

Hayle Academy

Careers Education, Information, Advice and Guidance Policy

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Adopted by the Governing Body: September 2018

Compliance Check: March 2021

Review Period: 3 Years

Review Date: Cycle 4 (Summer) 2021

Careers Education, Information, Advice and Guidance Policy

School Vision

“A young person’s career reflects the progress they make in learning and work. It is part of the vision and mission of Hayle Academy that all learners have a planned programme of activities to help them choose 14 – 19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives. “

The governing body recognise that we have a responsibility to ensure all pupils at the school are provided with independent careers guidance from years 7 – 11. They have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

Policy Overview.

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

The policy has been reviewed in line with the recently published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

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.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

All members of staff at Hayle Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Aims and Objectives

The Hayle Academy careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students’ readiness to take their next step in their learning or career.

Hayle Academy follows the principles of the Gatsby Benchmarks
The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

School Responsibilities

- The school has a series of statutory duties:
- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- 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. Cf. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. (Appendix 1)
- Hayle Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (The Careers and Enterprise Company)

Governor Responsibilities

- The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- based on the eight Gatsby Benchmarks

- meeting the school's legal requirements
- The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

Provider Access

- Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.
- The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

Monitoring, Evaluation and Review

- The Headteacher will ensure that:
- the work of the Careers Advisor and CEIAG events are supported and monitored
- a careers lead has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

- Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey
- Feedback from external visitors to the school such as the Careers and Enterprise Company
- the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of Hayle Academy will review this policy every three years.

Provisions

The Hayle Academy CEIAG plan aims to identify traditional and emerging industries in which our students may have a career interest. (Appendix 2)

- various staff champions will be identified to develop an expertise in certain industries.
- students will then be able to access this expertise when needed.

Years 7, 8 & 9

Key Activities

- assemblies and guest speakers
- Year 9 options choices Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the options process which takes place in Year 9.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with career champion staff at school and the option of a careers meeting.
- Attendance at year 9 parent's evening by careers advisor and colleges.

Year 10

Key Activities

- Work experience – experience at least one week in the work place
- Develop their self-awareness and career management skills including writing a personal statement/cv
- Skills South West Careers Event
- Experience at least two college taster days
- Learn about different post 16 pathways
- Hear from post 16 providers in school assemblies.
- Attendance at year 9 parent's evening by careers advisor and colleges.

Year 11

Key Activities

- At least one meeting with a qualified careers advisor
- Support with 16+ applications
- Personalised college application advice
- Access to further college information events
- A mock interview
- Develop self-awareness and career management skills.
- Develop the skills needed for a successful transition to post 16.
- Attendance at year 9 parent's evening by careers advisor and colleges.

<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>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<p><input type="checkbox"/> A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p><input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p><input type="checkbox"/> All pupils should have access to these records to support their career development.</p> <p><input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of</p>	<p><input type="checkbox"/> 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</p>

	future career paths.	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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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. <input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<input type="checkbox"/> 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. <input type="checkbox"/> 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. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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.	<input type="checkbox"/> 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.

	Traditional Industries			Emerging Industries			
	Agriculture, Tourism and Retail	Public Services	Marine Industry and Construction	Renewable Energy	Creative and Digital	Aerospace, Space and Engineering	Voluntary, Community and Social Enterprise
Strategic Lead JCI PGr	Agriculture Champion EPa Tourism and Retail Champion	Health & Social Care Champion Armed Forces Champion Education Champion Services Champion	Marine Industry Champion Construction Champion	Renewable Energy Champion	Arts, Media and Performing Arts Champion Digital and Tech Futures Champion	Aerospace, Space and Engineering	Volunteers and Community Sector Champion Social Enterprise Champion
Background	<p><u>Agriculture</u> This sector covers a wide range of activities including production, processing, retailing and hospitality. Employs around 30% of Cornwall's population</p> <p><u>Tourism and Retail</u> This is a large part of Cornwall's income and includes: Restaurants Holiday accommodation Activities Attractions History Heritage</p>	<p><u>Health & Social Care Champion</u> This is a strong sector in Cornwall which has seen a down turn in recruitment in recent years. Cornwall has a high demand for a skilled workforce in this sector.</p> <p><u>Armed Forces Champion</u> RNAS Culdrose is the largest helicopter base in Europe. It provides search and rescue for the south west.</p> <p><u>Education Champion</u> Current short falls in the amount of teaching staff in the UK mean that there is a demand in this sector</p> <p><u>Services Champion</u> The Fire service, ambulance and police are popular career choices for many young people in our area.</p>	<p><u>Marine Industry</u> The leisure marine industry is very diverse and an important part of Cornwall's economy worth an estimated £400m a year. Job types include: welders, boat builders, engineers, water sports.</p> <p><u>Construction</u> Construction in Cornwall employs about 10% of the region's workforce. The sector is predicted to see a 70% growth by 2025.</p>	<p><u>Renewable Energy</u> The existing sectors of wind and solar are established technologies that require installation and maintenance skills. Currently these are mainly imported and so there is a demand for more local skills.</p>	<p><u>Arts, Media and Performing Arts</u> Cornwall's innovative creative industries growth sector includes gaming, art and design, fashion, media production, music and dance.</p> <p><u>Digital</u> Cornwall has many established digital businesses. There is a need for higher level computing, IT and system skills to enable existing companies to continue to innovate. New businesses also provide opportunities within this sector.</p>	<p><u>Aerospace and Space</u> To support the development of the Newquay Aerohub Enterprise Zone, there is a need to increase the level of aerospace expertise from technician to senior engineer. Alongside this there is a need to increase cross sector development particularly to further advance the marine sector.</p> <p><u>Engineering</u> There are many strong engineering companies in Cornwall that are not able to fill positions due to a lack of young people joining the industries. There is a need to help change the aging workforce issues found in many sectors such as marine engineering.</p>	<p><u>Voluntary and Community Sectors</u> There is a plan to develop the ability of these sectors to fill gaps in local services in a sustainable manner. This is a strong sector for Cornwall and provides access to employment for many vulnerable individuals.</p> <p><u>Social Enterprise</u> Cornwall has a dynamic enterprise culture that is driving the social enterprise movement by creating sustainable social enterprises based on people, planet and profit. Cornwall's unique economic and geographic landscape lends itself to collaborative working.</p>
Opportunities	Cornwall Agri-food council Cornwall Tourism Ltd Penwith College Truro College Cornwall College	European Centre for Environment and Human Health, University of Exeter's Truro Campus RNAS Culdrose	Construction Industry Cornwall Cornwall Marine School Falmouth Marine School	Camborne School of Mines Cornwall Eco Communities Energy Tech Institute	Superfast Broadband Digital Peninsula Network Falmouth University	Aerohub Goonhilly Earth Station West of England Aerospace	Cornwall Rural Community Council Cornwall Voluntary Forum

	Duchy College	Devon and Cornwall Police ITT Training		Marine Renewables Offshore Renewables Peninsula Research Institute			
Local opportunities	Stevens and Co Mathew Stevens English Heritage Riviera Farmers Trevaskis Farm National Trust Treggna Castle St Ives Bay Holiday Park Mr Bs Philps Bakery Haven Holidays Hayle Retail Park	Cornwall Care Pine Trees TPAT Tracy Fuller	Pendennis Shipyard A%P Falmouth Armada Hydraulics Falmouth Divers Ltd Symons Construction P Lello MV Clatworthy	BRE Group Cornwall Solar Panels The Wave Hub	Hall for Cornwall Minnack Theatre Nixon Design Iroka	Serco Micon International Tyrells Somar Wes Engineering.	Hayle Rotary Cornwall Care
Getting the Employers into school	School Fete Tom Gilbert – Future Chef Glenn Gatland - mentoring	Medics from Exeter University Chris Moyle – Business Development (TPAT) Royal Navy	Peninsula Engineering.	Hayle Wave Hub	Kneehigh Theatre	Rowes – Pasty into Space	School Fete
Getting our Students out of School	Key Sector Events Work Experience Year 10	Key Sector Events Work Experience Year 10	Key Sector Events Work Experience Year 10	Key Sector Events Work Experience Year 10	Key Sector Events Work Experience Year 10	Key Sector Events Work Experience Year 10	Key Sector Events Work Experience Year 10
Whole School Approach	School Fete				School Production		School Fete
Inspiring Individuals (family or friends)							

Hayle Academy Careers Charter – September 2018

