

TO BE APPROVED BY THE BOARD OF TRUSTEES



# Watling Academy

# Careers Policy

**April 2023**

## **1. Introduction and Overview**

At Watling Academy, we are committed to ensuring that all students from Years 7 to 11 are well-prepared for their next steps when they leave school, be it for education or employment. Through careers-related activities and our curriculum, we aim to inform students about the range of opportunities available and provide personalised guidance to support their decision-making. Through our PHSEE/Well-Being programme we raise students' awareness of developing the employability skills that will equip them for success in their chosen careers. The Gatsby Benchmarks, set out in Appendix 1, are embedded in our provision.

Watling Academy is a member of the Denbigh Alliance Multi Academy Trust which is committed to providing high-quality career guidance so that students can make inspired and informed decisions about future opportunities. To this end, schools within the Trust have a named Careers Leader who implement and measure careers provision against the Gatsby Benchmark Framework. The eight Benchmarks ensure quality careers guidance about further educational study options, technical pathways and the labour market.

## **2. Procedure Scope**

- 2.1** This Procedure covers careers education, information, advice and guidance given to students in Key Stages 3 and 4.
- 2.2** The Procedure also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Although they will not necessarily be in-school regularly and attending lessons in July and August, the Procedure is still applicable to them.
- 2.3** The Procedure has been reviewed in line with the published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for schools and guidance for further education colleges and sixth form colleges.' (DfE, July 2021).
- 2.4** Watling Academy endeavours to ensure that our provision for all students meets the Gatsby Charitable Foundation's eight Benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this Procedure.
- 2.5** This Procedure covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6** This Procedure refers to events and opportunities in all Key Stages and all year groups and these events will impact upon all students at the school.

**2.7** All members of staff at Watling Academy are expected to be aware of this Procedure and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Adviser.

### **3. Roles and Responsibilities**

**3.1** The Watling Academy Local School Board is responsible for monitoring and overseeing careers provision at Watling Academy, including monitoring the evaluation of the Careers Education Programme.

**3.2** The Careers Leader is an Assistant Headteacher responsible for the development and delivery of the careers programme across the school, ensuring provision meets statutory frameworks and the Gatsby Benchmarks. They oversee the work of the Independent Careers Adviser.

**3.3** The school employs an Independent Careers Adviser (Level 7) who is responsible for interviewing Year 9 students who may require support regarding Key Stage 4 options and all Year 11 students regarding Post-16 options. The Careers Adviser attends sessions for parents at transition points.

**3.4** The Administration team is responsible for the administration of careers including tracking destination data for school leavers in Year 11 and the organisation of work experience and curriculum days.

**3.5** Heads of Department are responsible for ensuring that their curriculum is linked to careers. They ensure that schemes of work identify links to careers, and that teachers refer to careers in their lessons. Heads of Department lead the development of resources and may recruit external speakers to promote careers within their subjects during Careers Week.

**3.6** The Heads of Year are responsible for ensuring the effective delivery of careers education in tutorial sessions. They target students who have a particular need for careers guidance or differentiated provision, drawing them to the attention of the careers team, for example, when looking for a suitable work experience placement.

**3.7** Tutors are responsible for delivering aspects of the careers programme during tutorial sessions. They also provide personalised guidance and advice about careers informally and through mentoring and tutor consultation sessions, particularly in preparation for transition points and work experience. Tutors develop an individual understanding of students' aspirations and goals.

**3.8** Subject teachers are responsible for highlighting links between careers and their subject area. This is particularly highlighted during Careers Week when they plan and deliver lessons with a focus on careers and career paths linked to their

subject. Talks and videos with employers and employees are included in these sessions.

#### **4. Delivery**

- 4.1** In Years 7 to 11, careers education is delivered through the school's tutorial programme and through Wellbeing lessons, following a curriculum planned to ensure progression. Careers talks are given on a regular basis to extend student awareness of the variety of roles and opportunities provided through different sectors. Assemblies and off-timetable days are used to provide guidance at key transition points to make students aware of the opportunities available to them. Further opportunities are provided through extra-curricular opportunities such as trips, clubs, curriculum days such as Teentech, and work experience programmes.
- 4.2** Careers education is also linked to the subject curriculum during lessons and Careers Week when all departments produce lessons linking their subject to career opportunities, with external speakers or presentations to extend students' understanding of the relevance of their subject to the world of work. Subject displays provide further information.
- 4.3** Parents are informed of careers opportunities and supported through their child's transition points through information provided on the school's website and through careers-related evenings or virtual presentations.
- 4.4** Before the end of Year 11, all students will be offered a careers interview focussing on progression and pathways with an independent Careers Adviser. Vulnerable students from Year 11 may be targeted for interviews to support their next steps.
- 4.5** Information about careers is available for students on the school's website and on Unifrog, to which all students have access.
- 4.6** Students have an opportunity to take part in Work Experience for a week in Year 10.
- 4.7** The Careers Leader liaises with the SENCO to ensure that students with specific needs are catered for, for example, in identifying suitable work experience placements and providing additional appointments with the Careers Adviser.

#### **5. Monitoring and Evaluation**

- 5.1** The Careers Leader meets with the Careers Link Governor twice per year to review and monitor the quality of provision.
- 5.2** The Compass self-evaluation online form, supported by the Careers and Enterprise Company.
- 5.3** Student feedback from the Work Experience Programme and employer engagement activities.

- 5.4 Employer feedback from the Work Experience Programme and employer engagement activities.
- 5.5 The Independent Careers Adviser carries out annual evaluations with students who have attended one-to-one interviews.
- 5.6 For Year 11 students, data is collected about students' intended destinations in July prior to leaving school, and after leaving school in September and December. This is used to identify trends and to feed into reviews of our careers provision.

## **6. Work Experience**

- 6.1 Watling Academy provides the opportunity for students to take part in Work Experience:

### **6.1.1 Year 10**

Students take part in formal work experience for five days. The aim is to develop students' personal and social skills by applying them in a working environment. Through work experience, we aim to give students a more realistic understanding of the demands and rewards of working in a professional environment, enabling them to develop confidence and employability skills such as teamwork, initiative etc... It also gives them the chance to find out more about what it's like to work in a particular sector. Students are expected to source their own placement, supported by the school.

## **6.2 Roles and responsibilities**

- 6.2.1 The Head of School and Watling Academy Local School Board have overall responsibility to ensure the health, safety and welfare of students on work experience and staff who are involved in the planning and preparation of the placement. They will ensure that:

- 6.2.1.1 a suitable and sufficient management system is implemented for work experience;

- 6.2.1.2 a named member of the SLT is nominated within the school with responsibility for Careers and Work Experience including ensuring that the health and safety requirements for work experience are carried out;

- 6.2.1.3 a Work Experience Procedure is developed detailing the school's arrangements for work experience.

### **6.2.2 The Careers Leader/Named SLT will ensure that:**

- 6.2.2.1 Health and Safety policies are in place at workplaces that students will attend, and appropriate risk assessments have

been carried out. All placements are suitable for student and do not contravene the HSE's restrictions.

**6.2.2.2** The Workplace Agreement is completed by students, parents and employers. The school is given copies of the employers liability, public liability, and health and safety policies where appropriate. The Workplace Agreement is signed off by the Careers Leader.

**6.2.2.3** Employers are made aware of any additional needs that students may have and adapt their offer to meet students' needs.

**6.2.2.4** Employers are made aware of working time requirements for students on work experience.

**6.2.2.5** Employers are made aware of their safeguarding responsibilities on the workplace agreement form. Employers and parents are informed that they should contact the school immediately in the event of any safeguarding concerns.

**6.2.2.6** Employers and parents should contact the school in the event of a student's absence from a placement.

**6.2.3 The Careers Administrator will ensure that:**

**6.2.3.1** Workplace agreements and other documentation is fully completed and records are kept for all students. They will chase up missing information and check the suitability of placements.

**6.2.3.2** Allocate monitoring phone calls to Year 10 subject teachers and tutors. Collect records of teacher monitoring phone calls, students' and employer placement evaluations.

**6.2.3.3** Report any concerns to the Careers Leader.

**6.2.4 Teachers will ensure that:**

**6.2.4.1** They deliver lessons preparing students to find their own placements and to learn about professional behaviours in the workplace, prior to going on work experience.

**6.2.4.2** They complete their allocated monitoring phone calls, reporting any concerns to the Careers Leader.

**7. Equal Opportunities**

The school consciously works to prevent all forms of stereotyping in the advice and guidance it provides, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. School staff actively promote equality and diversity and work towards the removal of barriers to personal achievement resulting from prejudice, stereotyping and discrimination. For further details, please see the Denbigh Alliance Trust's Equality and Diversity Policy which can be accessed on the Trust's website [www.thedenbighalliance.org.uk](http://www.thedenbighalliance.org.uk).

# Appendix 1

## Gatsby Benchmarks

