



Inspire Academy

Careers Guidance Policy

Provider Access Arrangements Statement

LAST REVIEW NEXT	June 2024	REVIEW PERIOD	Annually
NEXT REVIEW DATE	June 2025	TYPE OF POLICY	Statutory

This policy was reviewed and ratified by Academy Council.

Date of ratification: 19 June 2024

Signature:

Print name: Michael Gray – Chair of Academy Council

Philosophy

At Inspire our Careers, Education, Information, Advice and Guidance (CEIAG) programme is an integral part of the preparation of pupils for the opportunities and experiences of adult life. Its central concern is equipping pupils to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to install life-long learning.

Staffing

At Inspire Academy we have two members of staff that currently oversee the Careers, Education, Information, Advice and Guidance programme. Registered Careers Development Professional Matthew Betts, Middle Leader for Careers and Richard Searle, Assistant Headteacher. Both members of staff can be contacted via mbetts2@inspireacademy.org.uk, searler@inspireacademy.org.uk or on 01634827372.

Rationale for Careers, Education, Information, Advice and Guidance (CEIAG)

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them. Our CEIAG programme should enable pupils to:

- Be more self-aware about their own skills, aptitudes, values, aspirations, and potential.
- Have a better understanding of education, training and future career opportunities both within the UK and abroad.
- Make informed choices about their education, training and future career paths.
- Develop career management skills of self-reliance, adaptability, flexibility, decision making and problem-solving.

Commitment

Inspire is committed to providing a planned programme of CEIAG for all pupils in years 7 – 11 in partnership with Medway Enterprise Business Partnership – MEBP (work experience provider) and The Careers & Enterprise Company Enterprise Adviser Network.

Inspire endeavours to follow the latest statutory and best practice guidance. It has started working towards the Investors in Careers Quality Award. Inspire Academy is also committed to meeting the needs of its pupils by following the 8 Gatsby Benchmarks and the Career Development Institute (CDI) Framework. A summary of our Careers Programme can be found on the Careers and Year 11 Transition area on the Academy website.

Links with other policies

Our careers policy is underpinned by the school's ongoing policies for teaching and learning, SEND, assessment, recording and reporting achievement, PSHCE, equal opportunities, health and safety, and special needs linking with the whole school development plan.

Pupil Needs

The careers programme is designed to meet the needs of the pupils at Inspire Academy. It is differentiated to ensure progression through activities that are appropriate to pupil's stages of career learning and development. It will be tailored as required to meet the needs of any individual pupil with any disability to be inclusive.

Entitlement

The careers programme is designed to meet the needs of all pupils at Inspire regardless of race, gender, disability, sexual orientation and religion. Pupils are entitled to impartial CEIAG. It will cover the needs of both groups and individuals. It is intended that pupils should be able to:

In understanding career choices:

- (a) Understand the importance in careers, of effective decision making and the need to reach such decisions logically. The process, as much as the resulting decisions, should be clearly understood, to allow the pupils to be independent in the future.
- (b) Assess their strengths, weaknesses, preferences and limitations and relate these to the choice of career.
- (c) Appreciate the range of occupational choices and show how these may be arranged in levels and related groups.
- (d) Appreciate the qualities that are of interest to employers.
- (e) Understand the patterns of employment, both nationally and locally, how continuing changes take place by the introduction of technological innovations, self-employment and be aware of up-to-date labour market information, etc.
- (f) Assess the effect of occupation on lifestyle.
- (g) Identify what gives job satisfaction and what causes the reverse.
- (h) Acquire full and up-to-date information about the careers they are interested in.
- (i) Unless a pupil precludes themselves, take part positively in an agreed period of Work Experience.
- (j) Understand the educational opportunities at 16+ locally.
- (k) Understand the educational opportunities at 18+ nationally.
- (l) Understand the various academic and vocational qualifications, their limitations, and suitability to career choice.
- (m) Appreciate the changing patterns of vocational training and entry to work through, for example, modern apprenticeships, traineeships and internships.

- (n) Appreciate the increasing need for employee mobility and the need for adaptability at a time when employees can expect to retrain several times in their working lives.
- (o) Recognise and research the sources of job vacancies and how to evaluate these.
- (p) Be able to know how to make a good application for a job or training and to conduct themselves well at interview.
- (q) Be aware of the financial demands of National Insurance, Income Tax, etc.
- (r) Understand the discipline which will be required by employers.
- (s) Be aware of Health and Safety procedures relating to a working environment.
- (t) Identify examples of sexual stereotyping and understand what equal opportunities are.
- (u) Identify all areas of possible discrimination in the workplace.
- (v) Be aware of the work of Trade Unions.
- (w) Appreciate some of the difficulties of unemployment and be aware of agencies and strategies that may help to alleviate some of these.

In relation to CEIAG the pupils should be able to:

- (a) Appreciate the need for a choice of option subjects and the value of a broad and balanced choice versus vocational choice.
- (b) Understand the common core of subjects and transferable skills appropriate to all pupils and adults.
- (c) Investigate the subject requirements for careers of particular interest (Key Skill- Improving my own learning and performance).
- (d) Have an effective command of language, both written and verbal in relation to CEG (KS - Communication).
- (e) Understand the format and techniques of writing different types of letters and completing application forms (KS - Communication).
- (f) Participate in discussion and express ideas clearly and respectfully to another person, either face to face or over the telephone e.g. interviews (KS - Communication).
- (g) Follow uncomplicated instructions both written and verbal.
- (h) Extract information from a written or spoken text and utilise that information in a report or in answer to a problem (KS - Communication, ICT and Problem Solving).
- (i) Relate satisfactorily to other people both peers and adults (KS - Working with Others).
- (j) Apply basic arithmetical operations to everyday problems (KS - Application of Number).

- (k) Recognise the value of cooperation and consideration in a group situation and act accordingly (KS - Working with Others).
- (l) Be concerned about personal appearance and understand its implications.
- (m) Recognise the importance of punctuality and good attendance and act accordingly. (n) Appreciate the benefits of responsibility and reliability and seek to cultivate these.
- (o) Understand the importance of involving themselves in extra-curricular activities in and out of school.
- (p) Appreciate the skill of managing their time effectively.
- (q) Understand how revising thoroughly and showing the ability and knowledge that they have will be beneficial to them.
- (r) Be able to understand the importance of Key Skills in general.

Implementation

The Academy adopts the following approaches to the delivery of CEIAG:

- The Gatsby Benchmarks
- As part of a separately time-tabled Careers/Life skills Programme.
- Through off time-table specific events.
- A specialist provision in year 9-11 – Vocational Education Programme.
- Through cross-curricular work within all school departments.
- In partnership with MEBP, Medway local employers, Enterprise Adviser Network and other outside agencies.
- Careers information is provided by our own Level 6 Registered Careers Development Professional (RCDP)
- Careers lessons are part of the PSHE programme. Other focused events e.g. a careers and higher education fair are provided yearly. Work experience preparation and follow up take place in careers lessons and other appropriate parts of the curriculum.

Work-Related Learning (WRL)

WRL and Enterprise is a fundamental part of a young person's education across the curriculum, enabling them to make a successful transition from school to adulthood and employment. The school will offer a wide range of experiences for pupils to learn about the world of work, motivate them and prepare them for the opportunities, responsibilities of adulthood whilst supporting their future aims and aspirations. WRL and Enterprise support the core aims of the "Every Child Matters" agenda: Be Healthy, Stay Safe, Enjoy and Achieve, Make a Positive Contribution and Achieve Economic Well-being.

The Academy adopts the following approaches to the delivery of WRL and Enterprise:

- Work Experience for all pupils in Year 10 & 11.
- Curriculum linked visits.
- Alternative Curriculum Timetable days (Enterprise).

- Peer mentoring.
- Mock interviews/role-play.
- 1:1 Career Advice with our RCDP is offered to all pupils throughout the academic year.
- Taster days.
- Employer speakers.
- As part of a separately time-tabled Careers/Life skills programme.
- A specialist provision in KS4 – Vocational Education Programme.
- Through cross-curricular work within all school departments.
- In partnership with MEBP.
- Teachers will deliver a curriculum aimed specifically at Careers in term 4.

Resources

Funding is allocated in the annual budget planning in the context of whole school priorities.

Partnerships

An annual Partnership Agreement is negotiated between MEBP, The Careers Development Institute and The Careers Adviser Enterprise Network which identifies the contributions to the programme that each will make.

Staff Development

Staff training needs will be identified and funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time. The Senior Leadership team fully support Matthew Betts in completing 25 hours CPD to remain as an independent Registered Careers Development Professional and on the UK Registered Career Development Register.

Monitoring, Review and Evaluation

Inspire Academy, uses The Compass+ Tool Kit to monitor and review our CEIAG programme. The Compass Tool Kit will evaluate our careers programme and highlights where the school can improve. It will compare how our school fares against the 8 Gatsby Careers Benchmark standards. These benchmarks are reviewed frequently with the local authority & the Enterprise Co-Ordinators.

The CEIAG policy will be reviewed annually by senior teachers and a member of SLT. Review date September 2024.

Inspire Academy measures the impact of its CEIAG programme by holding discussions with pupils, parents/carers & employers who have taken part in our school careers fair. We use the feedback given to prepare our careers programme for the next academic year. We measure and assess the success of our careers programme based on the percentage of successful post 16 placements we are able to achieve for our pupils. Our Careers Officer will also contact the post 16 pupils to discuss their placements prior to the October half term to gauge how successful those

placements are. This document along with up-to-date links to post 16 websites can be accessed by staff, parents, carers, governors, partners and personal advisors via the Academy website.

Further information regarding post 16 opportunities can be found at the following places:
<https://www.midkent.ac.uk/> <https://www.nacro.org.uk/education/> <https://www.northkent.ac.uk/>
[Kite College | Independent Specialist College in Sittingbourne \(kite-college.org\)](https://www.kite-college.org/)
<https://www.gov.uk/apply-apprenticeship>

Inspire Academy

Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to 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.

Pupil entitlement

All pupils in years 7 to 13 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for year 8 to 9 pupils and two encounters for year 10 to 11 pupils. For pupils in year 12 to 13, particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- Answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- MidKent College
- Ask Apprenticeships
- North Kent and Hadlow College
- IPS Apprenticeships
- NHS
- Sports Connect
- Army

Destinations of our pupils

Last year our year 11 pupils moved to range of providers in the local area after school:

- Mid Kent College
- Kite College
- Apprenticeships
- Hadlow College

Management of provider access requests

A provider wishing to request access should contact Matthew Betts, Careers Officer on mbetts2@inspireacademy.org.uk or 01634827372.

Opportunities for access

The school offers the six provider encounters required by law and a number of additional events, integrated into the school careers programme. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Leader to identify the most suitable opportunity for you. All requests will be discussed between Matthew Betts and Richard Searle, requests may be denied if they coincide with other careers events or events being held within the Academy at that time. However our Careers Team will be able to offer other options.

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our pupils.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre.

Complaints

Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company.