

# Careers and Work Related Learning Policy

September 2021

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## 1. Commitment

Wyvern Academy is committed to maximise the potential of the young people in our care, enabling them to progress to the post-16 provider of their choice and ultimately to successful employment and economic well-being.

The academy believes that high quality careers education provides pupils with a clear understanding of the routes to careers that they will find rewarding and enjoyable. It is key in supporting pupils in their journey towards adulthood and making a positive contribution to their community.

[From the current statutory careers guidance.](#)

“The COVID-19 pandemic has had an unprecedented impact on the economy, education and the opportunities open to students. Research has shown that school and college leaders recognise that careers guidance has become more important than ever as a result of the COVID-19 pandemic.”

Wyvern Academy is committed to meeting the needs of all pupils, providing support to overcome any disadvantage caused by the pandemic and allow everyone to progress to the post-16 provider of their choice.

Wyvern Academy is committed to working towards achieving the eight Gatsby Benchmarks of

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. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance

and achieving the Quality in Careers Standard as soon as is practical <https://investorincareers.org.uk/>.

## 2. Legislation and statutory guidance

Wyvern Academy will endeavour to meet its commitments under

- ❖ [2011 Education Act](#)
- ❖ [2017 National Careers strategy: Making the most of everyone's talents and subsequent Statutory Guidance](#)
- ❖ [Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further educational colleges and sixth form colleges July 2021](#)
- ❖ Section 42B of the Education Act 1997  
[https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga\\_19970044\\_en.pdf](https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga_19970044_en.pdf)

## 3. Links to other relevant policies

Other related academy policies include:

- ❖ [SEND policy](#)
- ❖ Pupil Premium Strategy
- ❖ [Safeguarding policy](#)
- ❖ [Provider Access policy](#)

## 4. Entitlement

**Wyvern pupils** are entitled to Careers Education, Information, Advice and Guidance (CEIAG) that meets the highest professional and ethical standards of practice. This entitlement, issued annually, is included in pupil planners and on the [school careers website](#).

**All staff delivering careers education** are entitled to training and support to enable them to discharge their responsibilities to a high standard. General careers updates/CPD are organised termly. Staff with additional training needs should make them known to the Career Lead, who is responsible for organising training and support.

## 5. Roles and responsibilities

**The Leadership Team will:**

- Support the delivery and development of CEIAG across the academy.
- Encourage faculties to include elements of careers education in their curriculum.
- Support staff in delivering activities linked to National Careers Week and National Apprenticeship Week.

- Provide adequate physical and financial resources for the implementation of the careers programme, including the services of a full-time, fully qualified Career Lead qualified to lead careers and provide advice and guidance.
- Monitor the provision of the academy's statutory responsibilities including information provided on the academy website and access to information for year 11 pupils.

#### **Members of the Local Academy Board (LAB) will**

- Nominate a "Link Governor" for careers
- Ensure that independent careers guidance is provided to all pupils in line with statutory guidance
- Ensure that arrangements are in place for the Academy to meet its obligations under the Baker clause

#### **The Link Governor for careers will**

- Support the Career Lead in promoting CEIAG across the academy and evaluating the impact.
- Meet termly with the Career Lead to review the careers programme and progress made towards achieving the Gatsby benchmarks
- Report to the LAB so all members are well-informed about the careers programme.

#### **The Career Lead will:**

- Report to the AHT (Community and Ethos)
- Advise SLT, through AHT (Community and Ethos) and the Governors, on policy and approaches to careers
- Evaluate the effectiveness of the careers programme termly using Compass +, sharing the results with staff, SLT through the AHT (Community and Ethos), Governors and our TVCA Co-ordinator
- Lead on the development of the careers programme identifying, or developing, quality resources to support teaching staff in delivering the required objectives.
- Manage Grofar, the careers management tool used at Wyvern to record personal development.
- Ensure that the information on the careers area of the school website is current and accurate.
- Revise the careers offer annually and issue to parents/carers and pupils each September through pupil planners and school careers website.
- Work with teaching staff to develop the teaching of careers, within Vision and Values, PSHCE and other lessons.
- Be responsible for the maintenance of accurate careers records and use the information held about pupils to prioritise activities and resources by need.
- Keep records of employers who have worked with pupils.
- Maintain the register of providers making requests to access pupils and arrangements made to facilitate requests.
- Ensure that careers activities organised in-house run smoothly and deliver the required results, evaluating their success and making any necessary improvements.
- Coordinate a programme of assemblies to allow pupils in year 11 to access information from a variety of

sources to enable them to make informed decisions about their future.

- Organise the annual Careers Evening and work with other agencies to identify quality careers learning experiences for pupils.
- Work with outside agencies
  - Darlington Borough Council and post 16 providers to support pupils in making a successful transition between KS4 and 5 and allow the accurate compilation of statistics relating to destinations.
  - Tees Valley Combined Authority (TVCA) and the Careers Hub to access training, support and identify suitable opportunities for activities that will enrich our careers offer
  - One Vision/NELEP on the careers element of the One Vision pilot project
  - NECOP/UniConnect/Future me in promoting Higher Education as a viable option to our pupils.
  - BAM, our Enterprise partner organisation (from Sept 2021)
- Provide quality one to one impartial advice and guidance to every pupil, whenever significant study or career choices are being made and keep accurate records.

### The teaching staff will:

- Take an active part in delivering the careers elements of the PSHCE programme.
- Deliver activities in Vision and Values to raise awareness of the world of work.
- Support the work of the Career Lead.

## 6. Taught careers curriculum

Wyvern Academy aims to prepare pupils to make informed decisions about their future through CEIAG, tailored to meet the aspirations and needs of the individual. Our taught programme is designed to meet the needs of all pupils, to ensure they progress towards achieving their career aims and make a successful transition to the post-16 provider of their choice.

The curriculum will be delivered in a variety of ways eg. Pupil Experience Passport, Vision and Values, lessons, assemblies and workshops, themed weeks, research activities, events, visits and careers guidance activities.

### 6.1 Vision and values activities

Each week pupils have one session in Vision and Values allocated to their Pupil Passport. This programme encourages pupils to take advantage of opportunities to develop 14 key skills by completing a series of “experiences” during their time at Wyvern.



Tutors support pupils to identify their achievements and areas for development. Pupils are responsible for recording their progress on Grofar and IT facilities will be made available each term to allow them to do this.

Work on the pupil passport is supplemented by other career related activities, such as Job of the Week discussions and activities linked to the National Careers and Apprenticeship weeks.

## 6.2 Careers within PSHCE lessons

Careers education is a core component of our PSHCE curriculum taken by all pupils. Our PSHCE curriculum is designed to be flexible in order to meet the emerging needs of our pupils.

The careers elements have a termly theme with each year group having a different focus that reflects where they are on their careers education journey.

### Curriculum summary

	<b>Term 1 Personal development</b>	<b>Term 2 Life-long learning</b>	<b>Term 3 The world of work</b>
<b>Year 7 I discover</b>	3 lessons Job of the week in Vision and values	3 lessons University visit College day National Apprenticeship Week National Careers Week	3 lessons World of work day Job of the week in Vision and values
<b>Year 8 I explore</b>	3 lessons Gibber – Careers in NHS Job of the week in Vision and values	3 lessons College visit College day National Apprenticeship Week National Careers Week	3 lessons World of work day Job of the week in Vision and values
<b>Year 9 I focus</b>	4 lessons En-Act theatre production – decision making Job of the week in Vision and values	3 lessons College day NECOP – Mentoring (6 x y9) University visit Options evening (Hybrid) National Apprenticeship Week National Careers Week	3 lessons World of work day Job of the week in Vision and values
<b>Year 10 I plan</b>	4 lessons CVs Careers evening Job of the week in Vision and values	3 lessons College day (Long term – possible WEx?) National Apprenticeship Week National Careers Week	4 lessons World of work day College visits Job of the week in Vision and values
<b>Year 11 I decide and apply</b>	4 lessons CVs College assemblies Careers evening Job of the week in Vision and values	3 lessons 1-2-1 support National Apprenticeship Week National Careers Week	2 lessons 1-2-1 support Job of the week in Vision and values

The programme is fully resourced by the Careers Lead with teaching staff empowered to make any changes or additions needed to meet the needs of their pupils.

## 6.3 Careers across the curriculum

Wyvern Academy believes that all teachers are teachers of careers and that careers education happens not just in the formal careers lessons, but in everything we do. It is the informal chats between teacher and pupil, to develop understanding of how their learning links to the wider world or answering the common question “when will I need this in real life?”

For 2021-22 pupils in all subjects will complete at least one career related activity in each subject and a short research activity as a homework/independent learning task. Initially, the Career Lead will provide resources to support staff to deliver this. Over time this will build to a bank of resources that teaching staff can use at appropriate points in their curriculum to make their lessons more relevant to “real world”.

## 7. Independent advice and guidance

High quality impartial careers advice and guidance is a key element of the Academy's work in

- ❖ Supporting pupils in reaching their full potential, by raising aspirations.
- ❖ Empowering pupils to plan and manage their own future by providing comprehensive information on all options.
- ❖ Promoting equality, diversity, social mobility and challenging stereotypes.
- ❖ Supporting pupils as they work towards sustainable employment and achieving personal and economic wellbeing throughout their lives.

We recognise that advice and guidance takes many forms from the formal meetings with our impartial, level 6 adviser to discussions with form tutors and teachers about option choices. A termly programme of staff CPD ensures that teaching and pastoral staff are aware of their responsibilities and informed about the local offer.

## 8. Partnerships / Service Level Agreements

We work in partnership with a wide variety of post-16 providers, local universities and other local schools through the CEIAG network meetings. All necessary data sharing agreements are in place to ensure GDPR requirements are met. The academy promotes opportunities offered by local post-16 providers in line with our Provider Access Policy. For example, this may be through messages in Vision and Values time or assemblies, emails to pupils and/or parents carers, added to the school careers website, as appropriate.

A memorandum of understanding (MOU) exists between Wyvern Academy and Tees Valley Combined Authority (TVCA) that outlines the roles and responsibility of each party, reviewed annually. TVCA has the remit of encouraging employer engagement with local schools and coordinates the local Careers Hub, of which Wyvern Academy is a member. It acts as a broker between industry and school, coordinating our work with BAM from September 2021.

Wyvern Academy is taking part in the careers stand of the One Vision pilot project. We work in partnership with TVCA to provide intensive support and guidance to a small group of pupils in year 11 in order to evaluate the impact this has to their aspirations and post-16 destination.

## 9. Business Links and Work-Related Learning

The Academy utilises the services of a Careers & Enterprise Coordinator from Tees Valley Combined Authority (TVCA) to develop links with local employers. From September 2021 BAM is our Enterprise adviser and will work with us to identify opportunities to link learning to the workplace.

We will use the TVCA portal to source businesses and employers who can support our work, especially in delivering our World of Work days and National Careers/Apprenticeship week activities. Longer term we will be looking to deliver a visit programme that allows pupils to experience the workplace for themselves.

## 10. Resources

Funding for careers is allocated in the annual budget process. Funds will be prioritised in support of core activities ie. delivering the eight Gatsby benchmarks.

Additional funding is available in 2021-22 from

- ❖ NECOP/Future Me/UniConnect programme to increase the numbers of pupils progressing to Higher Education
- ❖ TVCA to support the work done to deliver the Gatsby benchmarks (legacy funds from previous years).

Applications will be made for additional funding as opportunities arise.

## **11. Review and Evaluation of impact**

We actively seek feedback from stakeholders in a variety of ways eg. feedback forms on careers website, pupil feedback after events, provider feedback after events. Feedback is shared with AHT (Community and Ethos) and the link governor for careers.

### **11.1 Progress against Gatsby benchmarks**

Progress made in achieving the Gatsby Benchmarks is reviewed termly using the Compass + tool from the Careers and Enterprise Company. Judgements are validated by our Enterprise Coordinator from TVCA and scrutinised by SLT, through AHT (Community and Ethos) and the LAB, through our Careers Link Governor.

### **11.2 Curriculum**

The curriculum is reviewed and updated annually, before the start of each academic year. Feedback is considered from staff, pupils, parents and other parties as part of this process. From September 2021 feedback forms have been added to relevant pages of the careers website, to increase the amount of feedback provided by staff, pupils, parents and providers. From 2021 feedback from our new Enterprise Adviser will also be considered.

### **11.3 Impact of guidance and support**

Immediate pupil feedback is sought at the end of guidance meetings using an anonymous google forms survey.

One measure of the long term effectiveness of the work done in preparing pupils for their next steps is the “NEET” figures ie. The number of leavers who are not in employment, education or training. Destination information is compiled with the support of the local authority, reported to the Department for Education (DfE) and published annually on the DfE data dashboard and school website. These figures are discussed with staff, SLT and Governors annually.