

# Garstang Community Academy Careers Information, Education, Advice & Guidance Policy



<b>Name of Policy:</b>	Careers Information Education Advice & Guidance
<b>Date Created:</b>	September 2018
<b>Staff Responsible:</b>	Sarah Procter Careers Lead, Paula Askew Careers Adviser
<b>Agreed By:</b>	Satinder Singh, Headteacher
<b>Reviewed:</b>	December 2020 September 2021 February 2022 January 2023
<b>Next Review:</b>	January 2024

# Careers Information, Education, Advice and Guidance Policy

## Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of Garstang Community Academy. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education information advice and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

## Aims and objectives

The Garstang CA 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.

Garstang CA 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

## Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person.

The school is keen to foster parental involvement in the careers programme, wherever possible. Parents are welcome at careers interviews and where necessary are invited.

### **National and local expectations**

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Y8-11 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- Implementing the Gatsby Benchmarks as identified by Sir John Holman in his report "Good Career Guidance". The report identified eight benchmarks that are core dimensions of good careers and enterprise provision in schools.
  1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and high education
  8. Personal guidance

### **Current priorities**

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support

- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- Developing strategies to track students who leave GCA

### Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO) and specialist careers staff (**Gary Felvus**)
- identify a middle leader to manage the day-to-day running of the careers programme (**Sarah Procter**)
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy (**Sarah Procter**)
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Gatsby Benchmarks (**Paula Askew**)
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners and engage them in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.
- in order to measure and assess the impact of the careers programme on students we gain evaluations and feedback on all our events through discussion in PSHE and surveys.

### Careers Programme - Evaluation and Monitoring

To ensure that the events and activities delivered within our Career Programme are suitable and fit for purpose, it is essential that they are evaluated regularly.

The programme must engage pupils and provide the necessary facts that are both meaningful and informative.

To ensure that this is the case staff, pupils and volunteers complete an evaluation after each event. These are collated and formed into a report. The report is then shared with Mr Singh, head teacher and other relevant members of SLT.

1:1 careers guidance appointments are monitored throughout the year with pupils' involvement being recorded on a matrix. This evidences our programme is being delivered to all pupils and at a glance highlights which students have taken part. After each 1:1 appointment the pupil is emailed an action plan with details of the main points discussed and any agreed actions. A link to a feedback questionnaire is also sent and pupils are invited to provide feedback on their experience and asked to offer any suggestions to improve the service. A report of this feedback is produced at the end of the academic year.

The evaluation of careers programme delivered to students in year 8-11 is carried out as part of the school's quality assurance processes which includes; lesson observations, work scrutiny, learning walks, student feedback.

Photographic evidence of events is shared with parents/ carers via the school's website.

Any feedback is absorbed and may be used to modify events in the future ensuring our careers programme is tailor made for our students.

Feedback received from David Elliott (Recruitment & Progression Manager – Preston College) “Students at Garstang Academy had exceptional knowledge of further education choices and careers options available to them when we attended interviews within school. The maturity due to so many having part time jobs outside of school showed during interview as they were very well prepared and excelled within their interview appointment.” (Feb 2022)

### **Student Destinations**

We monitor the destinations our students head to after they finish with us, in order to assess how our careers programme and policy are impacting on our student body. Below is a summary of where our students have progressed to in the last academic year. Information regarding destinations is updated annually in the summer term.

Here is a breakdown showing the breadth of provision our students have progressed onto:

Destination	2020	2021	2022
Newman College	56	47	29
Blackpool Sixth	26	25	39
Preston's College	25	29	28
Myerscough College	16	9	22
LMC (Lancaster & Morecambe)	7	1	5
Runshaw	4	0	2
BFC (Blackpool & Fylde)	2	6	2
Kendal	4	1	0
Ripley	3	1	1
LRGS	0	6	1
LGGS	2	1	1
Hutton Grammar	0	3	1
Kirkham Grammar	0	1	0
QES	2	0	0
LIPA	1	0	0
AFC Fylde	0	1	3
Newton Rigg	1	0	0
Unknown	1	0	0
Out of County – college	2	1	5
Apprenticeship/employed	13	18	18
Employed local training	0	1	0
Army	0	2	0
NEET	0	1	1

Year 11 Destination 2021/22	Total	%
FE	139	87.9%
Apprenticeship	18	11.3%
<b>Meeting RPA Duty</b>	<b>157</b>	<b>99.4%</b>
NEET	1	0.6%
<b>Total</b>	<b>158</b>	