



SANDWELL ACADEMY



Careers Education & Guidance Policy

February 2024

Policy Title:	Careers Education & Guidance
Policy Reference:	Sandwell Academy / Student
Description:	This document sets out how the Academy will deliver Careers Education & Guidance.
Status:	Statutory
Category:	Academy
Contact:	Name: Mrs Debbie Walton Title: Senior Deputy Headteacher Email : dwalton@sandwellacademy.com
Version:	V 1.6
Other relevant TOA polices:	None
Adopted by the Governing Board on:	March 2024
Date for Review:	February 2025

Change Record		
Version	Date	Description
1.1	Sept 2011	
1.2	July 2017	Contact details update
1.3	July 2020	Contact details updated
1.4	July 2021	Content amended
1.5	July 2022	Contact details updated

1.6	Feb. 2024	Content amended
-----	--------------	-----------------

Contents Page

Table of Contents

Contents Page	3
Objective	Error! Bookmark not defined.
Student Entitlements	6
Equal Opportunities	6
Key Elements of Careers Delivery	6
Academy Careers Organisation.....	6
Sandwell Connexions and an Independent Employment Training Consultant	7
Careers Resource Centre	7
Work Placement and Residential Experience	7
Staff Training.....	8
Innovation and Development	8
Careers Exploration Programme.....	8
Annual Careers Education and Guidance Programme.....	8
Key Stage 3 Programme.....	8
Year 7:	Error! Bookmark not defined.
Year 8	Error! Bookmark not defined.
Key Stage 4 Programme.....	9
Year 9:	Error! Bookmark not defined.
Year 10:	9
Year 11:	9
Sixth Form Programme	9
Careers Guidance Aims	9
Delivery	10
POLICY MONITORING AND QUALITY ASSURANCE.....	11
GDPR and DPA Complaints	12
APPENDIX A.....	13
SANDWELL CONNEXIONS.....	13
Statement of Service to Schools and Colleges.....	13

The Quality you can expect:.....	13
Appendix B	14
Careers Learning Outcomes - Key Stage 3 Summary	14
APPENDIX B.....	14
APPENDIX C.....	15
Careers Learning Outcomes - Key Stage 4 Summary	15
APPENDIX D.....	16
Careers Learning Outcomes - Post 16 Summary	16

1. Aim

The aim of this Careers policy is to develop the skills, attitudes and abilities of our students to enable them to make effective decisions about their future education, training, employment and life as an adult member of society.

Young people's careers are forged out of their experience, progress and achievements in learning and work. All young people will benefit from a planned curriculum and programme of activities to help them make curriculum choices that are right for them and to develop the personal resources and readiness that will enable them to manage their careers throughout their lives. Sandwell Academy has a statutory duty to secure independent and impartial careers guidance for students in Years 8-13 (Statutory Guidance October 2018) and the careers provision is mapped against best practice guidance (December 2017) and the well-known and established Gatsby benchmarks highlighting good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence:

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

Our policy is also framed to help us support the Raising the Participation Age (RPA) and to benefit our Pupil Premium pupils.

2. Objectives

In support of this objective, a series of planned careers education and development activities will enable students:

- To develop knowledge and understanding of themselves and others as individuals - their strengths and limitations, abilities, personal qualities, potential, needs attitudes and values.
- To raise aspirations and increase awareness of the world in which they live and the wide range of education, training, employment and other career opportunities that are available. This will include awareness that gender should not limit career choices.
- To make informed choices about their own continuing progression and development, in education or employment.
- To cope with change and manage effectively the transition from school to continuing education, working and adult life.

3. Student Entitlements

It is the policy of Sandwell Academy that all students should have access to:

- A planned programme of Careers Education which provides opportunities to develop and apply the knowledge understanding and skills necessary to make realistic careers decisions.
- Individual guidance from Academy Careers and Industry Links staff, Sandwell Connexions advisers and Personal Tutors.
- A “drop-in” Careers Resource Centre with comprehensive and up to date information about opportunities in Education, Training and Employment.
- Support for the processes of preparing effective CV’s, learning interview presentation skills and individual action planning.
- Opportunity to experience the world of work.
- Careers initiatives, Broadcasts and use of the Electronic Message Board.
- A notice board for every year in the Academy to ensure all students are aware of their careers entitlement.
- Computerised careers guidance through www.ucas.com the UCAS website which provides job ideas and careers information and which also gives detail of content and entry qualifications for 55,000 University/Higher Education courses in the United Kingdom.
- An account on Unifrog to record all interventions and complete research
- Advice on the best combination of subjects for different careers.

4. Equal Opportunities

Academy policy is to take particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment.

5. Key Elements of Careers Delivery

The Academy has in place a range of resources to bring careers objectives and students’ entitlements to successful fruition.

5.1 Academy Careers Organisation

The Head of Sixth Form (a member of the Senior Management Team and the Senior Deputy Head responsible for Careers), the Director of Careers and Guidance, and the Head of Business organise the framework for careers work and all major careers events. Careers

objectives are included in the Academy Development Plan and are formally reviewed three times a year. There is a safety net to identify students at risk through Deputy Heads, Personal Tutors and Subject Teachers who highlight situations for solution to the Director of Careers.

5.2 Sandwell Connexions

The Academy is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7-13 in partnership with a professional careers adviser.

The Academy is also committed to achieving a range of outcomes for young people including the careers and work-related learning outcomes identified in the ACEG Framework (April 2012) as well as practical outcomes such as positive destinations, successful transitions and on-going development of employability skills.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies from time to time.

The Academy commits itself to make full use of the professional support of Sandwell Connexions who will carry out an annual programme of careers interviews with the most vulnerable students, with the emphasis on those most at risk of making inappropriate decisions, these services will be formalised each year in an Annual Partnership Agreement. A full statement of the services and resources available is given in Appendix A to this policy document.

5.3 Careers Resource Centre

The Academy is committed to a separate and distinctive Careers Resource Centre where resources are immediately available as students need them. This includes an interview area, the jobs and University databases and access to Unifrog. There is also an electronic notice board, University application reference material, and information on over 400 careers.

5.4 Work Experience Placement

Work experience placements will have a strong part to play in encouraging informed careers choices and a smooth transition to adult life.

During Year 10 all students participate in Work Experience. This will cover a week's work placement experience with clear objectives. It is the role of the Director and the team, all with wide experience in industry and commerce, to find relevant work placements. All Year 10 students have the opportunity to undertake 5 days of work experience during June; parents are also encouraged to support the search for suitable work placements.

In the Sixth Form every student undertake at least 5 days work placement experience with clear objectives. It is the role of the Academy Careers team, all with wide experience in industry and commerce, to find relevant work placements. This team is also responsible for supporting teaching staff throughout the Academy by making arrangements for business/industrial visits and setting up the contacts for students to carry out project and assignment work in the local community of Sandwell.

In the event that work experience placements are not sourced students will undertake collaborative activities, visits and employer talks to gain experience of differing workplaces.

5.5 Staff Training

The Academy is committed to In-Service Training for all those involved in Careers Education. Assessment of careers training needs will be undertaken annually in association with the Academy's CPD Lead. There will be a training input each year during staff development days for those teachers involved in delivering the careers curriculum.

6.0 Innovation and Development

The Academy commits itself to enter an annual Partnership Agreement with Connexions through which the Careers function will be continuously assessed with objectives for improvement defined and reviewed on a twice per year basis. The Academy also commits itself each year to at least one innovative project, which has the potential to enhance and improve the Careers and Industry Links function.

6.1 Careers Exploration Programme

In Year 10 a mandatory evening programme is established, with students and one of their parents, in conjunction with the careers team and Employer Engagement Officer. Through participative exercises, with students and parents working as a team, participants are:

- Guided into the heart of the careers process and to identify what really matters for successful career planning
- Assisted to jointly discover the nuts and bolts of how to research different careers and make informed career decisions
- Encouraged to practise together the skills of researching a specific career as a model for future action.

Annual Careers Education and Guidance Programme

Key Stage 3 Programme

The key responsibility for delivering a balanced and planned careers education programme through the curriculum lies with the Senior Deputy Head, Director of Careers and Head of Key Stage 3, 4 & 5.

A summary of Careers learning outcomes and performance indicators is set out in Appendix B to this Policy. Careers interviews and group discussions with the Independent Employment Training Consultant are organised by the Director of Careers. In Year 8 the Head teacher and SMT in charge of Key Stage 4 Options will ensure that each student has the opportunity to seek guidance on GCSE and vocational options and their link to work opportunities.

Key Stage 4 Programme

The key responsibility for delivering a balanced and planned careers education programme through the curriculum lies with the Director of Careers and Guidance and Key Stage Heads.

A summary of Careers learning outcomes and performance indicators is set out in Appendix C to this Policy. Careers interviews and group discussions with Independent Employment Training Consultant and Connexions adviser are organised by the Director of Careers and Guidance.

To supplement curriculum learning each year group undertakes Careers projects, which are delivered through a partnership between the Director of Careers and Guidance, Academy Industrial Consultants and the Business Teaching Team.

The Key Stage 4 projects work with local employers on a range of topics.

More able students are involved in a project with Birmingham University – called Forward Thinking.

Year 10: Through the evening Careers Exploration Programme students and parents together learn the techniques of career planning. Every student prepares a personal statement. Students can have a careers interview with the Director of Career and the Independent Careers Adviser and additional support in writing their personal statements and CV's.

Year 11: All students take part in a full careers interview or a careers group discussion with Independent Careers Adviser or Connexions Adviser. All students identified as possible leavers after Year 11 are offered individual guidance to ensure their personal development plans are secure.

Sixth Form Programme

Careers Guidance Aims

The Director of Careers and Guidance, in close partnership with A Level and Vocational A Level Course Leaders and in consultation with the Deputy Head responsible for the Sixth Form, is responsible for delivering a balanced and planned Careers Education Programme.

This aims:

- To help students develop the skills and confidence to make realistic and informed decisions about their futures beyond their Sixth Form studies.
- To assist students to manage the transition into higher education, training or employment.
- To understand themselves and continuously develop their capabilities.
- To investigate careers and opportunities both in Higher Education and in the Job Market.
- To implement well thought out career plans.

Careers learning outcomes and performance indicators are set out in Appendix D to this Policy.

Delivery

These aims are delivered through a range of mechanisms - individual guidance and interview at our “drop in” Careers Resource Centre, one off events, talks and conventions and off site visits, links and work placements with employers. External development options are advertised to all Sixth Form students on an equal opportunity basis using Careers Opportunities and Electronic Notice boards. The current range includes:

- Where possible a Voyage residential, as a crew member sailing up to 2,000 miles.
- Introduction to 'Unifrog', & Higher Ideas Careers Education and Guidance packages.
- Open Day Visits dates to Universities to be promoted to the students via email and message boards.
- Higher Education and Apprenticeship Fair - Annual
- Duke of Edinburgh Award Scheme
Extensive personal development through the Academy's major programme for Bronze, Silver and Gold awards
- Guest speakers from a variety of sectors to give students a real insight on the roles and the world of work.
- All eligible students are encourage to consider applying for the University Summer Schools, which are available for Years 10 and 12 students. These will provide and insight of the requirements and opportunities available when studying at a higher level.
- Higher Education Information Evening
To inform 6.1 students and parents about the Higher Education process.

POLICY MONITORING AND QUALITY ASSURANCE

The following evaluation framework is implemented to ensure effective standards of monitoring and quality assurance.

	POLICY ELEMENT	MONITORING INDICATOR/PROCESS
7.1	Whole policy including objectives	The Director of Careers and Guidance will hold an annual review with Sandwell Connexions. Recommendations for improvement are put to the Academy Senior Management Team.
7.2	Implementation of Whole Policy	Termly Careers reports are put to the full Governing body.
7.3	Key Stage 3 Programme	The Head of Key Stage 3 will be asked to analyse and discuss careers progress with a representative group of 6 students to check that Learning Outcomes are being achieved.
7.4	Key Stage 4 Programme	The Head of Key Stage 4 will be asked to analyse and discuss careers progress with a representative group of 6 students to check that Learning Outcomes are being achieved.
7.5	Sixth Form Programme	A Sixth Form Careers Programme and Timetable is prepared by the Director of Careers and Guidance and agreed with the Head of Sixth Form and the Deputy Head who oversees the department.
7.6	Connexions Interviews	One to one interviews are available to Year 10, 11 and Sixth Form students. Who are identified as the most vulnerable 10% of students and their parents, randomly chosen, are asked to complete a Quality Monitor Questionnaire.
7.7	Careers Resource Centre	The target is that formal help/advice will be given to at least 300 student customers each

calendar year (as recorded in the Careers filing cabinets).

7.8 Policy Review

To keep the Policy fresh and up to date, it is agreed to review it every three years. The next review will take place in 2025.

GDPR and DPA Complaints

All Staff must be aware of the complaints process. All complaints should be directed to the Data Protection Compliance Manager / Data Protection Officer. If any member of staff is aware that a person wishes to complain they should direct the person to the school website and complaints policy and form.

Data Protection Compliance Manager / Data Protection Officer is responsible for dealing with all complaints in line with this procedure.

The school complaints policy sets out the complaints process. This will be the basis for dealing with Data Protection Complaints and appeals. A written outcome will be provided.

If the school does not comply with a Subject Access Request within one month (subject to any extension), or refuses all or part of the request, written reasons will be provided, setting out the principles for the refusal. The data subject(s) will be notified of the right to complain directly to the Information Commissioner, whose details will be in the response.

APPENDIX A

SANDWELL CONNEXIONS

Statement of Service to Schools and Colleges

What you can expect from us:

Only the most vulnerable/targeted students will have access to a Personal Adviser.

A partnership agreement reviewed and updated annually.

A named member of the Connexions Service to deliver the service in your institution.

Guidance delivered by qualified and competent Personal Advisers.

A service that recognises and respects the needs of the individual.

All students interviewed will receive a typed record of the interview in the form of an action plan.

The Quality you can expect:

All interviews will be carried out by qualified and competent Personal Advisers in accordance with standards set out in Connexions Policy.

An annual review of careers education and guidance within your School or College results in action on recommendations arising from the review.

Appendix B

Careers Learning Outcomes - Key Stage 3 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
<ul style="list-style-type: none"> Plan for transition from KS3 to KS4 	<ul style="list-style-type: none"> Discuss with their Personal Tutor the differences and how they will cope with them
<ul style="list-style-type: none"> Review personal skills and qualities 	<ul style="list-style-type: none"> Complete a skills and qualities analysis via continued use of Unifrog programme
<ul style="list-style-type: none"> Start to plan their own future 	<ul style="list-style-type: none"> Competently talk about a range of possible career options and career paths.
CAREER EXPLORATION	
<ul style="list-style-type: none"> Research careers using the Careers Library and suitable software 	<ul style="list-style-type: none"> Tour the Careers Resource Centre and complete effectively a psychometric careers quiz. Produce and keep a print out of their research and update their Unifrog account computer program
<ul style="list-style-type: none"> Identify courses and qualifications available at KS4 and choices routes Post 16 	<ul style="list-style-type: none"> Select suitable courses from the Options Booklet and explain the qualifications they will gain
CAREER MANAGEMENT	
<ul style="list-style-type: none"> Appreciate the implications for Career Choice Make career related decisions 	<ul style="list-style-type: none"> Complete an Options Choice Form Discuss with Parents, Personal Tutors and Subject Teachers, the Careers that lead from chosen options

APPENDIX C

Careers Learning Outcomes - Key Stage 4 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
<ul style="list-style-type: none"> Review their transition from KS3 to KS4 	<ul style="list-style-type: none"> List the subjects where they are doing well in their Career Development Plan Set early targets for grades they need to achieve
<ul style="list-style-type: none"> Identify employability skills and attitudes they have developed 	<ul style="list-style-type: none"> Explain two positive skills and two positive attitudes they possess Identify one skill and one attitude that need development to make them employable
<ul style="list-style-type: none"> Expand their interview and CV preparation skills 	<ul style="list-style-type: none"> Take part successfully in an "Apply for a job project" with external Business interviewers
CAREER EXPLORATION	
<ul style="list-style-type: none"> Clarify opportunities and available routes Post 16 	<ul style="list-style-type: none"> Explain three possible Post 16 routes and identify their leading option
<ul style="list-style-type: none"> Relate labour market trends to their career ideas 	<ul style="list-style-type: none"> Specify what will be the safest jobs in the future Give an analysis of School leaver destinations in Sandwell
CAREER MANAGEMENT	
<ul style="list-style-type: none"> Use effective presentation skills to help achieve success in job application and College interviews 	<ul style="list-style-type: none"> Prepare a high quality CV Complete application forms with competence Demonstrate high order skills in presentations to peers and mock interviews
<ul style="list-style-type: none"> Make decisions on progress to Post 16 	<ul style="list-style-type: none"> Review GCSE progress to date using results or assessments and mock examinations Find out content of A Level and Vocational A Level courses Make a list of targets for improvement Update Career Development Plan Continue to update Unifrog account

APPENDIX D

Careers Learning Outcomes - Post 16 Summary

LEARNING OUTCOMES	PERFORMANCE INDICATORS
Students are able to:	Students can:
SELF DEVELOPMENT	
<ul style="list-style-type: none"> • Plan for the transition to University life 	<ul style="list-style-type: none"> • Appraise their employability skills in discussion with the Personal Tutors and set improvement targets • Practise and perfect CV and interview skills
<ul style="list-style-type: none"> • Prepare a Personal Development Plan 	<ul style="list-style-type: none"> • List actions for job or University research with target dates
CAREER EXPLORATION	
<ul style="list-style-type: none"> • Use Careers Resources effectively including computerised Careers Guidance 	<ul style="list-style-type: none"> • Prepare long and short lists of Universities to aim for • Uncover necessary skills qualities and qualifications for Job, Modern Apprenticeship or University routes
<ul style="list-style-type: none"> • Attend Careers Fairs, University Open Days and Job Conventions 	<ul style="list-style-type: none"> • Explain key points about Grants and Finances • Find out Gap Year options • Identify job openings
CAREER MANAGEMENT	
<ul style="list-style-type: none"> • Take full advantage of Work Placement opportunities 	<ul style="list-style-type: none"> • Experience the work place and make decisions on likes, dislikes and future aims
<ul style="list-style-type: none"> • Consult Personal Tutors, Academy Careers, Independent Employment Training Consultant, Employer Engagement Officer and Connexions Advisers to make use of their expertise. • Labour Market Entrants. 	<ul style="list-style-type: none"> • Finalise University choices and make effective applications • Reach job and career decisions with back-up plans • Use Academy Jobs Notice board and advertised sources to search out and apply successfully for starter jobs