

Careers Policy

A stylized landscape graphic. The top half is white. Below it is a green curved band. Underneath is a dark teal curved band. In the teal band, there is a white circle on the left and a white wavy line below it. In the bottom right corner of the teal band, there is a list of five words.

Pride
Passion
Partnership
Professionalism
Positivity

1. What is the policy about?

This policy outlines Fen Rivers' 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

Fen Rivers 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

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 Fen Rivers Academy is to include a full Careers programme for all secondary pupils, including year 7, within the PSHE programme. This includes use of discrete careers lessons using Steps Careers programme materials as conversation starters, in addition to delivery of careers within subject specialist teaching across all curriculum areas.

Key staff involved in Careers, Information Advice and Guidance (CIAG) delivery are:

Lead for Careers: Rachel Good FenRiversDSL@thebridgetrust.academy

Teachers of careers: Rachel Howard, Jack Curl, Mike Mallett, Brandi Cole, Richard Buck, Louise Hayman, Teagan Burr, Rachel Good, James Thompson

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 PSHE curriculum. Coverage of the Gatsby benchmarks is tracked onto software called Compass Plus. 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 school improvement plan for the next year.

Appendices

Appendix A shows the minimum guarantees that Fen Rivers Academy offers to all pupils in each year group. Delivery of the careers programme is through a mixture of internal and external providers; two Senior Leaders are trained to Level 7 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 Compass
 Visits / guest speaker / virtual or mock role-play
 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 Compass
 Case studies / role models, Link to guests / visits.
 Arranged visit / guest speaker / virtual or mock role-play
 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 role-play
 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

Area of Learning	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

KS4

Area of Learning	Learning outcome statement
Developing yourself through careers, employability and enterprise	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 or 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	

Policy Owner and Contact Details

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Next Review Date: September 2027