



An Active Learning Trust School

Careers Guidance and Aspiration Strategy 2024-25



A Strategy for Careers Guidance and Inspiration

Our Strategy:

Our strategy is to ensure that every student can access the university or career of their choice and so our goal is for every Neale-Wade Academy student to:

- Develop good behaviours and skills, such as communication, creativity, problem solving, confidence, digital literacy and resilience in the face of challenge
- Have access and exposure to a range of opportunities which help build a picture of what they want their future to look like
- Make ambitious and informed decisions about their future

Our Objectives:

- To have a clear plan for careers education, advice, information and guidance (CEIAG) for students in Year 7 through to 13
- To engage with employers to raise aspiration through knowledge of careers and career pathways
- To ensure students receive impartial, independent advice at all stages of their time at Neale-Wade Academy.

Statutory Duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

2. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- includes information on the range of education or training options, including apprenticeships and technical education routes.
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Please see Provider Access Policy on our website.

In January 2024 Neale-Wade Academy was awarded the ‘Quality in Careers Standard’ through the Cambridgeshire CEIAG quality award ‘Investing in Quality’. ①

Introduction

Neale-Wade Academy has statutory responsibility for securing access to independent and impartial careers guidance for all pupils in years 8-13. In the context of this duty, careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.

The aim of CEIAG is to raise our student’s aspirations, broaden their horizons and empower them to make informed realistic decisions at all key transition points in learning and work. The role of our Careers Advisor is to assist young people’s career learning, planning and development by leading and managing the development of Careers Education, Information, Advice and Guidance (CEIAG) in school. The Academy Careers Advisor, under the direction of the Careers Leader - Director of Curriculum and Careers facilitates the contribution of colleagues, students and partners, develops the careers programme, organises resources and ensures that students have access to impartial IAG within the Academy.

Most people spend many years of their life in a working environment, and it is important to equip our students with the necessary skills for them to career plan and know how and where to access impartial and unbiased information.

Our NEET (not in employment, education or training) figures remain very low. Our 2023 leavers progressed successfully onto the pathways of their choice with only 6 Year 11 students not taking up their offers, this represents 2.4% of the cohort.

Neale-Wade Academy has strong links with outside agencies including universities and colleges, global corporations and local businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working
- Developing the skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Improving progression
- Reducing NEET
- Careers work also supports strategies for student’s personal and social development by:
 - Building self-confidence and self-reliance
 - Promoting positive and informed attitudes to learning
 - Promoting leadership, organisation, resilience and initiative
 - Developing good communication skills

Careers Guidance and Inspiration

The Careers programme is developed in consideration of the CDI (Career Development Institute) framework and the Gatsby Report's benchmarks. The key areas are:

- ① A Stable Careers Programme
- ② Learning from Career and Labour Market Information
- ③ Addressing the 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 Higher Education
- ⑧ Personal Guidance

Neale-Wade Academy has an embedded programme of career education and guidance which ensures that all students and their parents have access to good quality information about future study options and labour market opportunities. Students have different career guidance needs at different stages and advice and support is tailored to the needs of each student. All teachers aim to link curriculum learning with careers with particular emphasis on the relevance of STEM subjects for a wide range of career paths.

Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. All students understand the full range of learning opportunities that are available to them. This includes both academic, vocational and apprenticeship routes and learning in schools, colleges, universities and in the workplace. Every student has the opportunity for a guidance interview with a career adviser. This is available whenever significant study or career choices are being made.

Our careers strategy enables students to be:

- engaged in understanding the world of work and motivated to pursue a job or career
- aware of options in the labour market, locally, nationally and internationally. They are also aware of their current strengths and interests
- able to make choices that support their aspirations and are aligned to labour market opportunities
- able to acquire skills and behaviours necessary to attain their desired employment

We have a planned approach to careers guidance in each year as follows with each activity mapped against the Gatsby Benchmarks:

Year 7

- Careers education units in Life Skills lessons to cover careers and jobs and relating jobs to earning and budgeting ② ④
- We use Unifrog, an on-line CEIAG tool which informs and inspires young people about the world of work. ④ ②
- Assemblies to introduce the concept of higher education ⑦
- Careers fairs to meet a range of employers and organisations ⑤

Year 8

- Careers education units in Life Skills lessons to include labour market information, entrepreneurship and enterprise, making choices, the importance of skills in the workplace, interview techniques. We also consider stereotyping and unconscious bias in career ②④
- PAL Assemblies offering information from local post 16 providers ⑦
- 'What is higher education?' workshops ⑦
- Careers fairs to meet a range of employers and organisations ⑤
- Entrepreneurship and enterprise activities with Talent Foundry ⑤②

Year 9

- Understanding what success means and how aiming high is important in making decisions about option choices. Unifrog is used to research qualifications needed for different careers ④
- Workshops exploring different pathways Post 16 and Post 18 including apprenticeships and university ⑦
- PAL Assemblies offering information from local post 16 providers ⑦
- Curriculum based career opportunities ⑤
- Careers fairs to meet a range of employers and organisations ⑤
- Pathways Day – an insight into careers and the opportunity to take subjects tasters as preparation for the options process ④②⑤③
- The opportunity for a personal guidance meeting to discuss GCSE Options ⑧

Year 10

- Life skills lessons which explore different job sectors and examine why there is stereotyping in careers. Students start to identify their own personal brand and explore the importance of professional networking and volunteering. ②③④
- All Year 10's will take part in 1-2 weeks of work experience ⑥
- PAL Assemblies offering information from local post 16 providers ⑦
- Employability skills day which focuses on CV writing, understanding and development of soft skills and employer engagement through mock interviews ⑤②⑧④
- STEM engagement opportunities linked to careers in engineering, construction and science ⑤
- University visits ⑦
- The opportunity for a personal guidance meeting ⑧

Year 11

- Life skills lessons which explore all available pathways at Post 16 and looking forwards to Post 18 and how the application process works. ② ③
- Assemblies, parents' evenings with a focus on pathways at Post 16 and Post 18 ③
- Generating career ideas based on their own interests, skills and aspirations ③ ④ ⑤
- Encouraging them to explore their own career ideas and assess how well suited they are ③
- Helping them to prepare for transitions post-16 and post-18 ⑧ ③
- Assemblies and parents' evenings ensuring students and parents are clear about the raising participation age ①
- Use of Labour Market Information to demonstrate the changing job market ⑧
- Workshops for students on university choice to inform Post 16 choice ③ ⑦ ⑧
- Post 16 Open Evening ④ ⑦
- The opportunity for a personal guidance meeting ⑧

Post 16

- Employability skills day to incorporate CV writing, understanding and development of soft skills and employer engagement through mock interviews ⑤ ② ⑧ ④
- Enterprise activities such as 'Build a Business' with The Skills Service ⑤ ② ⑧ ④
- University Visits ③ ⑦ ⑧
- Personal Statement writing workshops for support with application to university ③ ⑦ ⑧
- Pre-apprenticeship programme which incorporates:
 - Visits to local employers
 - Mock interviews
 - CV Writing
 - Improving presentation skills
 - Mock assessment centres ⑤ ② ⑧ ④
- A work experience programme ⑥
- Careers Festivals ⑤
- Careers opportunities throughout the curriculum ④

Employer Engagement ②③④⑤⑥

Working with employers aims to understand the challenges faced by organisations employing young people through collaborative sharing of skills, knowledge and vision. We want our Academy to be known as the Academy that works with employers to understand the employers' approach to human resources so that we can proactively boost the employability competencies and job prospects of our young people.

Working with employers also enables the Academy to provide impartial careers guidance across a range of pathways such as university, apprenticeships and other vocational pathways.

We aim that all students have at least one meaningful encounter with an employer per year, but this is often much higher.

Alumni ②③④⑤⑥⑦

With the support of Future First, the Academy has set up an alumni network to recruit former students with the aim of growing our employer network. To date we have over 600 members and the number continues to grow.

Our alumni community gives us access to role models from a wide range of backgrounds, careers and experience. In addition, our alumni are supporting us with work placement opportunities, student mentoring and our employer engagement activities.

Enterprise Network ①②③④⑤⑥⑦

Neale-Wade Academy is part of the Careers and Enterprise Company's Enterprise Network. We are delighted to work with Shelley Hankins, Smurfit Kappa.

This partnership aims to:

- Support the delivery of world class careers guidance to our students.
- Undertake strategic planning, developing skills in communication and strategy development.
- Build strong working relationships and provide insight into the professional services sector and the opportunities available in the local labour market.
- Support the development of the Academy's local business network.

Working alongside Shelley this year, we aim to increase the numbers of businesses supporting our work experience programme for Year 12 as well as building student's enterprise skills.

Management

Mrs Heather Paul, Head of Sixth Form, is the member of SLT with responsibility for Careers at the Academy.

Our Careers Leader and Adviser is Mrs Helen Parks who is qualified at Level 7 in Careers Leadership, Education & Guidance.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Careers Champions in each faculty area support the embedding of careers activities across the curriculum. Specialist sessions are delivered through some curricular areas with good practice highlighted in Science, Sport and Performing Arts. Careers information is available on-line remotely via our website. The Academy additionally actively promotes the National Careers website/helpline and the apprenticeship website as well as Youthoria, the Cambridgeshire County Council website for young people.

Data

Neale-Wade Academy uses both internal and external data to support the following:

- Destination data to inform curriculum planning
- SIMS assessment data to ensure advice given is aspirational
- Data to inform the Local Authority RONI to support students targeted as at risk of not participating at Post 16

Our school data also identifies those students who need extra support with applications. These students may be highlighted as requiring additional support to make applications or with transition through to Post 16 or university. Examples could be students who are looked after, students with reduced attendance, other vulnerable students and those with low prior attainment. It is the Academy's aim that none of these barriers will prevent any student from moving onto their next step and will ensure that this progression is appropriate and supported.

Evaluation of Programme

It is important that we measure the impact of our strategy through student, employer and parent feedback. We also track the destinations of our students Post 16 and Post 18.

We use the Careers and Enterprise Company's Compass Tool self-assess our strategy against the Gatsby Benchmarks, which have a separate section on the website.

Ofsted Pupil Survey May 2023

My school provides me with information about my next steps – 77% of students said yes.

Year 10 Visits to Lincoln University

78% of students have not visited a university before. 63% of students did not have a close family member who had been to university. Before the visit, 67% of students said they would consider university, this rose to 82% following the visit.

Employer Feedback following Year 10 Employability Day (mock interviews)

All employers replied that the event was well organised, and the students were well prepared, polite and well presented. All employers agreed that this activity helped students develop their interview skills.

Student Feedback following Year 10 Employability Day

69% of students found talking to employers useful. 73% had a better understanding of pathways available to them following the pathways workshops.

Year 10 Work Experience summer 2024 – Employer feedback

"We had an extremely positive experience with X, she is an asset to your school. She is such a polite and professional young lady. She is positive and switched on, it was very refreshing. We thoroughly enjoyed her time with us".

"X was excellent. He was attentive, mature and conscientious. He demonstrated a hard-working attitude and contributed pleasantly to the work atmosphere with a great sense of humour. He was polite and capable with a keen eye for detail. He would be welcome back anytime".

“X was a pleasure to have working with us for the week, he managed to spend his time with three separate tradesmen so got a well-rounded picture, it was also good to see X completing some basic repairs under supervision as well, one of these being the install of a new door. X integrated well in the team and was keen to ask several questions in order to gain the most from the experience”.



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