David Ross Education Trust

Broadening Horizons

Havelock Academy

Career Education and Guidance Policy

Applicable to: All staff in Havelock Academy
Policy Owner: Principal, Havelock Academy – direct report L Johnson, Assistant Principal
Committee Endorsement:
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1. Introduction

Careers education and guidance has a major contribution in preparing young people for the opportunities, responsibilities, and experiences of life. A planned programme of activities supports student in choosing pathways that suit their interests and skills and inspires them to consider a range of career pathways to help ensure sustained employability throughout their working lives.

Careers information, advice and guidance is a central part of Havelock Academy, broadening the horizons of students and giving them the best opportunity to be the best they can be in all aspects of their life.

Aspirations is the key responsibility at Havelock, for we serve a community where ambition and aspirations are largely absent. Often, the parents of our students are uninformed on Further and Higher Education and on the ever-changing labour market. As a result, we, the leaders of Havelock Academy are the main agent of change in our students' lives. We have the moral responsibility of sparking ambition and creating aspirations with our students.

This Policy aims to support our goal which is to provide excellent opportunities in an open, positive, and purposeful climate for all to achieve excellence, become lifelong learners and responsible, successful, well-rounded citizens.

2. Policy Scope & Purpose

This Policy is applicable to all students at Havelock Academy from Year 7 to Year 13.

This policy applies to all staff members at Havelock Academy.

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships (see Appendix 2).

3. Legal and Regulatory Framework

This Policy takes its legal framework from the following legislation and statutory guidance:

- Education Act 2011
- DfE Statutory Guidance 'Careers guidance and access for education and training providers'

- DfE ‘Careers Strategy: making the most of everyone’s skills and talents’ December 2017
- DfE Statutory Guidance: ‘Participation of young people in education, employment or training’ September 2016
- DfE ‘Skills for jobs: lifelong learning for opportunity and growth’ January 2021
- DRET Careers Education & Guidance Policy (2023)
- Havelock Journey Policy (2022)

4. Aims of the Policy

Havelock Academy has the following aims in relation to careers education and guidance:

- We will inspire and engage our students in planning their own career path and increase their motivation to have high aspirations for themselves.
- We will inspire students to achieve their maximum potential and their best possible outcome to give them the opportunities they aspire to both academically, personally and in relation to their future.
- We will provide independent and impartial careers guidance to all students in years 11-13 provided by a level 6 trained practitioner.
- We will use data to inform our careers programme from employers, destination data and labour market information.
- We will support inclusion in all groups, challenge stereotypes and promote equality and diversity.
- We will strongly encourage participation in continued, future learning in further education, higher education, technical education, and apprenticeships.
- We will provide up to date and accurate information about all pathways.
- We will involve parents and carers in key decision making for all students.
- We will provide additional support to students whose learning is vulnerable.
- We will regularly monitor and evaluate our careers programmes using Compass and Compass +.

5. Delivery & Content

Teaching staff members play a key part in the delivery when incorporating our values and elements of the core themes in their lesson delivery. All staff members will have regular training around Careers, including teachers & tutors.

We will work closely with our Link Govenor, Enterprise Advisor & Enterprise Co-ordinator to ensure that we are monitoring the career provision at Havelock Academy.

All Year 11 and Sixth Form students receive a 1:1 guidance interview by a level 6 qualified career guidance practitioner.

Vulnerable students are identified in year 10 and receive additional support from the local authority, YPSS.

Term 4 Curriculum for Life sessions will have a focus on careers. Students will follow a scheme of work during this term which follows the CDI (Career Development Institution) Framework.

The Assistant Principal for Aspirations leads on Careers across the Academy with support from the Career Lead, PSHE lead and the Trust Wide Career Lead (see Appendix 3)

5.1 Employer Engagement

Students will have encounters with employers and other organisations, including colleges, universities, and apprenticeship providers in a range of ways to give students real life experiences of the world of work.

Employers and Providers are invited regularly to attend open evenings to help students make the right choices. Providers are invited to attend Year 11 Maximise Evening and the Year 9 Futures Evenings to support students in ensuring they have the correct information to make informed decisions about their post-16 choices.

Year 10 Professionals Day – every year group takes part in this whole day event. Local and regional employers are invited in to take part alongside Universities and Apprenticeship providers.

Year 10 students will take part in work experience in the Summer term.

5.2 Partners

All local colleges and post 16 providers, including apprenticeship providers, are invited in to speak to students. These organisations are also invited in for relevant events to speak to parents.

Our Provider Access Policy Statement (PAL) outlines student entitlement. All schools must provide a minimum of six encounters with post-16 providers (see appendix 2).

We work closely with universities including Russell Group Universities who support our sixth form provision.

Students from each year group will take part in the University of York Shine Programme.

We engage with organisations such as Unifrog, a platform which allows students to complete independent research and explore various career options, as well as post-16 & post-18 options.

We work closely with our Link Govenor and Enterprise Coordinator to ensure that we are constantly monitoring and evaluating the career provision at Havelock Academy.

5.3 Trips & Visits

All year 10 students visit the NE Lincolnshire Skills Fair in July every year.

Sixth form students visit the UK University and Apprenticeship Fair each year.

Students attend events which are appropriate for their age group or interest including Women into Manufacturing and Engineering and STEM conferences.

Encounters with employers take place through all key stages and are delivered during year assemblies.

5.4 Independent Research

All students have access to Unifrog which is a universal destinations platform, which allows students to independently research Post-16 options and different career pathways.

Every subject area across the school has a career information display, these are updated regularly to provide students with up-to-date labour market information.

All students have access to Havelock Academy's Career Hub, located in the sixth form area.

All Year 11 students will have a Lincs2 log in to apply for their chosen post-16 provider.

5.5 Curriculum

Careers in curriculum will be analysed and evaluated every year through curriculum audits and other evaluative measures. Each department has a 'Career Champion' linked to each subject.

Regular meetings between Heads of Faculty and Careers Lead to look at groups of disadvantaged students and use careers strategies to motivate and engage students in their future planning and as a result of this, raise their attainment in the process

All staff members will take part in training, including strategies to include careers in the classroom and linking subjects to various different sectors.

We will work closely with our High Prior Attainers to ensure we continue to raise the aspirations of our students. These students will have mentoring sessions, have metacognition sessions, and attend trips to Russell Group Universities throughout the year.

5.6 Work Experience

Work experience is a key element of our careers programme and plays an important role in preparing students for their future education, training and employment. Through meaningful encounters with employers and workplaces, students develop essential employability skills, increase their awareness of career pathways, and gain valuable insight into the world of work.

Our aim is for all Year 10 students to participate in a one-week external work experience placement. These placements provide students with the opportunity to experience a real working environment,

develop confidence, improve communication and teamwork skills, and make informed decisions about their future career aspirations.

In line with the developing national work experience guidance, we are also working towards providing all students in Years 7–9 with the equivalent of one week of meaningful work experience activities. This will be delivered through a range of employer engagement opportunities, including:

- Employer visits and talks within school;
- Workplace visits;
- Educational visits linked to careers and industry;
- Enterprise activities and projects;
- Encounters with employees, apprentices and business representatives.

To support the development of our work experience provision, we are working in partnership with the Careers & Enterprise Company to further develop and enhance our programme. This collaboration will help ensure that our work experience offer aligns with current national guidance, provides high-quality employer engagement, and equips students with the knowledge, skills and experiences needed to make informed decisions about their future pathways.

These experiences are designed to broaden students' understanding of different sectors, challenge stereotypes, raise aspirations and develop the knowledge, skills and behaviours required for future success.

The school is committed to ensuring that work experience opportunities are inclusive, high quality and accessible to all students. We will work collaboratively with employers, education providers, parents/carers, the Careers & Enterprise Company and our wider community to provide meaningful experiences that support students in making informed choices about their next steps and future careers.

6. Roles & Responsibilities

All staff who have contact with our students have a role in delivering this policy. This curriculum will predominantly be delivered by tutors, of which there are eight in every year from year 7-10 and six in year 11.

All staff will act in a caring, sensitive and supportive manner and make use of resources in the wider school and externally for necessary support, as and when necessary.

A designated Governor will act as the lead for the Havelock Journey and hold staff to account for the delivery of this policy.

External organisations support the delivery of the Havelock Journey in many ways. All professionals who come into the academy and are part of the Havelock Journey will be subject to a DBS check and safeguarding procedures.

<u>Link Governor</u>
To Support the Career Leader in delivering the Academy career programme and provide challenge in monitoring and evaluation

<u>Principal</u>
Overall responsibility for the Academy including the careers programme.

Assistant Principal for Aspirations
Responsible for raising the aspirations of the students within the Academy.

Academy Careers Leader
Responsible for the delivery of the Academy career programme. Responsible for ensuring the Academy has a good career programme which is set out by the Gatsby Benchmarks (see appendix 1).

Academy Enterprise Advisor
To support and challenge the Academy Careers Leader in developing the careers programme.

7. Monitoring & Evaluating

Havelock Academy's Careers Leader and SLT will assess the appropriateness of the careers programme on a yearly basis and monitor accredited achievement, the success of transition from school to other providers and destination data.

Havelock Academy's Careers Leader will work closely with the Trust Wide Curriculum Leader - PSHE & Careers to ensure monitoring and evaluation of the careers programme.

Havelock Academy will use the online 'Compass' evaluation tool to undertake a termly review of its careers provision and measure achievement against the Gatsby benchmarks, and were deemed appropriate, the associated 'Tracker' in Compass + to plan, record and monitor activity in this area.

The impact of the careers programme will be measured through a number of methods including:

- Compass evaluation tool
- Future Skills Questionnaire, including SEND students
- Destination Report and Data for Year 11 and where applicable Year 13 leavers.
- Feedback from students on their experience of the careers education, information, advice and guidance received.
- Feedback from staff on career lessons/events.
- Gathering feedback from key stakeholders, including employers, universities, colleges, partners and parents.
- Attendance of students at key careers events and 1:1 interviews.
- Progress and achievement data.

Appendix 1 – The Gatsby Benchmarks

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.

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.

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.

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.

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.

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.

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.

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.

Appendix 2 – Havelock Academy Career Structure

<table>
<tr><th>STATUTORY</th><th>DAVID ROSS EDUCATION TRUST</th><th>VOLUNTARY & SUPPORT</th></tr>
<tr><td rowspan="3"></td><td>CEO & Deputy CEO</td><td rowspan="3">Trust Board</td></tr>
<tr><td>Regional Director</td></tr>
<tr><td>Education Director (Secondary)</td></tr>
</table>

<table>
<tr><td>Local Enterprise Partnership</td><td>Careers & Enterprise Company</td><td>TRUST WIDE LEAD – Welfare & Careers</td><td rowspan="2">Chair Of Governors</td></tr>
<tr><td colspan="2" rowspan="2">Enterprise Co-ordinator</td><td>Secondary Principals</td></tr>
<tr><td rowspan="2">SLT Link

Careers Leader</td><td>Link Careers Governor</td></tr>
<tr><td colspan="2" rowspan="2">Providers
(Universities, Colleges, Apprenticeship Providers And Independent Training Providers)</td><td>Enterprise Adviser</td></tr>
<tr><td>Teachers & Pastoral Support</td><td>Employers
Parents</td></tr>
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