



Catch22 MAT Policy

Careers Policy

The Fen Rivers Academy

Contents

Education intent statement	2
1. What is the policy about?	4
2. Who does this policy apply to?	4
3. Policy requirements	4
4. Related policies	7
5. Appendices	7
Annex 1 – Equality Impact Assessment	13

This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher
Queries to:	Headteacher
Date created:	August 2021
Date of last review:	July 2022
Date of next review:	July 2023
Catch22 group, entity, hub:	Catch22 Education and MAT
4Policies level (all staff or managers only)	All school based staff

Catch 22 MAT and Independent Schools

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

We do this through engaging young **people** positively with their **purpose** through learning and future life aspirations. All our pupils achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled, passionate **people** with high expectations in a **place** that is safe, high quality and appropriate.

Our schools and academies cater for young people aged 4-16 who are outside of mainstream education, many of whom have troubled and challenging backgrounds. We embody our vision in all we do to ensure our pupils are supported fully to achieve these goals.

Our Educational Intent:

	Evidenced in this policy?
<p>Brilliant basics, magic moments</p> <ul style="list-style-type: none"> • Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. • Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development 	✓
<p>Relationships beat structures</p> <ul style="list-style-type: none"> • Treat pupils as individuals and help them to build bright futures in both their personal and professional lives 	✓
<p>Things about you, built with you, are for you</p> <ul style="list-style-type: none"> • Understand pupils’ unique needs and help them overcome their barriers to learning • Engage pupils with a broad and rich curriculum so they can realise their ambitions • Make our pupils’ voices heard and harness participation to benefit pupils and help our schools to improve. 	✓ ✓ ✓
<p>Unleash Greatness</p> <ul style="list-style-type: none"> • Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. • Instil belief in pupils so they can progress and succeed in education, training and employment 	✓ ✓
<p>Let robots be robots and humans be human</p> <ul style="list-style-type: none"> • Ensure pupils have a rounded understanding of themselves and the world around them. • Harness curiosity and nurture a love of learning. • Support and protect our pupils to be safe and feel safe online and offline. 	✓
<p>Incubate, accelerate, amplify Embrace the values of ‘Rights Respecting Schools’; helping pupils thrive as individuals both as members of their school and the wider community.</p>	✓

1. What is the policy about?

This policy outlines The Fen Rivers Academy's approach to delivering careers advice and guidance. It sets out the main point of contact, the approach to delivery and how we meet statutory requirements.

2. Who does this policy apply to?

This policy applies to all careers delivery staff, both internal and external advisors, school leaders, LGB, pupils, and parents.

3. Policy requirements

Values and vision

The Fen Rivers Academy is committed to implementing a careers programme that will empower pupils to make informed decisions about their future and to meet our Mission Statement by ensuring pupils leave us with a positive destination and with clear purpose.

We aim to

- Develop the skills, knowledge and attitudes needed for pupils to be successful in their working lives
- Develop awareness of options available to them and support pupils to manage their career choices and identify the steps needed to be taken to be successful in their chosen career
- Enable pupils to research careers and to use this to help them make informed choices.
- Support pupil transition either to work or other places of study through identifying opportunities, completing applications, and developing interview skills
- Experience the world of work and develop transferrable skills
- Support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

Statutory requirements and expectations

The Fen Rivers Academy is committed to meeting the statutory duties listed below

- 2018 Access to Providers legislation, ensuring access to a range of training and education providers
- 2011 Education Act requirement for access to independent careers advice and guidance for all pupils in years 8-11
- 2002 Education Act ensuring pupils are prepared for experiences in later life
- 1997 Education Act requiring a range of up-to-date materials on careers education and opportunities to be available
- Ensuring the Gatsby Criteria are met well
 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. Experience of workplaces
 7. Encounters with further and higher education
 8. Personal guidance

Entitlement

All pupils in year 8 and above are entitled to

- Find out about technical education qualifications and apprenticeship opportunities as part of a careers programme that provides information on the full range of education and training options available at them
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through assemblies, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses

Management and delivery

The approach of The Fen Rivers Academy is to include a full Careers programme for all secondary pupils, including year 7, within the PSHE programme. Key staff involved in Careers, Information Advice and Guidance (CIAG) delivery are:

Lead for Careers: Rachel Good R.Good@thefenriversacademy.org.uk

Teachers of careers: Brandi Cole, Pete Brassett, Jack Curl, Rachel Howard, Teagan Burr, Rachel Good, James Thompson

External provider Tracey Scarsbrook tracey.scarsbrook@newanglia.co.uk

All teachers contribute to the delivery of careers education and identify within their subject where they can deliver key areas. The majority of CIAG takes place within PSHRE curriculum. Coverage of the Gatsby benchmarks is tracked onto software called Gridmaker which is then in turn reviewed every half term. The Catch-22 Minimum Guarantees are also recorded for each student and reviewed each half term. Pupils have access to an online tool called careerscomp@nion to support them both inside and outside of formal sessions.

Each year, the careers lead will conduct a review of provision using the Compass tool. This will highlight areas of good practice and the focus areas for the Academy improvement plan for the next year.

All careers leads within Catch-22 will meet regularly throughout the year as a Forum to share good practice and disseminate new ideas and approaches as well as being a space for training updates.

Catch-22 as a Trust proudly hold the Matrix award for our CIAG delivery. This is a formal assessment of all our schools and academies along with follow up monitoring to ensure we meet the standards required and that we continually strive to further improve our delivery. This includes career guidance for staff as well as pupils in its assessment.

Appendix A shows the minimum guarantees that Catch-22 offers to all pupils in each year group. Delivery of the careers programme is a mixture of internal and external providers;

Catch-22 ensures all internal delivery staff are properly qualified in careers, advice and guidance.

Appendix B shows the intended learning outcomes by Key Stage

Appendix C - Careers curriculum plan/mapping doc

4. Related policies

This policy is closely linked with the Provider Access policy

See also

- Curriculum policy
- PSHE policy
- Designated teacher for looked after children policy

5. Appendices

Appendix A

Minimum experiences and activities for all pupils

Year 7

Careers quiz

Recording and on-going updating of early aspirations

Cross-curricular career day

Local businesses in context study

Aspirations (mood board, action plan)

Careers links made across the whole curriculum and tracked using Gridmaker

Visits / guest speaker / virtual or mock roleplay

Visits to other organisations

View a prospectus / arrange an activity with local college / interview an older student

College guest speakers on offers

Progress reviews/Annual review

Year 8

Careers quiz - exploration of options available, aspirations and goals

Careers day

Teambuilding activities

Links of entrepreneurs to local community - success stories and common trades

Investigate range of career ideas careercomp@nion website

Local business links

Career planning

Progress review/annual review

Updating of aspirations

SoW links to careers and tracked on Gridmaker

Case studies / role models, Link to guests / visits.

Arranged visit / guest speaker / virtual or mock roleplay

Careers day

Visit to a workplace

View a prospectus / arrange an activity with local college / interview an older student

Careers 1:1 session

Year 9

CIAG advisor with conversations regarding: - aspirations - opportunities - work experience

Careers day

Links of enterprise to timetabled lesson. Discussions on how to make this profitable.

Pupil review/ annual review/ update aspirations

Use of career comp@nion website

Develop a specific IAG action plan

Be aware of grant applications to fund enterprise.

Visit to workplace

Curriculum linked careers guest speakers

Arrange visit / guest speaker / virtual or mock roleplay

Online visual display of work places

Discussions around the roles of various jobs.

Preparation for work experience.

View a prospectus / arrange an activity with local college / interview an older student

One to one session

Year 10

Careers Provider/ CIAG advisor session with conversations regarding: - aspirations - opportunities - work experience - interests –

Starting Options appraisal form

Job application practice, CV writing, letter of application

Interview skills

One to one session

Exploration of careers options for interest areas for post 16 (include in annual review)

Meeting with CIAG advisor to set targets.

Money skills

Mock interviews.

Visit to workplaces

Preparation tasks for work experience.

Post 16 options evening to meet with potential providers.

Post 16 college and apprenticeship providers talks

Progress review days

Targeted input for application processes

One to one discussion on options and action plans

Year 11

Session with CIAG advisor

Applications for post 16 destinations, writing personal statements

Monitoring of aspirations and action plans

Apprenticeship Fair visit

Careercomp@nion use

Create a CV

Managing money

Health and safety

What trade unions are

Mock interviews

Careers day

Interviews with post-16 destinations and mock interviews

Visit to a post 16 provider.

Post 16 evening for students to meet providers and see options

Transition visits and support

At KS4

Work experience

Appendix B

Learning Outcomes from the CIAG delivery

KS3

	Learning outcome statement
Developing yourself through careers, employability and enterprise education	describe yourself, your strengths and preferences
	be able to focus on the positive aspects of your wellbeing, progress and achievements
	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Learning about careers and the world of work	describe different explanations of what careers are and how they can be developed
	give examples of different kinds of work and why people's satisfaction with their working lives can change
	give examples of different business organisational structures
	be aware of what labour market information (LMI) is and how it can be useful to you
	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
	be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you
Developing your career management and employability skills	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services
	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable
	recognise when you are using qualities and skills that entrepreneurs demonstrate
	show that you can manage your own budget and contribute to household and school budgets
	know how to identify and systematically explore the options open to you at a decision point
	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need
	know how to prepare and present yourself well when going through a selection process
	show that you can be positive, flexible and well-prepared at transition points in your life

Area of learning	Learning outcome statement
Developing yourself through careers, employability and enterprise education	recognise how you are changing, what you have to offer and what's important to you
	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Learning about careers and the world of work	discuss the skills involved in managing your own career
	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
	explain different types of business organisational structures, how they operate and how they measure success
	be able to find relevant labour market information (LMI) and know how to use it in your career planning
	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
Developing your career management and employability skills	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services
	show how you are developing the qualities and skills which will help you to improve your employability
	show that you can be enterprising in the way you learn, work and manage your career
	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you
	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you
	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

Appendix C – Curriculum Coverage



Careers, Information Advice and Guidance (CIAG)

	Year 7	Year 8	Year 9	Year 10	Year 11
Making the adults aware of my current aspirations (adult awareness): At the start of year all children to share: (i) Future career aspirations (ii) Dream job once I leave school					
Autumn 1	Careers quiz Recording and on-going updating of early aspirations Cross-curricular career day	Careers quiz - exploration of options available, aspirations and goals Teambuilding activities linked to jobs/career pathways Cross-curricular career day	CIAG advisor with conversations regarding: - aspirations - opportunities - work experience Discussions around the roles of various jobs.	Careers Provider/ CIAG advisor session with conversations regarding: - aspirations - opportunities - work experience - interests	Session with CIAG advisor Applications for post 16 destinations, writing personal statements Monitoring of aspirations and action plans
Autumn 2	Local businesses in context study Cross-curricular career day	Links of entrepreneurs to local community - success stories and common trades Investigate range of career ideas Cross-curricular career day Use careercomp@nion website	Links of enterprise to timetabled lesson. Discussions on how to make this profitable. Pupil review/ annual review/ update aspirations Use comp@nion website	Starting Options appraisal form Job application practice, CV writing, letter of application Interview skills	Apprenticeship Fair visit Create a CV Managing money Use Careercomp@nion website
Spring 1	Aspirations (mood board, action plan) Careers links made across the whole curriculum	Local business links Career planning Cross-curricular career day	Develop a specific IAG action plan Be aware of grant applications to fund enterprise.	One to one session Exploration of careers options for interest areas for post 16 (include in annual review)	Health and safety What trade unions are Mock interviews
	Cross-curricular career day		Use comp@nion website	Meeting with CIAG advisor to set targets.	
Spring 2	Guest speaker Virtual or mock role-play Cross-curricular career day	Updating of aspirations Case studies Role models - Link to guests /Visits.	Visit to workplace Curriculum linked careers guest speakers Preparation for work experience.	Money skills Mock interviews. Preparation tasks for work experience.	Careers day Interviews with post-16 destinations and mock interviews Visit to a post 16 provider.
Summer 1	View a prospectus arrange an activity with local college Interview an older student Cross-curricular career day	View career exemplar prospectus' Arrange an activity with local college / interview an older student	Arrange visit / guest speaker / virtual or mock role-play Online visual display of work places	Visit to workplaces Post 16 options evening to meet with potential providers. Post 16 college and apprenticeship providers talks Progress review days	Post 16 evening for students to meet providers and see options Transition visits and support
Summer 2	College guest speakers on offers Progress reviews/Annual review Cross-curricular career day	Careers 1:1 sessions set up (Headteacher for finance talk, Receptionist for budget and careers advise, etc). Progress review/annual review Cross-curricular career day	View a prospectus / arrange an activity with local college / interview an older student One to one session	Targeted input for application processes One to one discussion on options and action plans	



Delivery of CIAG programme: Festival days half termly

Cross curriculum planning on festival days incl: Maths, Spoken language, Reading, Writing, Geography, Citizenship, Travel tourism

Evidencing and assessment:

Developing yourself through careers, employability and enterprise

- Describe yourself, strengths, preferences
- Be able to focus on the positive aspects of your wellbeing, progress, achievements
- Explain how you are benefitting as a learner from careers, employability, enterprise

Learning about careers and the world of work

- Explanations of what careers are how they can be developed
- Examples of different kinds of work and why job satisfaction could change
- Give examples of different organisational businesses
- Be aware of 'labour market'(LM) and how it can be useful to you
- How to stand up to stereotyping and discrimination to you
- Be aware of laws and by-laws relating to young people permitted hours and types of employment

Developing your career management and employability skills

- Identify your personal networks of support, including how to access impartial, digital and remote, and advice and guidance service
- Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable
- Recognise when are you using qualities and skills that entrepreneurs demonstrate
- Show that you can manage your own budget and contribute to household and school budgets
- Know how to identify and systematically explore the options open to you at a decision point
- Know how to make plans and decisions carefully including negotiating with those who can help get qualifications, skills, experience
- Know how to prepare and present yourself well – interviews
- Demonstrate positivity, well-prepared at transition points in your life

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Careers Policy
EIA completed by:	Head of Quality of Education
Date of assessment:	July 2022
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>				The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p>Disability</p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>				The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>				The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>				The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>				It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
<p>Race</p> <p>Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins</p>				The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<p>Religion and belief</p> <p>Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?</p>				The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
<p>Sex</p> <p>Does this policy impact on people because they are male or female?</p>				The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
<p>Sexual orientation</p> <p>Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?</p>				The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes