

# Careers and Work Related Learning Policy

September 2022

<b>Date of approval:</b>	September 2022
<b>Approved by:</b>	Wyvern Local Academy Board
<b>Date of next review:</b>	September 2023

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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 students with a clear understanding of the routes to careers that they will find rewarding and enjoyable. It is key in supporting students in their journey towards adulthood and making a positive contribution to their community.

Wyvern Academy is committed to meeting the needs of all students, 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 students** 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 student 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 students.

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

- Nominate a “Link Governor” for careers
- Ensure that independent careers guidance is provided to all students 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 students each September through student 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 students to prioritise activities and resources by need.
- Keep records of employers who have worked with students.
- Maintain the register of providers making requests to access students 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 students 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 students.
- Work with outside agencies
  - Darlington Borough Council and post 16 providers to support students 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
- NECOP/UniConnect/Future me in promoting Higher Education as a viable option to our students.
- BAM, our Enterprise partner organisation (from Sept 2021)
- Provide quality one to one impartial advice and guidance to every student, 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 PSHE programme (delivered through Personal Development lessons).
- 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 students 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 students, 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. 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 students have one session in Vision and Values allocated to their Experience Passport. This programme encourages students to take advantage of opportunities to develop 14 key skills by completing a series of “experiences” during their time at Wyvern.



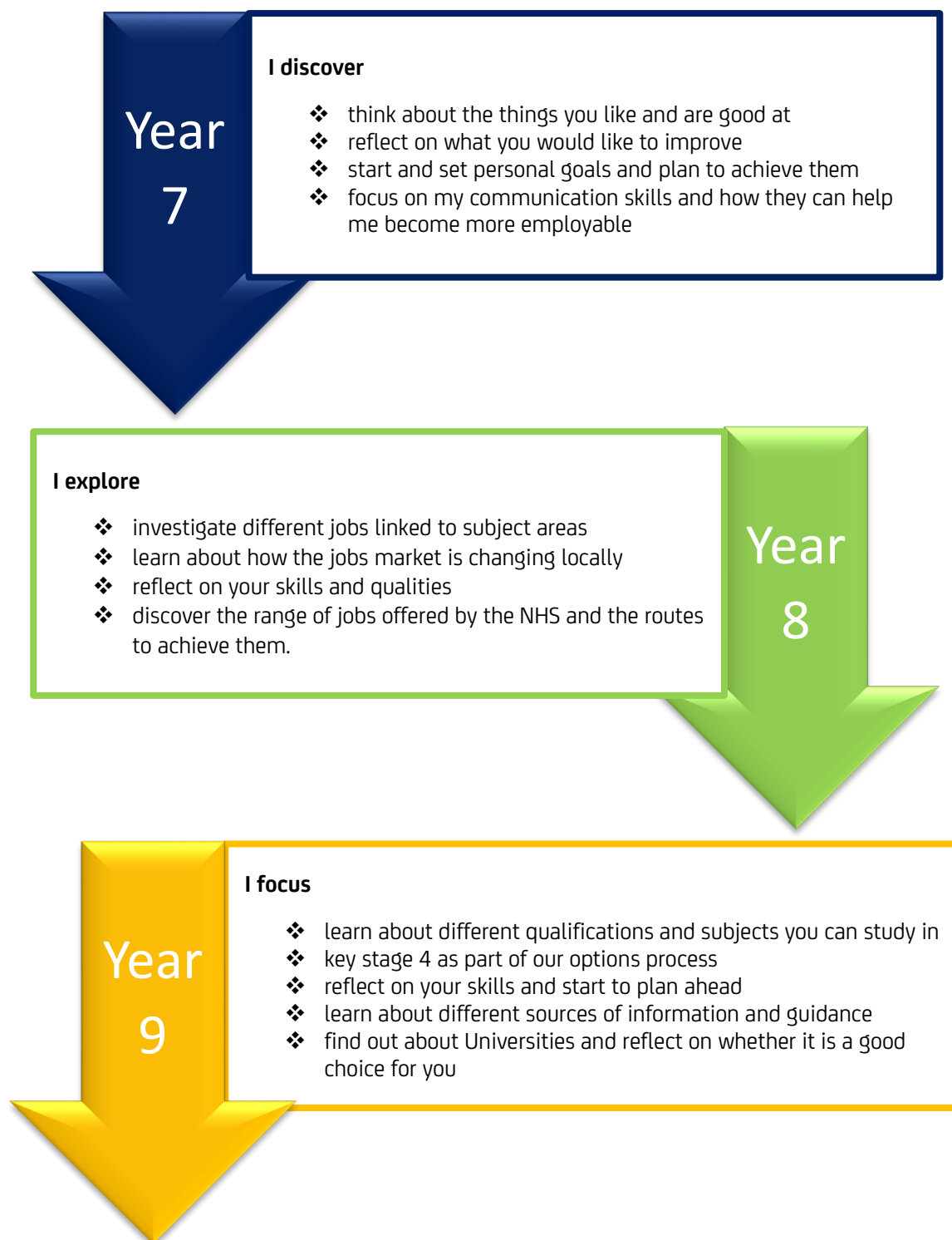
Tutors support students to identify their achievements and areas for development. Students are responsible for recording their progress on Grofar and IT facilities will be made available each term to allow them to do this.

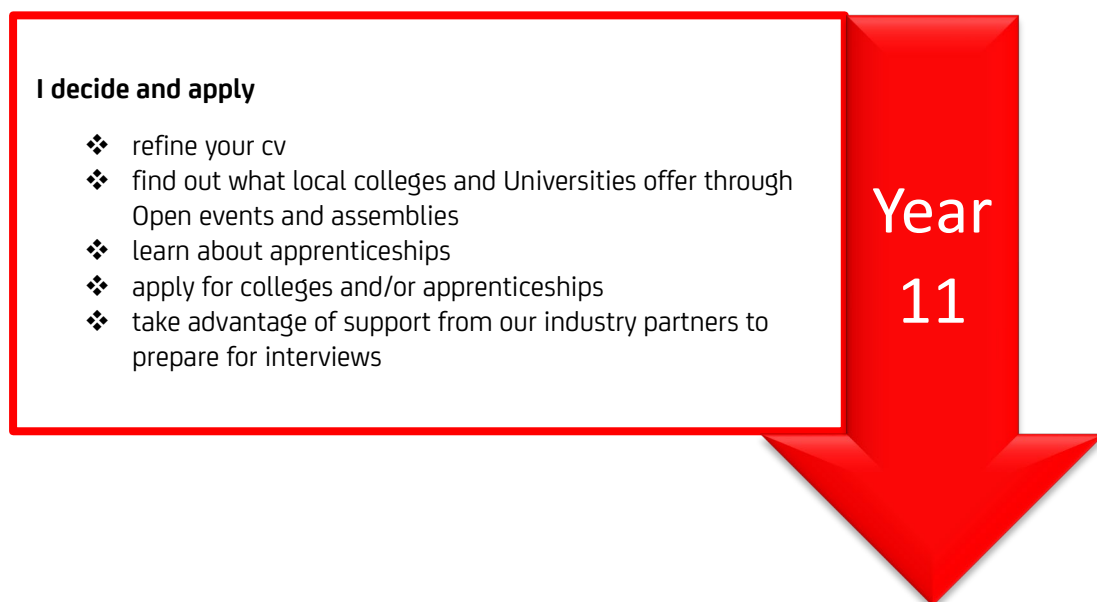
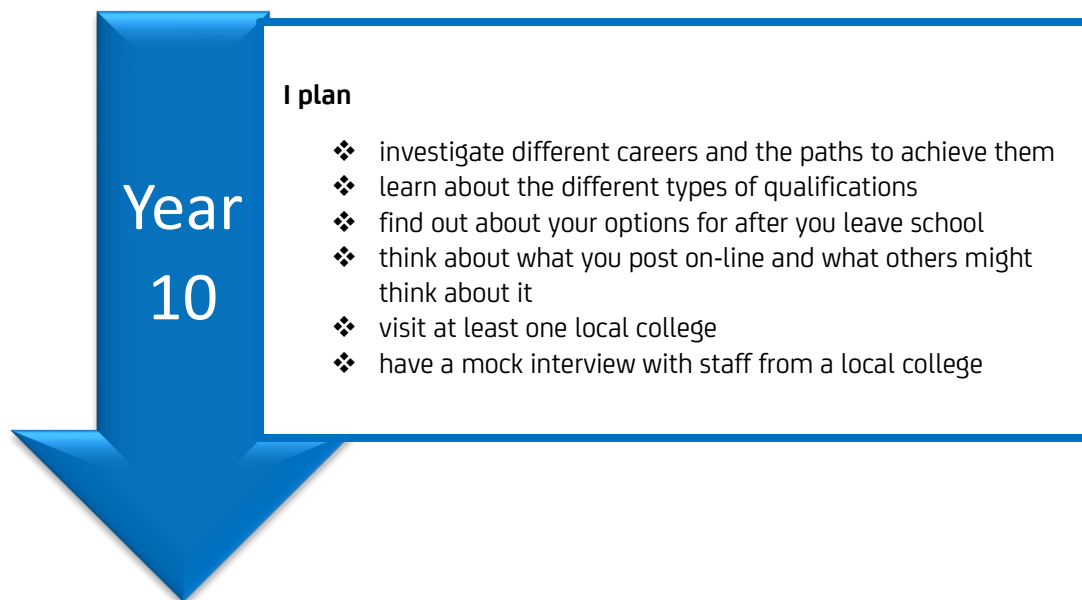
Work on the Experience Passport is supplemented by other career related activities, such as Job of the Week discussions and activities linked to the National Careers and Apprenticeship weeks.

## 6.2 Careers within Personal Development lessons

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

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





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 students.

### **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 student, 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 2022-23 students 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 provided 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 students in reaching their full potential, by raising aspirations.
- ❖ Empowering students to plan and manage their own future by providing comprehensive information on all options.
- ❖ Promoting equality, diversity, social mobility and challenging stereotypes.
- ❖ Supporting students 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 students 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 students 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 June 2022 BAM and EE are our Enterprise advisers 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 students 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 may be available in 2022-23 from

- ❖ NECOP/Future Me/UniConnect programme to increase the numbers of students 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, student 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, students, 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, students, parents and providers. From 2021 feedback from our new Enterprise Adviser will also be considered.

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

Immediate student 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 students 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.