



# JAMEAH GIRLS ACADEMY

## CAREERS POLICY 2021/2022

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<b>Ratified by Governing Body:</b>				
Mrs Sajeda Mulla		Signature: <i>S Mulla</i>	Date:09/09/21	

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## Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in October 2018.

The main aims of careers provision at Jameah Girls Academy are to:

- Prepare pupils for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire pupils to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support pupils after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

## 1. Legal framework

1.1 This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE 'Careers guidance and access for education and training providers' 2018
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

## 2. Roles and responsibilities

2.1. The governing board is responsible for:

- Ensuring that all registered pupils are provided with independent careers guidance from Year 8 to Year 11.
- Ensuring that arrangements are in place to allow a range of education and training providers to access all pupils and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the head teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

2.2. The careers leader is responsible for:

- Managing the provision of careers information.
- Liaising with the head teacher and the careers adviser to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other subject leaders to plan careers education in the curriculum.
- Liaising with tutorial managers, mentors, the SENCO and head of sixth form to identify pupils needing guidance.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with FE colleges, universities, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the LA for support for vulnerable and disadvantaged pupils.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Using the Compass tool for self-evaluating the careers provision the school offers.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

- Engaging with the designated teacher for LAC and previously LAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.
- Working closely with the SENCO and other staff to identify the guidance needs of all pupils with SEND and implement personalised support.
- Ensuring that pupils with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.

2.3. The careers adviser is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.
- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offering services to past pupils for up to a year after their departure from compulsory education.
- Coordinating with the designated teacher to work with the relevant virtual school head (VSH) to ensure a joined-up approach to identifying and supporting career ambitions is achieved.

2.4. Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.

- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

### **3. A stable careers programme - Gatsby Benchmark 1**

- 3.1. The school will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks.
- 3.2. A careers leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The careers leader is recruited alongside the suggested requirements to ensure the role is correctly fulfilled. The name and contact details of the careers leader will be published on the school website.
- 3.3. A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The careers adviser is **Ms. Khadijah Gulamnabi**
- 3.4. Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- 3.5. The **head teacher** will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.

### **4. Labour market information - Gatsby Benchmark 2**

- 4.1. The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- 4.2. Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- 4.3. The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information. Pupils and their parents will be provided with information on the benefits of understanding the labour market, including the salaries and promotion opportunities for different jobs, and the volume and location of vacancies across different sectors.
- 4.4. The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.
- 4.5. The school will provide pupils with the necessary links and information that will enable them to access this. Access will be monitored to review whether pupils are making the most of the service, and if not, what can be done to ensure they do.
- 4.6. The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations.

The information provided through the partnership will be used to shape career guidance and workshops in schools.

- 4.7. To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that STEM qualifications lead to.

## 5. Addressing the needs of pupils - Gatsby Benchmark 3

- 5.1. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 5.2. All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.
- 5.3. Comprehensive and accurate records will be kept to support the career development of pupils. These will be stored securely in the head teacher's office. The school will allow access to this information, should a pupil or their parent request it.
- 5.4. Destinations data will be retained by the school for at least three years.
- 5.5. The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the head teacher and careers leader on a yearly basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

## 6. Targeted support

- 6.1. The school will work with the LEBC to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.
- 6.2. The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 FE.
- 6.3. To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LEBC and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.
- 6.4. The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.



## **7. Pupils with SEND**

- 7.1. The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- 7.2. The careers leader will work closely with the SENCO and other staff to support pupils with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school will work with families of pupils to help them understand what career options are available.
- 7.3. Surveys will be conducted to find out individual pupils' aspirations. The results of the surveys will create careers guidance and experience that will be tailored to pupils needs based on their own aspirations and abilities.
- 7.4. Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- 7.5. The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- 7.6. Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or HE.
- 7.7. The SEND local offer will be utilised; annual reviews for a pupil's EHC plan will be informed by good careers guidance.
- 7.8. Pupils with SEND will have the opportunity to hear from adults with disabilities who have succeeded in their careers as part of the school's successful careers strategy.
- 7.9. When arranging work experience for pupils, the school will work with the employer to determine any additional support that will be needed during the work placement.

## **8. Curriculum - Gatsby Benchmark 4**

- 8.1. The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching.
- 8.2. The school will ensure that every pupil is exposed to the world of work by the age of 14.
- 8.3. Pupils are expected to study the core academic subjects at GCSE, including English, maths, science, history, and a language.
- 8.4. Pupils will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

- 8.5. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- 8.6. Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
- Careers events such as careers talks, careers carousels and careers fairs.
  - Transitions skills workshops such as CV workshops and mock interviews.
  - Mentoring and e-mentoring.
  - Employer delivered employability workshops.
  - Business games and enterprise competitions.

## **9. Encounters with employers and employees and Work experience - Gatsby Benchmarks 5 and 6**

- 9.1. The school will ensure that all pupils have had at least one experience of a workplace by the age of 16.
- 9.2. The school will ensure that all pupils will have opportunities to engage with employers and employees
- 9.3. The school enters a service agreement with Leicester Education Business Company (LEBC) to arrange work experience and necessary safeguarding, health and safety and risk assessments.

## **10. Encounters with further and higher education and Personal guidance - Gatsby Benchmarks 7 and 8**

- 10.1. All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the pupil reaches age 16, with the opportunity for a further interview by the age of 18.
- 10.2. Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- 10.3. Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

## **11. Information sharing**

- 11.1. The school will provide the relevant information about all pupils to the LA support services including:
- Basic information, such as the pupil's name or address.

- Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- 11.2. The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
  - 11.3. LAs will be notified, as early as is possible, whenever a 16- or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

## 12. Monitoring and review

- 12.1. The governing board, in conjunction with the head teacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.
- 12.2. The head teacher will make any necessary changes to this policy, and will communicate these to all members of staff.
- 12.3. The next review date for this policy is September 2021.

## **Provider Access Policy Statement**

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide pupils in Years 8-13 with access to providers of post-14, post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

### **What are pupils entitled to?**

Pupils must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs pupils of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, and taster events.
- Understand how to apply to the full range of academic and technical courses available to them.

### **Who handles our access requests?**

Any provider wishing to request access should contact our careers leader, **Ms. Khadijah Gulamnabi**, on 0116 262 7745 or via email on **head@jgacademy.co.uk**

Our **Child Protection and Safeguarding Policy** and **Guest Speaker Policy** set out the school's approach to allowing providers into school to speak to our pupils.

### **What can providers expect once a request has been accepted?**

Once we have approved a provider, we will work with them to identify the best method for providing access to our pupils.

We will make the school hall, classrooms and private meeting rooms available to host discussions between providers and pupils. We will also make presentation equipment, such as projectors and televisions, available to providers.

Arrangements will be discussed in advance between our careers leader and a nominated member of the provider's team.

### **Can providers leave prospectuses for pupils to read?**

Providers are welcome to leave a copy of their careers leader.

### **Approval and review**

This policy statement was approved by the **governing board's curriculum and standards committee** on **date**.

## Careers Survey – Plans for Your Future

This survey is intended to help you begin thinking about your career path when you leave school. Each year, this survey information will be updated to reflect your changing perspective on your aspirations as you get closer to leaving school. This information will also serve as a guide to your teachers in deciding which classes and educational experiences you should have to help you be successful in the kind of life you want to have after secondary school.

Name:		Date of birth:	
Year group:		Date:	

### Careers

When will you complete your GCSEs?	20____
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Please tick as many boxes as you wish below, and answer the relevant questions, to indicate what you would like to do following completion of your GCSEs.

<input type="checkbox"/> Job role
What kind of job role appeals to you?
What support and qualifications, if any, do you think you need to achieve this career path?

<input type="checkbox"/> Sixth form	
Which sixth form?	
What would you like to study?	

What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

<input type="checkbox"/> University	
Which university?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

<input type="checkbox"/> College	
Which college?	
What would you like to study?	
What support and qualifications, if any, do you think you need to begin your chosen programme of study?	

<input type="checkbox"/> Apprenticeship	
Which sector?	
What support and qualifications, if any, do you think you need to begin your chosen apprenticeship?	

<input type="checkbox"/> Military	
Which branch?	
What support and qualifications, if any, do you think you need to begin your chosen military course?	

Hobbies

What do you enjoy doing in your spare time?

Do you wish to pursue a career in relation to any of these hobbies? If yes, please indicate below.

How could the school help you to develop your hobbies?
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Year 10 only

Have you arranged work experience for June 2021 (Please circle)	Yes/No
If 'yes', where will you be working?	
If 'no', how can the school help you to arrange work experience?	



## Destinations Survey – Plans for Your Future

This survey is intended to gain an insight into the career paths of pupils who have completed their time of study at name of school. This survey will also support our school in providing evidence for how our current careers programme has impacted on past pupils. Please fill in the questions below and return the survey back to the school.

<b>Name:</b>		<b>Date of birth:</b>	
<b>Year group:</b>		<b>Date:</b>	
<b>Address:</b>			

1. Study	
Are you applying for a place at a university or college? (Please circle – If ‘no’, please go to section 2)	Yes/No
Have you been offered a place at a university or college? (Please circle)	Yes/No
How many offers have you received?	
Are the offers you have received conditional or unconditional?	1. 2. 3. 4. 5.
If the offer is conditional, are you confident that you will achieve the grades necessary for the course? (Please circle)	Yes/No
Will you accept an offer? (Please circle)	Yes/No
If you answered ‘no’ to question F, why will you not be accepting an offer?	

What university or college would you like to be studying at?	
What is the title of the course you will be studying?	
Is the course full time?	Yes/No
What career path do you wish to pursue with your chosen programme of study?	

2. Employment	
Are there any job roles you wish to pursue? (Please circle)	Yes/No
If you answered 'yes' to question A, please give details of your desired job role.	
Have you secured a job role? (Please circle - if 'no', please don't answer question D, E or F)	Yes/No
What is the job title?	
What is your role?	
Is this job role what you aspired to achieve during your time at our school? (Please circle)	Yes/No

## Careers Audit

Employment related skill	Description	Was this included in my careers advice?
Self-management	<p><b>Ability to take the responsibility for setting and achieving personal goals:</b></p> <ul style="list-style-type: none"> <li>• I can evaluate my performance in tasks.</li> <li>• I am able to accept and deal with authority.</li> <li>• I can accept feedback in a constructive manner.</li> <li>• I am able to set goals and manage my school work and social life.</li> </ul>	Yes/No
Initiative and enterprise	<p><b>Ability to seek/take advantage of opportunities:</b></p> <ul style="list-style-type: none"> <li>• I can identify opportunities and act on them.</li> <li>• I am willing to take risks and learn from mistakes.</li> </ul>	Yes/No
Learning	<p><b>Ability to achieve new skills and/or knowledge:</b></p> <ul style="list-style-type: none"> <li>• I am open to new tasks and use knowledge to further my technical skills.</li> <li>• I can use different methods to learn new things.</li> <li>• I am able to access information on courses to further my learning.</li> </ul>	Yes/No
Communication	<p><b>Ability to express and understand information:</b></p> <ul style="list-style-type: none"> <li>• I can speak to a group confidently.</li> <li>• I have debated in front of large audience.</li> <li>• I can speak and write in another language.</li> <li>• I can follow verbal instructions.</li> </ul>	Yes/No

<p style="text-align: center;"><b>Teamwork</b></p>	<p><b>Ability to work effectively with others to get things done:</b></p> <ul style="list-style-type: none"> <li>• I can work with other people to sort out a problem.</li> <li>• I can work/collaborate with others on group tasks.</li> </ul> <p>I am able to value the work of others and share resources.</p>	<p style="text-align: center;">Yes/No</p>
<p style="text-align: center;"><b>Planning and organisation</b></p>	<p><b>Ability to coordinate and prioritise tasks and resources:</b></p> <ul style="list-style-type: none"> <li>• I am able to make decisions.</li> <li>• I can manage my time and priorities.</li> <li>• I can collect, analyse and organise information using appropriate methods.</li> <li>• I am able to organise equipment and materials needed for a task.</li> </ul>	<p style="text-align: center;">Yes/No</p>