

# Careers Strategy Policy



*Believe, Succeed, Together*

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## 1.0 Overview

### 1.1 Academy Aims

In July 2021, the DfE issued statutory careers guidance under Section 45A of the Education Act 1997 organised within the eight Gatsby Benchmarks - [DfE Careers Guidance](#) . This guidance was subsequently updated in January 2023.

The Academy is committed to providing all pupils with a comprehensive programme of careers education, information, advice and guidance (CEIAG) throughout Years 7-11.

This commitment can be broken down into the following aims:

- To meet the 8 Gatsby Benchmarks (refer to section 2.0).
- To help pupils gain a greater knowledge of the range of opportunities open to them.
- To help pupils understand the labour market and the requirements and expectations of employers.
- To develop enterprise and employment skills.
- To encourage participation in continued learning, including further education (FE), higher education (HE) and apprenticeships.
- To prevent pupils from becoming NEET (not engaged in education, employment or training).

### 1.2 CEIAG Lead

The member of staff responsible for CAEIAG is **Head of Careers, Mr. N. Dunn.**

### 1.3 CEIAG Delivery

The Academy's CEIAG programme is delivered through the following:

- Personal Development and Enrichment (PDE) lessons - PDE Policy
- Business Studies lessons (compulsory at KS3).
- Drop-down events.
- Visits from employers, FE and HE providers and other relevant external bodies/agencies.
- Visits to employers, FE and HE providers and other relevant external bodies/agencies.
- Individual subject departments.
- Assemblies.
- Form time.
- High quality, impartial careers advice - [Southend Connexions Career Service](#)

### 1.4 Information

Further information and documented evidence of CEIAG delivery can be found at:

[Careers \(eastwoodacademy.co.uk\)](#)

[Eastwood Academy Future Ready \(padlet.com\)](#)

## 2.0 Gatsby Benchmarks

Benchmark	Gatsby Benchmark	Description
1	A Stable Career Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors, employers and other agencies.
2	Learning from Career and Labour Market Information	Every pupil, and their parents (where appropriate), should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
3	Addressing the Needs of each Pupil	Young people have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's or college's careers programme should embed equality and diversity considerations throughout
4	Linking Curriculum Learning to Careers	All subject staff should link curriculum with careers, even on courses that are not specifically occupation led e.g. STEM subject staff should highlight the relevance of STEM subjects for a wide range of career paths. Study programmes should also reflect the importance of Mathematics and English as a key expectation from employers.
5	Encounters with Employers and Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, and should include pupils' own part time employment where it exists.
6	Experience of Workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing or work experience to help their exploration of career opportunities and expand their networks.
7	Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both technical and academic routes and learning in schools, colleges, universities and in the workplace.
8	Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school or college staff) or external, provided they are trained to an appropriate level. These should be available for all pupils whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

### 3.0 CEIAG Programme

Year Group	Programme
7	<p>Careers and the World of Work.</p> <p>Aspiration activities.</p> <p>Job Profiles - <a href="#">Explore careers   National Careers Service</a></p> <p>Labour market information - <a href="#">LMI For All</a></p> <p>Self-reflection related to pupils' own personal development and linked to careers.</p>
8	<p>Understanding employment opportunities.</p> <p>Job Profiles - <a href="#">Explore careers   National Careers Service</a></p> <p>Labour market information - <a href="#">LMI For All</a></p> <p>Supporting option choices (curriculum pathways) - <a href="#">Where can your option choices take you?   My World of Work</a></p> <p>Careers through curriculum offer - <a href="#">Careerpivot : Jobs by Subject</a></p> <p>Study (transferable) skills.</p> <p>Local Enterprise Partnership visits - <a href="#">The Careers and Enterprise Company</a></p> <p>One-to-one personal guidance - <a href="#">Southend Connexions Career Service</a></p> <p>Self-reflection related to pupils' own personal development and linked to careers.</p>
9	<p>Job Profiles - <a href="#">Explore careers   National Careers Service</a></p> <p>Labour market information - <a href="#">LMI For All</a></p> <p>Financial capability.</p> <p>Financial and career skills - <a href="#">LifeSkills   Barclays</a></p> <p>Team building.</p> <p>Study (transferable) skills.</p> <p>Work visits through <a href="#">Educators   founders4schools</a></p> <p>Duke of York Inspiring Digital Enterprise Award.</p> <p>Careers and Enterprise Day organised through <a href="#">Career Ready</a></p> <p>Annual Careers Convention.</p> <p>One-to-one personal guidance - <a href="#">Southend Connexions Career Service</a></p> <p>Self-reflection related to pupils' own personal development and linked to careers.</p>
10	<p>Mindset – VESPA Model.</p> <p>College applications, CVs, and interviews skills.</p> <p><a href="#">Skills Builder Partnership</a> activities.</p> <p>Visits – further education and higher education.</p> <p>Visiting speakers – employers, alumni etc</p> <p>Apprenticeship events.</p> <p>Work experience opportunities through <a href="#">The Adecco Group</a> and <a href="#">Career Ready</a> and <a href="#">The Careers and Enterprise Company</a></p> <p>First aid training.</p> <p>Events to promote STEM - <a href="#">Stemettes</a></p> <p>Career-related volunteering through <a href="#">The Duke of Edinburgh's Award</a></p> <p>One-to-one personal guidance - <a href="#">Southend Connexions Career Service</a></p> <p>Self-reflection related to pupils' own personal development and linked to careers.</p> <p>Identification of those at risk of NEET and support given.</p>
11	<p>Post-16 Post-18 support – <a href="#">My Choices Guide for Students</a></p> <p>College applications, CVs, and interviews skills.</p> <p>Employability skills.</p> <p>Meaningful encounters with employers and further education institutions.</p> <p>One-to-one personal guidance - <a href="#">Southend Connexions Career Service</a></p> <p>Self-reflection related to pupils' own personal development and linked to careers.</p> <p>Continued support for those at risk of NEET.</p>

## **4.0 Equality, Diversity and Inclusion**

CEIAG is provided to all pupils. Pupils are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes.

All pupils are provided with the same opportunities and EDI is celebrated.

All staff involved in CEIAG have a responsibility to promote equality of opportunity, which ensures that all pupils have an entitlement and appropriate access to CEIAG regardless of race, gender, religion, ability, disability, social background or sexual orientation.

All advice given will be impartial and confidential. Pupils will be helped to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

## **5.0 Monitoring, Review and Evaluation**

The Academy assesses and evaluates the impact of its career strategy in the following ways:

- Scrutinising published destination data.
- Tracking Year 11 leavers in October and March against their intended destination.
- Online surveys for pupils, parents and focus groups.
- Feedback from external providers/employers.