



Careers Education and Guidance Policy (Including Provider Access Statement)

Contributors:

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Links to other policies – RSHE, Safeguarding

Glossary

RSHE – Relationships, Sex and Health Education (statutory from Sept 2020)

DfE – Department for Education

FE – Further Education

HE – Higher Education

DANCOP – Derbyshire and Nottinghamshire Collaborative Outreach Programme (raising aspirations)

HEPP – Higher Education Progression Partnership (for Sheffield City region)

PD – Personal Development

SEND – Special Educational Needs and Disabilities

NEET – Not in Education, Employment or Training

CPD – Continued Professional Development

SLT – Senior Leadership Team

TAP – The Access Project

D2N2 – Local Enterprise Partnership

Introduction – vision and values

Shirebrook Academy is committed to raising standards of attainment and providing students with the skills needed to progress successfully into further education, employment, and adult life. Personal Development has a strong focus across the curriculum and co-curricular offer. Careers Education and Guidance provision forms a substantial element of the Personal Development programme, complemented by RSHE and Citizenship. The programme takes a holistic approach to developing students' knowledge and skills to successfully navigate their transition to adult life. This policy outlines how the Academy is meeting the statutory duties for Careers Guidance and access for education and training providers.

Statutory Requirements

The Careers Education and Guidance programme at Shirebrook Academy meets the following statutory requirements:

- Careers guidance and access for education and training providers (DfE, 2018)
- Ofsted Inspection Framework 2019
- Gatsby 'Good Career Guidance' – **see Gatsby Action Plan, Appendix 2**

The programme has been externally validated through the achievement of Career Mark (Quality in Careers Award). The most recent revalidation took place in February 2020. Shirebrook Academy has successfully achieved revalidation of this award for over 20 years and has been awarded a Platinum award in recognition of this consistency of provision.

Roles and responsibilities

The Careers Leader at Shirebrook Academy is Tracy Horton (Personal Development co-ordinator)
Contact details – thorton@shirebrookacademy.org Tel 01623 742722

Key Personnel:

- Helen Wakefield, Assistant Head with responsibility for Personal Development
- Tracy Horton, Personal Development Co-ordinator
- Mike McDermott, Governor with link responsibility for Careers Education and Guidance
- Danielle Evans, Careers Adviser

Provider Access

In line with the 2018 Statutory Guidance for Careers Guidance and Access for providers, we welcome visits from FE institutions, Training providers and HE providers to ensure students are aware of the wide range of progression routes available at 14 and 16.

Shirebrook Academy has strong partnerships with these organisations and employers, formed through direct links and facilitating organisations (for example Careers Hub, Speakers for Schools). Providers deliver sessions as part of the careers education programme, and attend parent events such as the annual Year 10/11 Careers Evening.

Providers are also invited to contribute to other careers events such as targeted HE workshops, apprenticeship talks, and curriculum specific activities. Appropriate classroom or assembly space is made available and all activities are supervised by Academy staff. All providers are asked to adhere

to the Academy safeguarding policy, for example providing DBS evidence for any work to be undertaken without staff supervision.

Group visits are arranged to local colleges and training providers to attend outreach events, for example the Made in Chesterfield programme, Skills Festival, and partnership visits to local universities.

Information about local providers is displayed in the Careers section of the school library, with material for students to take away. The Careers section of the school website also links to local colleges and apprenticeship websites, Twitter is also used to post details of local open events and vacancies.

We are keen to participate in initiatives which support our aims for Careers Education, for example Careers Local, DANCOP, Access Project, HEPP and the D2N2 Careers Hub lead school.

Please contact Tracy Horton, Personal Development co-ordinator to discuss opportunities for organisations to meet with students. thorton@shirebrookacademy.org

Careers Education and Guidance provision – learner entitlement

All students at Shirebrook Academy from Year 7-11 are entitled to the following Careers Education and Guidance provision:

- A comprehensive taught Careers Education programme to help explore career opportunities, make decisions at key transition points, reflect on their own skills and interests, and develop skills to enable successful transition. The programme is part of the Personal Development Scheme of Work, taught via weekly PD lessons and off-timetable days. The full scheme of work is published on the Academy website.
- Access to information about all post-14 and post-16 progression opportunities to inform decision-making. This could be delivered via external speakers in school, external visits for example to universities and training providers, and guided access to information in the Careers library and online.
- Individual support with decisions and transition. Any student from Year 7 can request or be referred for careers guidance support, but all Year 11 students are guaranteed a 1-1 meeting with an impartial, Level 6 qualified careers Adviser to explore post-16 options and identify support needed with transition

Some groups of students may be offered additional targeted support, including

- SEND support – to access careers information resources, visit specialist providers, ensure smooth transition to post-16
- Raising Aspirations programmes – to encourage students to consider Higher Education
- Students at risk of becoming NEET – tailored support to ensure appropriate post-16 provision is secured

Careers Guidance provision

Shirebrook Academy contracts with Chesterfield College to provide a qualified Careers Adviser for 2 days per week. This is contracted as an impartial guidance service, and monitored via interview observations, action plans and student/staff feedback.

The role of the Careers Adviser is primarily to provide 1-1 guidance appointments for Year 11, and to work with students from other year groups on a referral and drop-in basis. Additional activities are

also supported, for example planning and attending parent events, planning Year 10 Mock interviews and contributing to the delivery of careers lessons.

Outcomes from Careers interviews are written up by the Adviser as an action plan – this document is shared with staff in school and local authority support services with the consent of students. Students also have a copy to discuss with parents.

Work Experience

All Year 10 students take part in a 2 week work experience placement in July. For some students this is a supported, school based programme with some external visits, but for the majority this is an opportunity to spend time with a local employer gaining skills and experiences to support post-16 planning.

The work experience programme is co-ordinated by the PD co-ordinator with admin support to maintain records and health and safety processes. The Academy contracts with Derbyshire County Council to provide risk assessments, health and safety checks for all placements and safeguarding guidance. Students are only permitted to attend a placement that has undergone these checks and has confirmed parental consent.

Students are supported to find placements but the programme is an opportunity for skills development and as such, students are encouraged to take responsibility for making contact with employers.

Staff development

The Careers Leader is qualified to Level 7 in Careers Guidance, and the Careers Adviser qualified to Level 6. Further professional development is accessed via the Careers Hub and local Learning Community, for example events to maintain knowledge of the local economy and future employment opportunities.

Whole staff development is seen as key to successful delivery of the taught programme, integration of careers across the curriculum, and a strong system of pastoral support at transition points. Staff CPD has been provided as part of the annual year team planning meetings, online resources, and working through SLT and Head of Department meetings to introduce specific initiatives.

Funding and Resourcing

The Personal Development programme has an annual budget that supports purchase of resources, external visits and costs related to external speakers visiting school.

The Careers Guidance contract and Work Experience costs are funded separately to this budget

Additional funding is available through a number of local initiatives:

- Chesterfield and North Derbyshire Learning Community – for example funding of Career Mark for all N Derbyshire schools
- Chesterfield and N Derbyshire Careers Hub – for example funding employer network events
- DANCOP – National Collaborative Outreach programme supporting activities to raise aspirations and achievement. Shirebrook Academy has a substantial number of students who fall into DANCOP target postcodes (e.g current Y10 = 60%)
- Other Higher Education outreach programmes

Teaching, learning and assessment

Teaching of Careers Education is part of the tutor's responsibility to deliver the Personal Development programme of lessons and off-timetable days. Lessons are expected to meet the same standards as other subjects, and Personal Development is included in the Quality Assurance process for teaching and learning.

Students record their career learning informally in PD books, and formally through skills assessment at the end of a taught topic and through Action Planning and CV documentation

Monitoring and Evaluation

The Careers Education and Guidance at Shirebrook Academy is evaluated in a number of ways:

- Student outcomes i.e. destinations – analysis of annual data to check numbers of students who are NEET, numbers of students progressing to appropriate levels of Post-16 qualifications, and to check outcomes for disadvantaged students compared with non-disadvantaged
- Termly student voice survey completed by Heads of Year – gives feedback on Personal Development lessons and days
- Quality Assurance and Learning walks undertaken by SLT to monitor teaching of PD lessons
- Employer/Provider feedback following specific events e.g. Year 9 Industry Day
- External validation via Career Mark – every two years
- Evaluation of guidance provision – questionnaires with samples of Year 10 and Year 11 students
- The Gatsby benchmarks provide a framework of **8 guidelines** that define the best careers provision in secondary schools. The Academy reviews progress towards these benchmarks on a termly basis.

These evaluations feed into a process of continual review of policy and programme, and inform the annual Development plan for Personal Development.

Parents/carers

We recognise that parental influence and support is key in helping students to prepare for adult life and achieve their goals. Information is provided to parents about the PD programme via the Academy website, newsletter and social media. At parents evenings staff are available to discuss any aspect of personal development and specialist information and advice is made available, for example careers advisers are present at all Y10 and Y11 parent events. Parents are involved in SEND review meetings which include discussion of future pathways and support.

Destination Data (see Appendix 1 for full report)

The Academy works in partnership with Derbyshire County Council and local post-16 providers to collect data on Post-16 progressions. The latest full data:

Progressions Group Analysis 2019 leavers - % of cohort

Total in Full Time Education 84.3

Total Training (Non Employed) 0

Total Employment 7.8

Total Voluntary and Part Time Activities 1.3

Total NEET 1.3

Total not EET/NEET 0
Total Unknown 5.2

The Academy has agreed with some local providers to share data on students 3 years after leaving the Academy to enable tracking of long term destinations.

The Academy subscribes to an alumni service 'Future First' which allows school staff to maintain contact with students. This has proved successful in working with ex-students as volunteers in classrooms, or supporting careers events.

Appendix 1 - Destinations analysis – 2019 leavers

Analysis based on DCC report, and compared with intended destination data collected in school on GCSE results day. DCC systems and teams have changed significantly during the data collection period which has impacted on the accuracy.

Analysis of First destinations 2019 leavers now NEET:

153 students – 2 students identified by DCC as NEET:

NEET trend:

- 2017 – 0.6%
- 2018 – 2.2%
- 2019 – 1.3%

Success of NEET prevention projects such as Careers Local, and strong working relationship with MAT Personal Adviser has resulted in many students who were potentially NEET moving on to positive destinations. The PA service is no longer provided by DCC.

Students progressing to Level 3 courses:

2019 leavers – According to DCC data, 75.2% of students are identified as studying A level/AS level. This does not correlate with data collected in school on results day which indicated a much broader spread of qualification types and levels, making it difficult to analyse trends in subject choices or levels.

Broader trends:

Numbers in FE – 82% in both 2016 and 2017. 85% in 2018 and 84.3% in 2019 – a consistent pattern despite the increased interest in apprenticeships during Y11, and promotion of opportunities by employers. Sustained destinations data suggests students are starting in FE but then transferring to apprenticeships at a later stage.

Numbers in apprenticeships – 6% in 2016, 9% in 2017, 4% in 2018, 7.2% in 2019

FE progression continues to be predominantly to West Notts College (90 students in 2019 – 59%), with 19 students progressing to Chesterfield College and the remainder of mainstream FE progression split between a range of other providers including six different 6th forms. 10 students also progressed to Derbyshire County Council study programme – the only provision in Shirebrook and a supported programme that has helped significantly to keep NEET low.

Areas for development:

1. Continue to develop links with DACES and other local study programmes to support students at risk of NEET
2. Work with colleagues at DCC to develop new systems for collecting progression data given changes in structures
3. Continue to work with FE destinations to track destination data over 3 years

Analysis of Sustained Destinations compared to national Average

(data from KS4 Institution tables)

Sustained Destination = destination sustained for at least 2 terms

Year of leaving	National Overall sustained education or employment	National Any sustained education	FE provider	6 th form	6 th form college	Other education	Apprenticeships	Employment	Not sustained
2017 - National	94%	87%	37%	38%	11	1	4	3	5
2017 – Shirebrook Academy	95	74	70	5	0	0	13	7	5
2016 – National	94	86	34	39	13	1	5	3	5
2016 – Shirebrook Academy	88	75	70	5	0	0	10	3	12
2015 – National	94	90	38	39	13	1	6	3	5
2015 – Shirebrook Academy	93	83	77	5	0	0	9	11	7

Appendix 2 – Gatsby Benchmark Action Plan July 2020

Gatsby Benchmarks – Action Plan July 2020

The Compass tool is updated termly (the rating below is from July 2020), with progress for each benchmark stated below along with a commentary and action points:

Benchmark	Expectation	Provision at Shirebrook Academy	Compass rating	Actions for 2019/20
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.	<p>The policy and programme have full support from senior leadership and approved by Governors, with funding allocated for staff and resources. The policy and programme are reviewed annually and externally validated through Career Mark every two years. The programme is mapped against the CDI recommended Careers Education framework. The Careers Leader has an overview of the programme, co-ordinates external support and works with year teams to ensure tutors are confident and skilled to deliver and support.</p> <p>Careers Education is delivered through a variety of activities:</p> <ul style="list-style-type: none"> • PD days – 5 days per year for the whole school to suspend normal timetable and focus on Personal Development themes. Lessons are delivered by form tutors in partnership with external delivery from outside agencies. • PD lessons – one lesson per week for Y8 and Y9 delivered by form tutors. In 2017-18 this will be extended to Y7 and Y10. • Tutor time, Assemblies, and extra activities such as trips and theatre performances also contribute to the PD programme • Visits to employers, training providers, colleges and Universities from Y7-11 • Visiting speakers from different industries 	July 2020 - 100%	Career Mark revalidation to externally assess the quality of the careers programme

		<ul style="list-style-type: none"> • Parents events such as the annual Careers Evening, Y9 Options evening • Curriculum activities • Annual Careers Week with lunchtime exhibitions and other activities • Work Experience – 2 week placement for all Y10 students in July • Targeted activities such as alternative work experience for vulnerable students <p>The programme is progressive through year groups and broadly follows these themes:</p> <p>Y7 focus on a general understanding of the labour market/education progression routes and developing career related vocabulary</p> <p>Y8 focus on working life – qualification levels, the impact of work on lifestyle (using the Real Game)</p> <p>Y9 focus on decision-making and research skills to support option choice and longer term career planning. Students start to evaluate their own skills and interests in relation to work</p> <p>Y10 focus on jobsearch skills through applying for work experience – letters, communication skills, workplace behaviours</p> <p>Y11 focus on Post-16 opportunities and successful applications with opportunities to attend taster sessions at local providers</p>		
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	Students access information about the labour market in a number of ways: PD lessons and Days in Y7/8/9, for example using the Real Game in Y7 and Kudos in Y9	July 2020 - 100%	Continue to embed LMI into careers lessons, careers week and literature for parents.

	information	<p>Study options are presented via assemblies, PD lessons with presentations from local college, University and training providers</p> <p>LMI is currently available to parents through parent evenings, Y9 Options evening and a Careers evening in Y10/11. A leaflet for parents is produced annually.</p>		Include a presentation from a local employer at Careers Evening in October
3.Addressing the needs of each student	<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>A database of all careers interventions is maintained – recording 1-1 interventions and access to targeted initiatives</p> <p>Students are able to record their career learning at key points:</p> <p>Y9 option choice</p> <p>Y11 Career Action plan</p> <p>Targeted careers interventions are planned to meet individual needs e.g HEPP and other Higher Education outreach initiatives, Disadvantaged students targeted for Y9 interventions, Careers Local project for SEND support, additional careers support for students identified as risk of NEET in Y11.</p> <p>Post 16 destination data is collected for every leaver in partnership with Derbyshire County Council. Protocols for sharing information for 3 years have yet to be established.</p> <p>The Academy works with the local multi agency team to support students who are at risk of NEET or have SEN needs in their transition to FE or employment/training (local authority staff attend SEN review meetings)</p> <p>Financial support Post-16 is promoted via Careers presentations and handouts, and by the FE institutions themselves.</p>	July 2020 - 90%	<p>Use survey monkey with Future First alumni to develop process for tracking over 3 years, also use data in partnership with Local Authority</p> <p>Develop support activities for students at risk of NEET – visits to training providers, Skills Show, targeted careers guidance support</p>

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.	Some curriculum areas have strong links e.g. technology, Science, Arts – employer links, project work Y9 Options process highlights relevance of subjects to future careers opportunities and the value of qualifications such as EBACC	July 2020 - 100%	Develop employer links with curriculum, in particular MFL, Music and Maths
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	There are multiple opportunities for students to engage with employers: Careers Week in March PD days, e.g. enterprise challenges, Q and A sessions. One of the enterprise challenges for Y8 is a specific STEM challenge day with visiting employers supporting the activities. Assemblies e.g. Speakers for Schools programme Mock interviews for all Y10 students Work experience – 2 weeks for all Y10 students Visits to employers – e.g. Made in Chesterfield Employers are sourced from a range of networks including Alumni, STEM ambassadors, Inspiring the Future, and our local Enterprise Adviser network. The Academy has been awarded a Chamber of Commerce award for Education and Business links	July 2020 - 100%	Develop further opportunities for Y7 to meet employers through PD day in March
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.	All Y10 students have a two week work experience placement in July	July 2020 - 100%	Consider ways to inform Y11 about employment opportunities to compensate for lost work experience in July 2020
7. Encounters with further and higher	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and	Access arrangements are described above. Students have multiple opportunities to learn about further and Higher Education opportunities:	July 2020 - 80%	Ensure all students are able to access independent training providers and local 6 th forms at careers events

education	learning in schools, colleges, universities and in the workplace.	<p>HE Presentations in school to whole cohorts in Y7, Y8 and y9</p> <p>Targeted HE outreach projects e.g. University of Sheffield Discover US, DANCOP and HEPP Raising Aspirations projects</p> <p>Further Education colleges involved in delivering lessons as part of the Personal Development programme</p> <p>Students attend taster sessions in Y11 at either West Notts or Chesterfield College</p> <p>Universities, FE colleges, Training providers and 6th forms invited to Careers evening and Careers Week</p> <p>The careers library in the main Academy library contains reference and take away prospectuses, open day information etc</p>		Look for opportunities to involve whole cohorts in HE links
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.	<p>The academy contracts with Chesterfield College for the provision of impartial Careers Guidance. This is for a core of 2 days per week with additional time purchased with DANCOP funding. This time is used for the following:</p> <p>1-1 guidance interviews for all Y11 students with opportunities to review plans where needed</p> <p>IAG support provided for Y9 students at Options choice time</p> <p>Library drop-in service one lunchtime per week, open to any student</p> <p>Small group activities, support for careers events, and attending parent evenings also form part of the Careers Adviser role in school to ensure a high profile and ongoing support.</p>	July 2020 - 100%	<p>Promote guidance provision with new adviser (maternity cover)</p> <p>Develop careers guidance provision to fully utilise DANCOP funding</p>

		In addition the Careers Leader is a qualified Careers Adviser and offers guidance interviews based on referrals from school staff.		
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