

# Ormiston Victory Academy

## Careers Guidance Policy

Date adopted: June 2021

Next review date: June 2023

### Policy Version Control

Policy prepared by	Ormiston Victory Academy
This Policy was originally created	June 2021 Replacing previous policy which was created in July 2017
Responsible committee	Strategic Progress Board
Date approved by committee	
Date ratified by LGB (if required)	

## Introduction

Careers Guidance makes a major contribution to preparing students for their individual pathway through learning and work. The term 'Career Guidance' includes all activities intended to assist young people in making decisions about future education, training and jobs. Students are best equipped to fulfil their potential when they understand themselves, their skills and all the opportunities available to them.

A planned careers programme supports students in learning about the different pathways available to them after they leave school and personalised advice helps students to understand their interests, how to follow a successful career path and sustain employability throughout their lives.

Ormiston Victory Academy will continue to review, monitor and evaluate our careers provision by listening to feedback from all stakeholders (students, parents/careers, staff, governors, external partners) as well as following guidance from the Department of Education, Careers and Enterprise Company, Ofsted and the Career Development Institute.

## Statutory Requirements

As set out on page 9 of the [Government's statutory guidance](#), all schools must ensure that:

- pupils are provided with independent careers guidance from year 8 to year 11;
- there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships;
- they publish a policy statement setting out their arrangements for provider access and ensure that it is followed;
- the Gatsby Benchmarks are used to improve careers provision, meeting them by the end of 2020;
- every young person has seven encounters with employers – at least one each year from year 7 to year 11. Some of these encounters should be with STEM employers;
- a named person is appointed to the role of Careers Leader to lead the careers programme;
- details of their careers programme for young people and their parents are published on their website.

## GB I – A Planned Careers Programme

### Careers Team

Careers Leaders are responsible and accountable for the delivery of their school's programme of career advice and guidance. Careers leadership involves: planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of staff.

Careers Leaders are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people. This means paying careful attention to feedback from all stakeholders and to the destinations of pupils.

Our named Careers Leader at Ormiston Victory Academy is Mr Robert Arger who has completed the CEC-funded Careers Leaders course, accredited to Level 6 in Careers Leadership.

Careers is overseen at Senior Leadership level by Mrs Orla Ballentine, the Vice Principal for Quality of Education who manages the Careers Leader and the Assistant Principals for Curriculum, Key Stage 3, Outcomes and Sixth Form.

### Communications

Ormiston Victory Academy will publish its career programme on the website and the information will be reviewed annually.

The Careers Team will ensure effective communication is maintained with students, staff, parents and carers through the use of e-mail, staff meeting agendas, briefings/assemblies, newsletters and social media.

### Review and Evaluation

Ormiston Victory Academy is a member of New Anglia LEP Careers Hub and will complete the Career and Enterprise Company's Compass Evaluation tool termly, to assess the performance of the careers programme against the Gatsby Benchmarks.

Ormiston Victory Academy achieved the Prospects Quality Award in December 2018 (valid until December 2021) and will renew this every three years.

The Careers Team will report annually to governors on the achievements and next steps for the careers programme, as well as progress towards the Quality Award.

## GB 2 – Learning from Career and Labour Market Information

Career and Labour Market Information (LMI) includes information on:

- skills, career pathways and progression routes in the
- local labour market
- job applications and interviews
- educational institutions, courses, qualifications, entry
- requirements and costs
- professional bodies
- employment sectors, employers, jobs, salaries and
- employment trends
- jobs, training and apprenticeships
- job demands and working life
- financial planning

The Careers Team will ensure effective labour market information is communicated to students, staff, parents and carers through the use of displays, e-mail, staff meeting agendas, briefings/assemblies, newsletters and social media.

By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents and carers will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

## GB 3 – Addressing the needs of each pupil

The Careers team will have a clear oversight of students' career needs, knowledge, and skills at each stage of their learner journey.

Every academic year students will be asked to complete electronic surveys on their Career Profiles, including information on:

- Industries they are interested in working in (1st, 2nd, 3rd choices)
- Desired future job role (if known)
- Favourite school subjects (1st, 2nd choice)
- The top skills that they have
- Skills they would like to develop
- Whether they aspire to go to university

- Extra-curricular activities they take part in
- Any support they would need to enable them to achieve their career goal

The Careers team will ensure tailored support for students by tracking:

- Personal guidance
- Educational visits attended
- Working lunches attended
- Post-16 destinations
- Post-18 destinations

Opportunities for advice and support will be tailored to the needs of each student. Our careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

## GB 4 – Linking Curriculum Learning to Careers

### Cross-Curricular

Throughout the curriculum, teachers will find creative and engaging ways to embed career related learning within their subjects. Opportunities for Careers and Enrichment will be identified in schemes of learning across all subjects.

Cross curricular audits will use nationally recognised frameworks including the CDI to support career development.

### PSHE+R

#### Year 7

Careers is embedded within the PSHE+R programme that takes place with the student's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules is an introduction to careers. Students look at their achievements, personal qualities and develop targets based on these whilst thinking about how they may link to a future career. See the Scheme of Learning [here](#) for more information.

#### Year 8

Careers is embedded within the PSHE+R programme that takes place with the child's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules will be on transferable skills. Students will gain an understanding of how the skills they are learning now can transfer into employment and know how to set SMART targets. They will look at skills such as

problem solving and adaptability and practice these. At the end of the careers unit students will complete a social action project applying some of the skills discussed. See the Scheme of Learning [here](#) for more information.

### **Year 9**

Careers is embedded within the PSHE+R programme that takes place with the child's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules will be on understanding personal qualities and how these link to certain careers. Students will write a personal statement and look at the best sources of information. See the Scheme of Learning [here](#) for more information.

### **Year 10**

Careers is embedded within the PSHE+R programme that takes place with the child's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules will be on writing CVs and cover letters. Students will also consider online identity and the importance of work experience. See the Scheme of Learning [here](#) for more information.

### **Year 11**

Careers is embedded within the PSHE+R programme that takes place with the child's PE teacher. Students have one hour of PSHE+R per week and one of their half-termly modules will be on post-16 options, applications and interview skills. Students will also build on their CVs from Year 10. See the Scheme of Learning [here](#) for more information.

### **Post 16**

The sixth form team support careers development by offering a programme of workshops, guest speakers and supporting applications for university and employment. Sessions are delivered to students on apprenticeships, university, student finance and the UCAS application process.

## **GB 5 – Encounters with Employers and Employees**

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

This will be offered through a range of enrichment activities including visiting speakers, virtual working lunches, mentoring and enterprise schemes.

Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.

## GB 6 – Experiences of Workplace

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. By the age of 16, every student should have had at least one experience of a workplace, in addition to any part-time jobs they may have.

By the age of 18, every student should have had one further such experience, additional to any part time jobs they may have.

## GB 7 – Encounters with Further and Higher Education

Ormiston Victory Academy will work closely with the Outreach Officer the University of East Anglia to promote encounters with higher education. The University has identified Ormiston Victory Academy as a “Category A” school which provides us with the maximum possible amount of opportunities.

Ormiston Victory Academy will also partner with the Network of East Anglian Collaborative Outreach (NEACO) and work closely with the Higher Education Champion.

The academy also is working in partnership with INTO University from May 2021. INTO University will be providing targeted support for selected students in each year group over a 5 year programme.

## GB 8 – Personal Guidance

Every student will be given the opportunity to have a guidance interview with a professional Careers Adviser, who holds a careers qualification at level 6 or higher and subscribes to the CDI Code of Ethics.

Careers guidance activities include:

- Listening to students’ initial ideas, qualifications, skills, experiences, circumstances and life aims

- helping students to identify and explore suitable options and to consider the career implications of subject and course choice that are in their best interests
- challenging pre-existing assumptions about what they are capable of
- demystifying learning and labour market systems and helping students understand progression pathways
- Developing practical strategies on how to achieve their goals, including pointing students to information sources of most use to them
- Building students' persistence, motivation and confidence and helping them to see how they could overcome any barriers preventing them from moving forwards
- Referring students to other agencies that can support them.

Career advisers work closely with staff to deliver a range of individual support to students, including:

- one-to-one guidance at crucial points of decision making, including year 8 and 9 option choice and choosing pathways for post-16 and post-18 – this guidance offers students in-depth support to interpret information and apply it to their own situation
- group work sessions on particular topics, such as apprenticeships, labour market trends or employability skills
- advice to parents and students at careers fairs and parents' evenings
- advertised drop-in sessions for students at lunchtimes and other times during the week
- support on exam results days.

Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

## Additional Information

[Careers and Enterprise Company: The Gatsby Benchmark Toolkit for schools \(September 2017\)](#)

[Careers and Enterprise Company: Understanding the role of the Careers Leader \(March 2018\)](#)

[CDI Code of Ethics: a Guide for Employers and Partners \(March 2021\)](#)