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Company Registration Number: 10745840 (England and Wales)

Elements Academy

Careers Policy

January 2024

1	Summary	Careers Policy			
2	Responsible person	Chris Harris			
3	Accountable ELT member	Victoria Woodrow			
4	Applies to	Elements Academy			
5	Trustees and/or individuals who have overseen development of this policy	N/A			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Victoria Woodrow			
7	Ratifying committee(s) and date of final approval	Learning and Achievement			
8	Version	2.0			
9	Available on	Every	Y/N	Trust Website	Y/N
				Academy Website	Y/N
				Staff Portal	Y/N
10	Related documents (if applicable)	Careers Policy			
11	Disseminated to	Elements Academy			
12	Date of implementation (when shared)	January 2024			
13	Date of next formal review	January 2025			
14	Consulted with Recognised Trade Unions	N/A			

Date	Version	Action	Summary of changes
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Jan 24	2.0		New Policy
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1. Purpose

Elements Academy is committed to raising aspirations, challenging stereotypes, and inspiring students to achieve their full potential. Elements Academy is committed to our statutory duty to provide CEIAG to students from Primary to year 11 and to ensuring that all students have access to impartial and inspirational careers information, advice and guidance.

This policy is based on the most recent CEIAG review and written in light of new statutory guidance for governing bodies, school leaders and school staff published by the DfE in October 2018 and non-statutory guidance “Careers Guidance and Inspiration in Schools”. National Careers Council advice has also been used to ensure the Trust’s provision for CEIAG is meeting or exceeding national standards and recommendations.

This policy has been produced in accordance with the Equality Act 2010 and the Special Educational Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

The policy 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. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance.

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Elements Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Elements Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Elements Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

2. Key Aims and Objectives

The academy’s aim to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). Our model for CEIAG is based on the Gatsby Bench Marks and the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education. These objectives underpin the quality of our provision in school.

Our Aims:

- To develop students’ self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values;
- To encourage and support career exploration and research through both enrichment and curriculum-based classroom / group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library and resources, working with employers, visiting speakers and work-related activities delivered by representatives from industry;
- To provide work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable students to make effective decisions about their future;
- To develop skills and professional ethics to meet the demands of a changing work environment;
- To embed all of the above, increasing students’ confidence, resilience and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships and to

reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

3. Staffing

Leaders for CEIAG: Christopher Harris (Elements Academy).

CEIAG Leaders will ensure that correct procedures are followed and that all students, parents or professionals involved have fully understood each school's role and what strategies will be implemented. Careers Leaders will ensure the schools have an appropriate policy for CEIAG and a statement of Provider Access, both of which will be available on the schools' websites. Careers Leaders will conduct an audit of careers provision and ensure that each school works towards the Gatsby Benchmarks, in accordance with the DFE statutory guidance.

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Elements Academy work closely with their Enterprise Coordinator from the Careers and Enterprise Company & RMBC. Their role is to support schools and colleges to improve their careers provision and make meaningful links with business.

The careers lead works in partnership with the Local Enterprise Partnerships (LEPs) Enterprise Co-ordinator and a senior business volunteer, Enterprise Advisor to build careers and employers engagement plans which unlock relationships with local businesses. Other links exist, particularly with post 16 providers throughout South Yorkshire. These providers play an active part in the opportunities given to Element's students, eg one to one progression interview practice and presentations to groups of students regarding progression at 16.

All staff, as part of learning time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas. Many aspects will also be delivered in breakfast and nurture time, intervention time and school drop down days. Hence all staff are responsible for signposting students to where they can get further information, advice and guidance. Careers and Preparation for Adulthood is a large part of the PSHE curriculum at Elements Academy.

4. Trustee with responsibility for CEIAG

The Lead Trustee for CEIAG has responsibility for familiarising the Trust's Board with the CEIAG policy and ensuring that school staff follow statutory guidelines. They will ensure that sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved. Renata Llukaj, Deputy Headteacher, Elements Academy has responsibility within their senior leadership team for Careers.

5. Provision

Elements Academy is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of the curriculum are developed to ensure that students are inspired to aim high and enter the full range of professions and careers. Elements Academy consciously works to prevent all forms of stereotyping in the advice and guidance provided, to ensure that students from all backgrounds and diversity groups consider the widest possible range of careers. The Trust ensures that disadvantaged students and those with Special Educational Needs and Disabilities have early careers interviews to ensure sufficient planning and transition for their next step. Careers education is embedded in the curriculum within tutor time, PSHE and vocational subjects including food technology and in enrichment activities. This is also achieved through engagement in STEM activities and other education schemes and through employer and careers fairs. All curriculum areas provide careers information and education and industry-related knowledge, and help students think about the skills that can be applied in different jobs.

Elements Academy provide comprehensive careers information and education and access to careers software and websites. There is a dedicated and fully resourced careers area, as well as online packages and careers websites. Resources available are differentiated to suit individuals and groups according to their needs and requirements. All Post 16 providers are actively encouraged to attend showcase events to ensure a fair coverage of all available routes and qualifications. Elements Academy is committed to ensuring that vocational training and apprenticeships are promoted effectively through all aspects of CEIAG provision. The Trust provides work related learning opportunities to equip students with first-hand knowledge and experience of the world of work. A range of opportunities are provided that expose students to real work situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market. These include Enrichment Days, Careers Marketplace and STEM activities and College and University taster days.

6. Work Experience

Work Experience that is well planned and well organised has an important role in developing a student's personal and social skills and providing them with opportunities to learn directly about the world of work. Ethos Academy Trust is committed to offering all year 10 students the opportunity to undertake a one-week

work placement. In addition to the one-week work placement, some students may benefit from having a work placement embedded as part of their timetable. In these cases, discussions between the pupil, parents / carers and the school would need to take place before a timetable could be changed to include a long-term work placement.

7. Aims and Objectives

The aim of a work placement is to prepare students for the opportunities, responsibilities and experiences of adult life. Objectives include:

- Gaining experience of the world of work in becoming better prepared for the transition from education to work;
- Finding out about how the world of work differs from school;
- Introducing students to the knowledge and skills of a particular occupational area;
- Developing employability and key skills;
- Improving attainment in individual subjects by making learning more relevant and relating subjects to the world of work;
- Providing a useful insight into factors which may inform career planning and individual targets.

8. Health and Safety

Elements Academy aims to develop students' understanding of health and safety prior to undertaking a work placement by effective preparation and support. These opportunities reinforce that learning, as students on work placement have a duty of care for their own health and safety, as well as that of others who may be affected by their actions. All accidents must be reported. Elements Academy will ensure that a planning visit to the work placement is undertaken beforehand and that all relevant health and safety paperwork is completed. Safeguarding procedures are followed to ensure that all work placements are appropriate and safe for students.

