Careers Education Policy

Procedure Originator:	CWO
Approved By:	MBO
Date Approved:	July 2021
Review Interval:	Annually
Last Review Date:	September 2026
Next Review Date:	September 2027
Audience:	All stakeholders

Introduction

The Education and Skills Act legislated to raise the age of compulsory participation in education or training to the end of the academic year in which young people turn 18, helping to ensure that every young person has the opportunity to gain skills and qualifications that enable them to progress to higher education, work and adult life.

This does not mean young people must stay on at school. They will be able to choose from one of the following:

- Full time education, for example, college or sixth form
- Apprenticeship or traineeship
- Part-time education or training if a young person is employed, self-employed or volunteering full-time (defined as 20 hours or more a week)

Aim

Careers Education, Information Advice and Guidance (CEIAG) provides a bridge via which students move not only to further education, vocational training or employment, but to the next stage of their development as members of society. 'Empowering Learners for Life' is our ethos at The Orme Academy, providing opportunities to develop key employability skills which are highly valued by employers, colleges and universities is crucial in our aim to successfully equip all students with the necessary skills to enable them to become successful in all areas of their lives, both now and in the future.

By engaging parents and carers, employers and the local community our aim is for every child to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. This will be achieved through a programme of high-quality activities, advice and guidance.

The Orme Academy has a number of statutory duties in relation to careers guidance (DfE Careers guidance and access for educations and training providers). This includes the following:

- An obligation to provide independent careers guidance from Years 8 to 11 (we will provide careers guidance from Year 7 onwards)
- Ensure there is an opportunity for a range of education and training providers to access all students in Years 8 – 11
- Use the Gatsby Benchmarks to improve careers provision
- Appoint a named person to the role of Careers Leader
- To publish details of the careers programme for young people and their parents.

Content

Commitment

The Orme Academy is committed to providing high quality, impartial careers guidance for all students in partnership with Entrust Careers and Participation Service and The Careers and Enterprise Company.

The Orme Academy endeavours to follow:

- DfE Careers guidance and access for education and training providers
- Equalex learning outcomes and objectives framework
- CDI Framework for career education and guidance in secondary schools

Following the publication of the Good Career Guidance report by the Gatsby Charitable Foundation, and further guidance from the DfE, the academy is committed to ensuring that the eight benchmarks of good practice are in place. These eight benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Students needs and entitlement

Students at The Orme Academy will benefit from:

- Access to a range of careers education and work-related learning opportunities, for example, employer assemblies and workshops, workplace visits, careers fairs, motivational speakers, college and university visits and workshops.
- Links with local employers and community organisations to develop employability skills and to increase awareness about the Labour Market Information (LMI) and employment opportunities available.
- Meaningful encounters with employers and employees. This may also include workplace visits.
- Access to advice on options available at post-16, including apprenticeships, entrepreneurialism, and opportunities available from other post-16 providers.
- Careers advice and guidance meetings to support with decision making between different pathways and transition between key stages.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Information on the financial support available to them post-16.
- A weekly careers programme during tutorial time for all students which aims to increase knowledge and understanding of the different career opportunities available.
- Support with completing applications for the full range of academic and technical courses, CVs, personal statements and preparation for interview.
- Updated CEIAG (Careers Education, Information, Advice and Guidance) to support students in making unbiased decisions about their future pathways.
- Opportunities to learn about STEM related careers (Science, Technology, Engineering and Maths).
- A total of two weeks of work-related activities and workplace experiences by Year 11.

Denise Stillito is our Careers Adviser from Staffordshire County Council. Denise offers an unbiased careers advice and guidance service for young people. She helps students to think through their ideas and weigh up the pros and cons of different options. Denise is based in the Careers Room and offers 1:1 guidance meetings via appointment or a drop in service at break time or lunch. The Careers Room and Academy library also has a wealth of resources which students can access for guidance.

Implementation

Mrs Woolley, Vice Principal and Careers Leader, coordinates the Careers Programme. Teaching staff are also involved as the programme is delivered through PSHE lessons, weekly tutorial careers sessions and subject curriculum lessons. Additional careers and work-related learning experiences are also delivered in addition to these timetabled lessons where appropriate. The programme will raise aspirations, challenge stereotyping and actively promote equality and diversity. Further details of the Careers Programme can be found on the careers section of the Academy website.

The Academy works closely with The Careers & Enterprise Company and our designated Enterprise Coordinator Helen Brown.
Any queries relating to careers education or provider access requests can be directed to Mrs Woolley via the following email address: claire.woolley@toa.set.org

Resources

Funding is allocated in the annual budget planning round in the context of the Academy priorities and particular needs in the careers education and guidance area. Mrs Woolley is responsible for the effective deployment of resources. Sources of external funding are actively sought, and shared provision is used where appropriate and efficient, particularly in conjunction with our local network of partnership schools.

The Orme Academy is a member of The Careers & Enterprise Company (CEC) Careers Hub for Staffordshire to secure additional support, funding and resources for careers and work-related learning opportunities.

Monitoring, Review and Evaluation

The Careers Leader will be responsible for monitoring, reviewing and evaluating the programme of activities through a range of methods:

- Termly evaluations of the Academy Careers Programme using the Compass+ self-assessment tool
- Regular meetings and discussion with the Principal and Academy Council
- Feedback from students, parents and carers, staff and other key stakeholders
- Analysis of the destination data and student tracking documentation
- Career guidance interviews and mentoring feedback from Entrust
- Termly meetings with key stakeholders, for example The Careers & Enterprise Company

The CEIAG policy will be reviewed annually by the Careers Leader in accordance with Academy policy and to reflect future statutory requirements and recommendations.

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Careers Programme

The Orme Academy Careers Programme 2026 - 2027		
Theme	**Learning outcome**	**Learning objective**
1. **Introduce and Inspire** (Year 7 - Year 10)	**Opportunity awareness** Have a broad knowledge of a range of career opportunities which enables informed decision making.	Understand that there are different types of workplaces such as, offices, warehouses and home working, and that there are different types of employment such as, self-employment, freelancing, and full-time employment.
		Recall a range of different sectors and jobs, and describe the characteristics of the workplaces these jobs might take place in.
		Identify links between the curriculum and essential skills needed within the workplace and can give examples of careers linked to subject areas.
	Self awareness Aware of their passions, skills and work preferences and understand how these could inform their career choices.	Aware of essential workplace skills and are able to self-assess their current skill level, aligned to the Skills Builder Universal Framework.
		Identify their passions, interests and skills and consider how they might inform potential jobs or career pathways.
		Describe their work style and ideal working environment and can give examples of workplaces that would and would not suit their preferences.
	Inspiration Inspired and motivated by careers opportunities which they may not have otherwise considered.	Recognise and challenge stereotypes about career pathways and understand that their career aspirations should not be limited by them
		Identify career role models and articulate their early career aspirations.
2. **Investigate and Explore** (Year 9 - 11)	**Career readiness** Have developed essential skills which will support them to transition to the workplace.	Evidence the essential workplace skills they have developed, aligned to the Careers & Enterprise Company Employer Competency Framework
	Exploration of roles and responsibilities Have a deeper level of knowledge and understanding about the role responsibilities, and pathways of careers in areas of interest.	Understand the different routes into employment and understand the differences between pathways.
		Describe the roles of different people within an organisation and talk about what they do
		Create, develop or design something based upon a brief set by an employer, and relate the essential skills they used to a potential career pathway.
	Understanding of growth sectors and the changing economy Understand how the local and national labour market is changing and what this might mean for their career choices.	Identify growth sectors within their local area and talk about the types of jobs within these sectors.
3. **Apply and demonstrate** (Year 10 - 11)	**Applying Knowledge and Skills in the workplace** - Can evidence when they have applied their knowledge and skills within the workplace - Can articulate this to potential employers - Can use their experiences to make informed career decisions.	Evidence when they have applied careers knowledge, essential skills and behaviour within a workplace environment, and have received employer feedback on their work.
		Demonstrate what they have learnt as a result of their experience of the workplace and articulate how this will inform their future decision making
		Evidence when they have applied careers knowledge, skills and behaviour within recruitment processes, such as mock interviews or mock assessment centres.
		Compare their experiences of different workplaces and evaluate the impact each has had on their career readiness and decision making.
		Assess how their experiences of the workplace have challenged stereotypes and raised their aspirations.

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