenticeship pathways and opportunities.

They will receive guidance and support on applying for post 16 pathways and in year 11 students will have the opportunity to visit local FE providers during Academy times.

For those students identified as being at risk of NEET, interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, extra visits to colleges and training providers, parental liaison, support from other agencies and ongoing contact as the student leaves school.

### **Self-referral**

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Personalised Learning tutor, College Leader or Assistant Principal. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through college collectives and via Personalised Learning tutors.

The careers adviser will record action plans. Students, parents and staff have the option to see this information so they can support the process. If a student is absent or fails to attend, an alternative time will be arranged.

### **Career and Labour Market Information**

Up to date careers information is available through the careers library (in the LRC), through relevant displays and noticeboard advertisements, and cascaded via Personalised Learning tutors or through College and / or year group collectives. The careers library includes a range of university and college / sixth form prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. The Academy website also has a dedicated section on progression routes and career planning listing valuable resources and websites.

### **External providers**

A range of external providers are invited into the Academy to support the careers programme.

These include local colleges, universities, training providers, apprenticeship organisations, employers, Academy alumni, or staff from various projects as available. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school. To engage with the Academy, please refer to the document on the website.

### **Management and staffing**

The Careers Manager is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Assistant Principal with responsibility for careers and employability, as well as working with the Heads of Faculty.

The Academy also contracts a qualified independent level 6 qualified Careers Adviser to offer additional career guidance.

### **Staff Development**

PL Tutors are introduced to the concepts, aims and programmes for CEIAG at Venture during INSET days and via CPD sessions.

The Careers Manager attends conferences and network meetings to keep up to date with best practice and legislation.

### **Resources**

The Academy is committed to providing the resources to enable an effective careers programme, including adequate staffing, training and resources.

### **Employer links**

Links with employers, businesses and other external agencies continue to grow by building on local community connections; as well as through the support of the Academy's Business and Enterprise Advisor (brokered through Careers & Enterprise Company).

### **Equal opportunities**

The Academy promotes equal opportunities, challenges stereotypes and addresses limiting beliefs in terms of careers and continuing learning. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser or member of the careers team. The careers team work with the SENCo to support Education, Health and Care Planning and the Learning Cultures team to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are invited into the Academy to raise aspirations and demonstrate what is possible after Ormiston Venture Academy. The destinations of Academy-leavers are monitored and trends identified.

### **Monitoring and evaluation**

When monitoring the success of the careers programme, the Academy considers formal and informal measures, qualitative and quantitative outcomes for students.

The careers programme is evaluated in a number of ways, including:

Student feedback on their experience of the careers programme

Staff feedback on careers sessions, mock interviews and different workshops

Gathering informal feedback from external partners and from parents

Quality assurance of careers sessions as part of the PL time programme and student destination figures post-16.

Ormiston Venture Academy is committed to achieving the Quality in Careers Standard, a dedicated quality award for careers programme. The Careers Team are beginning the process of working towards this award.

### **References**

The Gatsby Benchmarks

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)  
Meadowhead School (Careers Policy DRAFT August 2017) CE  
The Career Development Institute Careers Framework