

VALE OF YORK ACADEMY



Careers Guidance and Student Inspiration SOP

Date of issue: April 2018

SOP review date: April 2019

SOP status: Non-statutory

Responsible member of SLT: Liz Hardy

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Statement of intent

This standard operating procedure ensures the academy have a strategy to allow all pupils to access to a range of inspirational and informative experiences to prepare them for life in modern Britain. A programme for effective careers guidance and education is a priority for the academy. The teaching and opportunities available to our pupils will empower them to make informed personal choices, and stay in education, employment or training long after their time at the academy.

We will make sure our guidance and teaching addresses all the Gatsby bench marks; having a stable programme for careers, using labour market information in our work with pupils, making sure the needs of each pupil are met to the best of our ability during the time they are in the academy. We will make sure our pupils have many opportunities to interact with employers and employees to appreciate the range of skills needed to be work ready, ensuring pupils have an opportunity to experience the work place in year 10. We will be linking our careers guidance to post 16 providers and higher education establishments including careers days with sixth form colleges and opportunities to experience university life, and enabling all pupils to have careers advice and guidance interviews with a qualified Careers Adviser

We want our pupils to be ambitious, successful, resilient as well as realistic with their career aspirations. We will provide careers education and guidance to all pupils in year 7 to 11 using independent service providers as well as academy internal provision which is both impartial and inclusive. We will also ensure our parents and teachers are informed of pupil careers opportunities, and our pupils are confident about their entitlement to careers guidance and education in the academy.

Signed by:

_____ Principal

Date: _____

1. Legal framework

- 1.1. This SOP has due regard to legislation, including, but not limited to the following:
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Children Act 1989
 - Communications Act 2003
 - Human Rights Act 1998
- 1.2. This SOP will be implemented in conjunction with:
 - The Statutory guidance for Schools, governing bodies, school leaders and school staff: Jan 2018
 - The Gatsby Charitable Foundation's Good Career Guidance Report
 - Careers Strategy: Making the most of everyone's skills and talents. Dec 2017

2. Definitions

- 2.1. **Careers Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future. (DfE statutory guidance 2018)
- 2.2. **Independent** "is defined as external to the school" (*DfE statutory guidance 2018*). The academy does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- 2.3. **Gatsby benchmarks** refer to the framework for school to deliver 'good career guidance', these include 8 key aspects of provision.(further clarification can be found on the goodcareersguidance.org.uk website)
- 2.4. **Impartial** "is defined as showing no bias or favouritism towards a particular education or work option" (DfE statutory guidance 2015).

3. Careers Guidance in the Academy

- 3.1. The Academy will secure guidance for all pupils, and (when necessary) pay for independent and impartial careers guidance advice. This may take many different forms, including information evenings, outside speakers in PSHE and enrichment programmes, careers fairs, meetings with mentors, transition meetings for vulnerable and SEN pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser.
- 3.2. The academy will provide information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence following all data protection guidelines.
- 3.3. In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent advisers will be provided for those pupils to whom the academy deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. This will be in addition to interviews offered by the academy's own staff, where information will also be given in an impartial way.
- 3.4. The academy will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.
- 3.5. The academy will provide a range of careers activities, including work-related learning and work experience for all Year 10 pupils.
- 3.6. The academy will make sure that communication on careers provision and entitlement (see appendix 1) is communicated to all pupils via planners, the website, tutor time, assemblies and curriculum lesson time. We will also make sure parents are informed of careers entitlement, provision and activities via the school website, parent consultation meetings and e-mail or letters about careers events.
- 3.7. The academy works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education. Our students will have clear guidance on GCSE options, Post 16 options and qualification requirements including the statutory requirement for English and mathematics.
- 3.8. Pupils will have access from the academy to on-line advice, including the National Careers Service website, during bespoke careers lessons and out of lesson time in the school library. There is a designated careers meeting room

for one to one pupil interviews and a range of printed resources on opportunities from post 16 providers, and higher education establishments.

- 3.9. The academy will work with local employers, NYBEP, and other agencies to ensure our pupils receive up to date information about the local and national employment market. The focus is on skills, attributes and future employability for our pupils. These opportunities will be conducted through lessons, assemblies, collapsed timetable days, work experience and visits as well as careers guidance interviews.
- 3.10. The academy will provide enterprise opportunities for pupils through groups and clubs in school, local and national competitions externally, and STEM activities.
- 3.11. The profile of careers and future aspirations is a key part of the school ethos, and as such will be part of teacher CPD, teacher appraisal objectives, the school development plan and departmental development plans. We have a link governor to help the lead for careers guidance quality assure the academy provision and represent the needs of careers at governor level.
- 3.12. The academy will provide inspiration through motivational speakers, employer engagement, enrichment activities, enterprise & fund raising opportunities, activities with further education establishments, charities and employers. These inspirational people can also be role models, complete coaching, mentoring opportunities in a range of settings.
- 3.13. The academy will evaluate its success in supporting pupils to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the local authority. Pupil and staff voice will give opportunity for feedback on careers guidance and provision, this will be completed via school council, PSHE lessons and form time activities for pupils. Parents will be given an opportunity to feedback at parent consultation evenings and through the school e-mail system. This will be reflected in the following year school development plans

4. Careers Education in the Curriculum

The following plans cover the topic areas pupils complete in each school term. These are weekly one hour lessons as part of the PSHE programme for pupils, each topic can take up to 6 lessons to complete. We also have three calendared drop down days called enrichment days, of which at least one for each year group will cover aspects of careers and enterprise education. We have an assembly rota which has weekly themes of all pupils in the academy, 10 of the 39 assemblies will have a Careers and Enterprise Guidance direct link with other assemblies having indirect links to careers education. Each year group will have extra educational opportunities within the school year from outside speakers, careers fairs, and work experience. Each department will incorporate careers and enterprise subject related opportunities in the form of lessons, visits, speakers, industrial briefs and display subject careers information in the department for pupils to access.

2018

Year/Term	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn	Aspirations	Further Education Research	Aspirations and career goals	Critical Thinking and career strategies	Next steps CV's Applications
Spring	Job Roles	Aspirations and career goals	Stock Market challenge	Job Roles Skills in the work place Job Applications	Interviews Personal Statements Apprenticeships
Summer	Innovation	Research Enterprise and trade	Work related skills	Work Related Learning and Experience	

5. Roles and responsibilities

Lead for Careers and Guidance Liz Hardy Assistant Vice Principal

Responsible for the strategic planning and leadership of careers guidance in the academy, including reporting to senior leaders, advising on policy and demonstrating how to meet the Gatsby bench marks. Reviewing and evaluating the provision of careers. Mapping careers guidance with school development plans, making sure the school website has up to date careers information for stakeholders, and ensuring compliance with legal requirements of independent careers advice for pupils. Networking with further education establishments, apprenticeship providers, external organisations and links with employers.

Coordinator for Careers Education Angela Brown

Responsible for managing the provision of careers and labour market information, inputting careers information on to the school website to ensure accuracy. Working on careers education and guidance lesson plans and cross curricular links to ensure quality careers provision. Supporting careers teaching staff to deliver lessons on careers and facilitating CPD as necessary. Organising referrals for pupils to careers advisers, coordinating work related learning experiences including work experience provision. Liaising with staff, tutors, mentors, careers advisers, SENCO and progress leaders to ensure pupil needs are met for careers guidance.

Careers Advisers- Prospects Services and the Careers Service, CYC.

To deliver impartial, unbiased, confidential advice to pupils on career progression and opportunities. To support all pupils in an individualised way, dependent on need.

Careers Teachers- PSHE team

.To deliver quality education on careers, job markets and training providers to help pupils prepare for the next steps as well as being better informed and updated with career market changes. To encourage aspiration and enterprise from pupils as individuals and groups.

Progress Leaders

To refer pupils from their year group for one to one careers advice as required and to liaise with outside agencies and further education providers to support careers guidance of the year group. To foster aspiration and ambition in the year group.

Form Tutors- Year group tutor teams

To support tutees to access careers guidance by facilitating referrals and keeping tutor group informed of careers opportunities such as careers fairs, apprenticeship vacancies and information evenings in the city. To be a role model for tutees, and encourage and support.

6. SOP review

- 6.1. This SOP is reviewed every year by the Assistant Vice Principal with strategic responsibility for Careers and Guidance in the Academy
- 6.2. The scheduled review date for this SOP is April 2019.

APPENDIX 1

Careers Entitlement Statement

All students in the academy will have access to careers guidance and information which is: impartial, confidential, provided by a qualified careers adviser, focussed on the individual student and supportive of equal opportunities.

All students will take part in a careers education programme which is part of the PSHE curriculum for years 7 to 11 to help them to: understand the future opportunities in education, training, and employment, develop the necessary skills to help them plan career progression, understand how and where to access information to help make informed decisions and to be given opportunity to give feedback to support the coordinator improve careers provision in the academy.

The academy will provide a range of opportunities that can inspire, inform and encourage students to make important career choices including work experience, outside speakers and workshops.