



# Careers Education Policy

This policy is reviewed annually to ensure compliance with current regulations

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## **Rationale for Career Education, Information, Advice and Guidance**

The Archer Academy believes that every child should be helped to make the right choices for their progression, to achieve their personal best. We aim to help every student develop high aspirations and consider a broad and ambitious range of careers so that they are prepared for life as adult members of a diverse society. Our vision for careers guidance is that all learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives. At the Archer Academy we seek to support all students to take their place as suitably qualified and responsible adults within society. We therefore provide high quality Careers Education and Guidance which will prepare all our students to make the important decisions that influence their future education, careers, and role in the world of work.

## **Commitment**

The Archer School endeavours to equip students with the skills and knowledge they need to investigate and enter their chosen professions. By assisting students with decisions at key stages in their school life, providing information about options and introducing them to the world of work, we aim to prepare them for their chosen career.

The Archer Academy recognises that it has a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give learners access to impartial careers information, education, and guidance (1997 Education Act, 2009 Education and Skills Act). We are committed in providing a planned programme of impartial careers education and information, advice, and guidance (CEIAG) for all students in Years 7-11, in partnership with a variety of external providers. The Archer Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Our commitment to careers education is in line with the Gatsby Benchmarks for the delivery of robust careers education. The Archer Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Archer Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.



The Archer Academy endeavours to follow best practice guidance from expert bodies such as Ofsted and from government departments such as the Careers Enterprise Company.

The Archer Academy is committed to providing extra support as required for vulnerable students and students with special educational needs, to ensure that every child has the support needed to enter their chosen profession.

### **Aim of Careers Education, information, Advice & Guidance**

The aim of careers Education, Information, Advice and Guidance (CEIAG) is to raise our students' aspirations, broaden their horizons and empower them to make informed and realistic decisions at all key transition points in learning and work and help them to sustain employability and economic well-being throughout their work lives. The Archer Academy has strong links with outside agencies including universities and colleges, community organisations and businesses which contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals
- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working
- Developing the skill for effective learning – reviewing achievements, setting targets, planning, and acting
- Demonstrating the link between living, learning, and earning
- Improving literacy, numeracy, and digital skills
- Improving progression
- Reducing NEET (Not in Education Employment or Training)
- Careers work also supports strategies to build self-confidence and self-reliance and promotes positive and informed attitudes to learning

### **The Archer Academy is committed to achieve the eight Gatsby Benchmarks of Good Career Guidance as follows: (See APPENDIX 3)**

1. A stable career programmes
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

## Delivering our programme

The programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act (2011), April 2014 Statutory guidance: Careers guidance provision for young people in schools (2014), as well as guidelines from Ofsted and the Career Development Institute.

Careers Education and Guidance falls within the careers Education Policy and forms a central feature of the curriculum from Year 7 onwards. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning. Through our careers programme we aim to raise our students' aspirations, broaden their horizons and empower them to make informed and realistic decisions at all key transition points in learning and work and help them to sustain employability and economic well-being throughout their working lives.

Our programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. It is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The programme has been designed to be person-centred, personalised and impartial. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers.

Our careers programme aims to:

- Ensure that students develop the skills and attitudes necessary to make the most of the opportunities, responsibilities and experiences they will encounter in adult and working life
- Help students develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- Encourage students to investigate opportunities for continued learning (including apprenticeships, further and higher education, self-employment and potential careers
- Support students to make decisions and manage transitions across the two stages at 13+ and 16+
- Develop enterprise and other skills valuable in the world of work
- Reduce drop-out and course-switching in education and training
- Contribute to the economic prosperity of individuals, families, and communities
- Raise aspirations and motivation, leading to increased achievement and attainment



- Ensure that, wherever possible, all students leave the Archer Academy with employment, further education or training
- Prepare our students for the opportunities, responsibilities, and experiences of adult life.
- Enable students to experience the world of work and develop transferable skills
- Enable students to develop skills, attitudes, behaviours and abilities that will equip them to access this and to manage their personal career development
- Help students develop educational, course and career awareness and to enable them to access this and to manage their personal career development.
- Enable to manage transitions in their lives, such as the change from Key Stage 3 to Key Stage 4 and Key Stage 4 into Key Stage 5, other further education, apprenticeships and beyond work.
- Help students understand the range of support available from our internal and external stakeholders.

**It does this by:**

- Providing a programme of activities to which all students from Years 7-11 are entitled, which will help them to plan and manage their careers
- Providing information, advice and guidance which is independent impartial, unbiased, and based on the needs of each individual student
- Equipping students with the necessary decision-making skills to manage transition through education.
- Fostering links between the school, local businesses and further/higher educational establishments.
- Supporting inclusion, challenge stereotyping and promote equality of opportunity.
- Offering half termly Bright Ideas lectures for all year groups in Year 7 to Year 11 to inspire our students about the possibilities ahead of them.
- Providing ongoing CPD for teachers.

Our careers education is supported by external specialists including, London School of Economics , Imperial College and the Kings College Widening Participation Scheme, InvestIN Education, Barclays life skills, Unifrog and Fast Tomato . The Archer Academy works closely with outside agencies including universities and colleges, community organisations, businesses and guest speakers with specialist knowledge will work within an agreed protocol with outside agencies which aim contribute to:

- Raising aspirations and increasing motivation – helping young people to identify educational and occupational goals

- Demonstrating the relevance of the knowledge and the skills learnt in subjects to future opportunities in learning and working
- Developing the skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy, numeracy and digital skills
- Improving progression
- Reducing NEET
- Careers work also supports strategies to build self-confidence and self-reliance and promotes positive and informed attitudes to learning.

## **Implementation**

The implementation of our Employability and Careers Curriculum relies on secure governance, appropriate leadership at senior level, and expert delivery by CEG specialists and the wider staff:

### **a) Governance**

The Governing Board ensures that statutory guidance is met by nominating a link governor for Careers. Our Careers Strategy Governor is Clare Raff.

### **b) Leadership**

The designated Careers Leader is the Senior Teacher /Head of Upper School, with the Programme delivered under the direction of the Head of Careers.

The role of our Head of Careers is to assist students' career learning, planning and development by leading and managing the development of Careers Education, Information, Advice and Guidance (CEIAG) in school.

The Head of Careers will work under the direction of the Senior Teacher/ Head of Upper School Mr Richard Gillo.

**The Head of Careers has** responsibility for CEIAG **and** facilitates the contribution of colleagues, students, and partners, develops the careers programme, organises resources and ensures that all students have access to impartial CEIAG.

The Archer Academy views changes in guidance and the commitment to an in-school Head of Department of Careers (HOD) post as an opportunity to commission a service better tailored to the needs of our students. A planned approach is developed each year with activities and resources that support their needs. The Head of Careers at The Archer Academy is Mrs Sonila Bami who can be contacted on [Sbrami@thearcheracademy.org.uk](mailto:Sbrami@thearcheracademy.org.uk).

### **c) Staffing**

All members of staff contribute to CEIAG through their roles as tutors and subject teachers. Careers education is planned, monitored, and evaluated by the Careers Leader with the



Head of Careers in consultation with other Senior Leaders and appropriate staff. Some aspects of CEIAG are delivered by teachers during tutorial and PSHE lessons and on school drop down days. Other aspects are delivered by specialists and outside agencies. Members of teaching staff contribute to the careers education and guidance programme, with the help and support of the Careers Department.

- Careers Adviser employed by the school has professional qualifications e.g. the Qualification in Careers Guidance Level 6 (QCG), and are members of the Career Development Institute and abide by their Code of Ethics. The Careers Advisers provide specialist careers guidance either in one-to-one meetings or in group work. CEIAG is provided by our Careers Consultant Mrs Natalie Philips.
- Careers education is planned, monitored and evaluated by the Careers Department.
- Careers information is maintained by the Head of Careers in co-operation with the Librarian. Careers information is available in the library as well as in the Careers' Room in Upper School.

## Careers Curriculum

Students at the Archer Academy are entitled to receive a programme of work /career related learning, careers information and impartial advice and guidance. This is designed to help every student recognise and develop their skills and abilities, know what opportunities are available in the world of work and to make plans to help all our students achieve their education and career goals. The programme of careers related opportunities in each year group, some of which dovetail with the pastoral/lifelong learning curriculum, have been carefully designed to support students' journey at each stage of their secondary education. The Archer Academy fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will endeavour to comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. Encounters will take place throughout the year in workshops, different events, as part of the assembly programme for each year group, Form Time/Lifelong learning programme, National Apprenticeship Week and National Careers Week.

All students in years 7 to 11 at the Archer Academy are entitled to:

- find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point;
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships;
- understand how to make applications for the full range of academic and technical courses.

The Archer Academy delivers careers education by a combination of methods:



- Special events such as Post 16 Options Information evenings for both A Level and Vocational Pathways
- Work experience
- Assemblies
- Visits and taster days
- Planned activities and taster sessions with local universities
- Careers SOW in Lifelong learning
- The school has license for Fast Tomato platform, an on-line CEIAG tool which informs young people about the world of work.
- The school is exploring the use of Morrisby from September 2022
- The school uses Barclays Life Skills as part of our Lifelong Learning curriculum.
- Careers meeting for both Year10 and Year 11 which are offered by an external Careers Adviser.
- Careers activities during collapsed timetable days and enrichment programme
- Employer Engagement through local organisations such as (but not exclusively) The Brokerage, Envision and The Stephen Lawrence Trust and external careers education providers.

#### **At all Key Stages our students can expect to:**

- Access to a planned programme relevant to your year group:
  - **Year 7:** The focus is introducing careers and thinking about the vast number of careers available. Take your child to work day, Barclays Life skills, Speakers for schools
  - **Year 8:** The focus is self- assessment, career paths and the exploration of GCSE options. Bright ideas, Barclays Life skills/Speakers for schools
  - **Year 9:** The focus is linking our plans and dreams to reality: Fast Tomato, Careers Fair focus day- on GSCE Options making links between each subject choice and the profession that it can lead to, Barclays Life skills, Speakers for Schools.
  - **Year 10:** The focus is work experience including preparation, implementation and evaluation. Careers focus day on preparation for work experience, Bright Ideas and Speakers for schools
  - **Year 11:** The focus is post 16 options and the application process. Bright ideas and Speakers for schools, Vocational Curriculum Evening, A Level Choices Evening.
- Access to a qualified impartial and independent Careers Adviser for personalised advice and guidance
- Help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- Information about the world of work and how the labour market is changing
- Information about further and higher education, training and apprenticeships and employment and self - employment routes
- Sign posting to relevant up-to-date and impartial sources of careers information and advice
- 

#### **Our students will:**

Realising potential. **Inspiring creativity.** Engaging with our community.

- Take part in activities which challenge stereotyping and raise their aspirations
- Develop skills and qualities to improve their employability
- Develop enterprise skills
- Learn how to prepare for different transitions
- Be helped to develop financial capability skills
- Develop and strengthen personal presentation skills for selection processes

We will ensure that no limits are imposed on your aspirations based upon social, economic, or ethnic background.

**By the end of Key Stage 3, all students will have:**

Experienced careers education, focused on their development, labour market awareness, educational pathways, employability skills as part of their Life Long Learning programme, specialist workshops, events and Bright Ideas Lectures.

- Begun to develop an awareness of individual skills, strengths, and preferred learning styles in relation to post 16 pathways and future career goals
- Been able to access careers resources
- Been set targets and review progress through Learning Review Day
- Received careers information and on-going support from staff such as Form Tutors
- Taken part in Year 8 & Year 9 curriculum events where students can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4
- Been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor
- Students can request a meeting with the career adviser at any point, however, Mr Gillo will be arranging all the bookings for the career's interviews. Students will be given a week notice to prepare for this interview.

**By the end of Key Stage 4, all students will have:**

- Experienced careers education, focused on their development, labour market awareness, educational pathways and employability skills, as part of their Lifelong Learning programme, specialist workshops and events.
- Been offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devised an action plan towards their career goals
- Taken part in an enterprise activity
- Listened to talks on different careers
- Been given the opportunity to speak to representatives from various sectors of the world work
- Developed financial capability skills
- Produced and reviewed a curriculum vitae
- Written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Developed presentation and interview skills
- Been able to access careers information and resources
- Been offered the opportunity to take part in taster days/ sessions



- Visited or spoken to representatives of further or higher education institutions, such as universities
- Had opportunities to evaluate individual achievements e.g. Learning Review Day, rewards assemblies, enterprise activities
- Been given the opportunity to take part in work experience

## Information Advice and Guidance

The Archer Academy aims to provide students with a range of good quality, up to date, impartial CEIAG on GCSE options in Year 8,9 and individualised tailored career meetings for advise on Post-16 opportunities. This supports the whole-school delivery of CEIAG and requirements for the statutory duty for careers guidance. All of our students, staff and parents/carers can access independent, impartial CEIAG through our Careers Adviser Mrs Natalie Philips as well as through the available links in our school website. The school additionally actively signpost and promotes external sources of information and advice such as the National Careers website/helpline and the apprenticeship website and works closely with the local authority.

### Information, Advice and Guidance is provided by:

- One to One Careers Guidance – each student should have the opportunity for a one to one guidance meeting either with the Careers Adviser an independent advisor, and if the students have an EHCP a key member of staff and parents will meet to discuss future options
- Access to support sessions for applying for Post 16
- Access to appropriate information, including online, to discover learning and career pathways by:
  - Generating career ideas based on students' own interests, skills and aspirations
  - Encouraging students to explore their own career ideas and assess how well suited they are
  - Helping students to prepare for transitions post-16 and post 18
  - Setting and recording their own goals and ambitions in the Career Plan
  - Tutor sessions to support students with writing personal statements
  - Assemblies and parent's evenings ensuring students and parents are clear about the different pathways and the requirements on continuing with English and Maths Post-16.

## Employer Engagement

The Careers programme along with the Curriculum is designed to meet the needs of our students, employers, colleges , Technical Colleges , apprenticeships providers and universities. We want The Archer Academy to be recognised as a school that works with employers to understand the challenges they face when employing young people while educating employers about the barriers some of our young people face so that we can proactively boost the employability skills and job



prospects of all our young people. Working with employers also enables the school to provide impartial careers guidance across a range of pathways such as university and apprenticeship.

## External Provider Access

Our Providers access policy explains how the school decides to allow external providers to access students for the purpose of giving them the information about the provider's education or training offer. This complies with the school's legal obligations under section 42B of the Education Act 1997.

The Archer Academy endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

All students in Years 7-11 are entitled to careers education; the specific programme is outlined on the Providers Access Policy which can be found on our school website. Any provider wishing to request access should contact the Head of Careers or email [info@thearcheracademy.org.uk](mailto:info@thearcheracademy.org.uk) marking the message for the attention of the Careers Team.

Requests will be evaluated in line with the aims of this policy, the aims and ethos of the school and the needs of students. Events will be integrated into the school's Careers Programme and will offer providers an opportunity to come into our school to speak to students and or their parents.

The Careers Team are responsible for liaising with providers and ensuring that they have suitable opportunities for student/parent contact. The school will make suitable accommodation available for discussions between the provider and students, including appropriate equipment to support provider presentations. This will all be discussed and agreed with the Head of Careers or a member of their team. Providers may leave promotional materials or prospectuses for display in a section of the Careers area or the Library. This area is available to students at break and lunchtime.

## Management, Staffing and Responsibilities

All staff contribute to CEIAG through their roles as tutors and subject teachers and pastoral leaders.

- The CEIAG programme is planned, promoted, monitored and evaluated by the Head of Careers in consultation with the Head of Upper School teacher with responsibility for CEIAG.
- The Head of Careers is responsible for planning and implementing the Careers Fairs and all the post 16 Option events. Furthermore, the Head of Careers will support the HOY for Year 10 with the planning and the organisation for work experience
- The Assistant Head teacher with responsibility for CEIAG ensures that Careers Education is delivered in accordance with the statutory framework and that appropriate information, advice and guidance is delivered.
- The Governors are responsible for reviewing and approving the Careers Education Information, Advice and Guidance policy every two years and ensuring that it meets statutory requirement as defined by the DfE.

**Students are responsible for:**

Realising potential. **Inspiring creativity.** Engaging with our community.

- Engaging positively with the Careers Education programme
- Attending the GCSE Options and Post-16 evenings to encourage informed decision-making
- Seeking further support from the Head of Careers and the careers adviser when appropriate.

**Parents/Carers are responsible for:**

- Supporting the CEIAG work of the school
- Attending the Year 8 ,9 Options and Post-16 evenings
- Supporting their child to identify appropriate work-placements in Year 10 and completing paperwork as requested by the school.

## **Development**

Subject Leaders will include and signpost elements of Careers Education in their Schemes of Work thus supporting the delivery of Careers Education across the curriculum. Every department will be evaluating their careers education implementation in yearly basis, this will be one of the tools to inform for the whole school career plan in yearly basis.

The Head of Careers will design the Schemes of Work signposting the elements of careers education covered in the Lifelong Learning Programme.

Tutors are responsible for the delivery of specific aspects of Careers Education as indicated in the Lifelong Learning Programme, supported by Heads of Year, and the Post-16 applications timeline.

The Head of Careers in consultation with the Senior Teacher with responsibility for CEIAG and the Assistant Headteacher with responsibility for student voice will identify ways of developing students as Careers Leaders.

The Head of Careers in consultation with the Senior Teacher Head of Upper School with responsibility for CEIAG and pending governors' approval and identification of resources will work towards the school gaining an Investors in Careers or Careers Mark Award.

The Head of Careers will continue to attend Careers Forum and other CPD opportunities.

## **Impact and Evaluation**

CEIAG is monitored and evaluated through :

- Student voice
- Staff, employers and students' evaluation of Work Experience placements
- Discussion with key staff and line management
- Partners, students and parents/ carers' feedback
- Post 16 destinations data
- Post 18 destinations data
- GCSE outcomes
- Observation of activities.



The School will evaluate its Careers Education offer in line with normal self-evaluations procedures. These will include Local Authority scrutiny and Ofsted inspections. In addition, events such as Careers Fair receive direct evaluation from students and exhibitors.

Through evaluation following career-related events we assess whether students have met the required learning outcomes. These are shared in Lifelong Learning lessons and revisited at the end of lessons to assess whether they have been achieved. Learning Portfolios are used across Key Stage 3 to document this work and demonstrate progress over time. Our careers education program is evaluated three times a year one every term by the Head of Careers through the Compass platform as well as once a year through a staff survey. Changes and improvements are recorded in the department development plan as well as the whole school development plan. When reviewing our provision, the school improvement plan is used to ensure that CEIAG is fully supporting whole school aims.

## **Data**

The Archer Academy uses both internal and external data to support the following:

- Destination data to inform curriculum planning
- Partners, students and parents/ carers' feedback to ensure advice is aspirational and adapted to students' needs
- To identify learners perceived as having an increased possibility of becoming NEET (Not in Education, Employment and Training),
- Data informing the Local Authority RONI (Risk of NEET Indicator) to support targeted students at risk of not participating at Post 16

## **Resources**

Funding is allocated in the annual budget and the school recognises that CEIAG is an effective way to deploy pupil premium funding. The Head of Careers is responsible for the effective deployment of resources.

## **Equality and Diversity**

CEIAG opportunities are provided to all students regardless of ethnicity, gender and ability and diversity is celebrated. Students are encouraged to prepare to support themselves financially and to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. However, we recognise that some groups experience barriers to access and are under-represented in certain pathways and sectors. CEIAG is a tool to improve social mobility and we are committed to widening participation.

## **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Equality and Diversity, Inclusion and SEN. The school has a separate Provider Access Policy.



## Development of the policy

This policy has been developed through evidenced based research and discussions with all stakeholders and will be reviewed annually through discussion with appropriate school staff, students, parents / carers, governors and other external partners.

### Publication and Appendixes :

#### Good Career Guidance (The Gatsby Charitable Foundation, 2014)

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

#### Careers guidance and access for education and training providers. Statutory guidance for governing bodies school leaders and school staff

<https://assets.publishing.service.gov.uk/govern>

### Code of Ethics :

[CDI Codes of Ethics \(the CDI\)](http://the CDI Codes of Ethics)

#### [CDI Codes of Ethics - the CDI](http://the CDI Codes of Ethics)

Background. The CDI Code of Ethics covers the professional behaviour and practice required of all CDI members and informs the public of the ethical principles to which all CDI members adhere.

[www.the CDI.net](http://www.the CDI.net)

***Due to be reviewed by the Governing body on FEB 2024.***

## Appendix 1: Careers Education Plan

Year Group	The Big Question	Learning Outcomes
Year 7	What skills and qualities do I have? Who are the people that influence me?	<p>We will describe our strengths, our preferences and ourselves. We will recognise the qualities and skills that we possess and think about how we can use them in later life employment.</p> <p>We will look at the people who influence our lives and think about what impact they will have on our futures.</p>
Year 8	Decisions and GCSE pathways	We will recap the skills and qualities that we possess and think about how these have changed since Year 7. We look at the different pathways that students can take and think about what GCSE options would be suitable and where we might like to go post 16.
Year 9	Job Awareness and the media	Be aware of what job and labour market information is and how it can help you with planning for the future. Look systematically at the choices and opportunities open to you in the future. Students explore the media and fake news and how this can affect the decisions we make. Students think about stereotypes and where these come from and how they can affect the decisions we make.
Year 10	Getting ready for the world of work	Students are introduced to CV's and the importance of building a personal profile about themselves to help prepare for the world of work. Students look at the importance of planning and what they can do to help get ready for Year 11.
Year 11	What will I do after Y11?	<p>We look at the labour market and think about what skills are required to go into certain careers.</p> <p>Post 16 pathways are explored every pathway will be explored ALevels, Vocational Pathways and apprenticeships. Students discuss the skills, which would be useful for interviews to help prepare for any college/apprenticeship interview.</p>

- on which level you take. Apprenticeships are available across a wide range of industries and many high-quality, prestigious companies offer t



## Appendix 2: Gatsby Benchmarks

### 1. A STABLE CAREERS PROGRAMME

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers.

- Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
- The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.

### 2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every student, and their parents, 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.

- 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 should be encouraged to access and use information about labour markets and future study options to inform their support to their children.

### 3. ADDRESSING THE NEEDS OF EACH STUDENT

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

- A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
- Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development.
- Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave the school.

### 4. LINKING CURRICULUM LEARNING TO CAREERS

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.

- By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

### 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 can be through a range of enrichment opportunities including visiting speakers, mentoring and enterprise schemes.

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

*\*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.*

## **6. EXPERIENCE OF WORKPLACES**

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, additional 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.

## **7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION**

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

- By the age of 16, every student should have had a meaningful encounter\* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.
- By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.

*\* A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.*

## **8. PERSONAL GUIDANCE**

Every student should have opportunities for guidance interviews with our Careers Adviser Mrs Natalie Philips, who is an external trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

- Every student should have at least one such interview by the age of 16.