



The Albion Academy
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The Albion Academy

Careers Education, Information & Guidance Policy

2024 – 2025

The Policy will be reviewed either:

- Annually.
- When statutory guidance changes.
- When incidents may dictate the need for review.

Policy created/updated by:	Lewis Wild	June 2024
Policy updates		
Ratification by LGB member:	Jo Egerton	July 2024

Introduction

Careers Education equips young people with the knowledge and skills needed for a smooth transition into further education and the workforce. We focus on respect, ambition, and resilience, promoting aspirations and ensuring students receive support to make informed decisions and manage transitions effectively. Effective CEIAG benefits students, their families, and their communities.

CEIAG

The Albion Academy provides high-quality careers advice, fostering transferable skills and aspirations. Our careers programme, integrated with the academic curriculum and aligned with the Gatsby Benchmarks, ensures compliance with the PAL (Provider Access Legislation) at every stage of student development, making their future career exploration enriching and ambitious.

Aims and Purpose

Our careers programme includes a wide range of activities to which all students, from Years 7 – 11, are entitled to. The programme has been developed to help our students research, explore and manage their career pathway from the moment that they join our community.

Our careers programme for students in Years 7-11 aims to:

- Educate about careers and employability skills.
- Develop self-awareness of strengths, abilities, and values.
- Provide opportunities for learning and employment understanding.
- Empower students to make decisions and manage transitions.
- Ensure students transition to employment, further education, or training.
- Support the CDI framework for careers and employability education.
- Deliver an Enrichment programme with diverse experiences.
- Offer impartial, unbiased information and guidance.
- Adhere to local, regional, and national frameworks and guidelines.
- Partner with GM Higher to ensure access to education, employment, or training at key transition points.
- Ensure that the CEIAG and Employability programme follows local, regional, and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act (2011), January 2018 Statutory guidance: Career's strategy: making the most of everyone's skills and talents (December 2017), as well as guidelines from Ofsted, the Career Development Institute, and the Gatsby benchmarks for good career guidance.

Scope

The CEIAG strategy is supported by policies on teaching, learning, assessment, citizenship, PSHE, employability, enrichment, student leadership, equal opportunities, diversity, more able learners, looked after children, and SEND.

Entitlement

Students are entitled to CEIAG and Enrichment opportunities which meet professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping, and promote equality and diversity.

The careers programme is designed to meet the needs of the students at The Albion Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning, and development.

Implementation

Management Responsibilities are spread between the Assistant Principal, with oversight of our Education with Character Programme, and our Careers Co-ordinator. We also work with external agencies such as Career Connect in order to deliver the impartial advice that all pupils are entitled to. Subject leaders, Form Tutors and Year Leaders are consulted to ensure appropriate coverage of career themes in the PSHE programme, tutor time activities, assemblies and in applied subjects across the school. All subjects have a focus on and link to aspirations, career development and employability learning. This is co-ordinated through the work of the Assistant Principal and prioritised through the School Improvement Plan.

Curriculum

The careers programme is embedded into the school's curriculum. Our careers offer includes bespoke careers assemblies each backed up by personal development lessons during form time. In addition to this we work with both local and national careers programmes that help to deliver career intervention programmes to pupils at each key stage. Subjects provide timely information specifically to Year 9 & 11 pupils during key transition periods and actively display and deliver careers information within targeted lessons. There are also a variety of 'Enrichment' activities that all students engage in which directly link to careers, education, and training.

Our careers provision has been designed to meet the *Provider Access Legislation (2023)* whereby schools must provide at least four encounters with approved providers of apprenticeships and technical education for all pupils.

Key Stage 3 Provision

- Allotted time through form time lessons for self-development focusing on lifestyle and progression.
- Access to the career's software via lessons and tutor time.
- Year 9 students and parents invited to attend a Pre-Options choice evening.
- Careers Fair in school day
- An introduction to the career's resources in classrooms and assemblies.
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Specialised sessions on employability skills, labour market information and future pathways.

By the end of Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options

Key Stage 4 Provision

- Regular college/careers assemblies.
- Local college/university presentations and all students will visit at least one University and FE provider.
- Local College taster days.
- Mock Interviews and Interview preparation support for every Year 10 and 11 students with local employers.
- Information on College Open dates.
- Support with completing College Application forms and access to computers for on-line registration.
- Supported CV and Personal Statement sessions enrichment sessions.
- Parent evenings are supported by external IAG providers.
- Close monitoring of vulnerable students.

By the end of stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Been given direct access to employers, colleges, and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes, and achievements to the goals they have set themselves.

Working with Employers/ Business Links

To support our Careers Programme, we will be engaging with businesses which represent the Greater Manchester labour market and work alongside local partners, such as the City Council, GMCA, local business networks, to broker those links with employers who can support and enhance activity. We will also work with our Enterprise Adviser

(part of the Careers and Enterprise Company's Enterprise Adviser Network) who will support us to develop a whole school approach to employer engagement, which meets the needs of our students.'

Impartial Careers Advice

All students receive at least one careers interview with the Careers Advisor during KS4. The Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support and intervention. The Careers Advisor also provides an important contribution to the planning, design, and delivery of all aspects of our career's education including form time resources and Enrichment Days, allowing for current labour market intelligence to inform these processes. The Careers Advisor runs drop-in sessions where pupils from all year groups can access information and guidance. Year 11 pupils at risk of not being in education, employment or training post-16 are identified and have an additional meeting with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the KS4 Achievement Leader and implemented well before any student at this risk is due to leave the school.

Staff Development

Staff training is identified by a needs analysis and COMPASS assessment tool. All staff receive training that supports tutors to deliver effective support and guidance related to the Aspiration Survey results. Strong links also exist with Universities and Further Education colleges, who often come into school to speak with pupils, staff and parents about current labour market information. Any provider wishing to request access should contact the Assistant Principal with oversight of CEIAG in the first instance. Our Enrichment days are the perfect opportunity for education providers to speak to relevant pupils. Resources Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Principal with oversight of CEIAG is responsible for the effective deployment of resources.

Assessment, Monitoring and Evaluation

Monitoring, review, evaluation and development of CEIAG includes:

- Lesson and tutor observations within Pastoral Curriculum lessons as part of School Self Evaluation.
- Aspire survey evaluation seeks to monitor and evaluate the impact of the Aspire Programme on all students in the academy twice a year.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.
- Our partnerships with both local and national careers programmes are reviewed regularly.