



An Active Learning Trust School

Neale-Wade Academy Careers, Education, Information, Advice and Guidance Strategy 2018-2019



The *Active Learning* Trust

A Strategy for Careers Guidance and Inspiration

Our Strategy:

Our strategy is to ensure that every student can access the university or career of their choice and so our goal is for every Neale-Wade Academy student to:

- Develop good behaviours and skills, such as communication, creativity, problem solving, digital literacy and resilience in the face of challenge
- Have access and exposure to a range of opportunities which help build a picture of what they want their future to look like
- Make ambitious and informed decisions about their future

Our Objectives:

- To have a clear plan for careers education, advice, information and guidance (CEIAG) for students in Year 7 through to 13
- To engage with employers to raise aspiration through knowledge of careers and career pathways
- To ensure students receive impartial, independent advice at all stages of their time at Neale-Wade Academy.

Statutory Duties

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

2. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. Please see Provider Access Policy on our website.

This strategy is reviewed annually for the beginning of each academic year.

In September 2017 Neale-Wade Academy was awarded the ‘Quality in Careers Standard’ through the Cambridgeshire CEIAG quality award ‘Investing in Quality’. ①

Introduction

Neale-Wade Academy has statutory responsibility for securing access to independent and impartial careers guidance for all pupils in years 8-13. In the context of this duty, careers guidance consists of services and programmes intended to assist pupils to make and implement education, training and occupation choices and to learn how to manage their careers.

The aim of CEIAG is to raise our student’s aspirations, broaden their horizons and empower them to make informed realistic decisions at all key transition points in learning and work. The role of our Careers Advisor is to assist young people’s career learning, planning and development by leading and managing the development of Careers Education, Information, Advice and Guidance (CEIAG) in school. The Academy Careers Advisor, under the direction of the Careers Leader - Director of Curriculum and Careers facilitates the contribution of colleagues, students and partners, develops the careers programme, organises resources and ensures that students have access to impartial IAG within the Academy.

Most people spend many years of their life in a working environment and it is important to equip our students with the necessary skills for them to career plan and know how and where to access impartial and unbiased information.

Our NEET (not in employment, education or training) figures remain very low. Our 2017 leavers progressed successfully onto the pathways of their choice with only four year 11 and two year 13 students not taking up their offers, this represents 1.6% and 1.4% of the cohort respectively - well below the national average.

Neale-Wade Academy has strong links with outside agencies including universities and colleges, global corporations and local 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 skills for effective learning – reviewing achievements, setting targets, planning and taking action
- Demonstrating the links between living, learning and earning
- Improving literacy – developing information and communication skills
- Improving progression
- Reducing NEET
- Careers work also supports strategies for student’s personal and social development by:
 - Building self-confidence and self-reliance
 - Promoting positive and informed attitudes to learning
 - Promoting leadership, organisation, resilience and initiative
 - Developing good communication skills

Careers Guidance and Inspiration

The Careers programme is developed in consideration of the CDI (Career Development Institute) framework and the Gatsby Report's benchmarks. The key areas are:

- ① A Stable Careers Programme
- ② Learning from Career and Labour Market Information
- ③ Addressing the Needs of Each Pupil
- 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

Neale-Wade Academy has an embedded programme of career education and guidance which ensures that all students and their parents have access to good quality information about future study options and labour market opportunities. Students have different career guidance needs at different stages and advice and support is tailored to the needs of each student. All teachers aim to link curriculum learning with careers with particular emphasis on the relevance of STEM subjects for a wide range of career paths.

Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. All students understand the full range of learning opportunities that are available to them. This includes both academic, vocational and apprenticeship routes and learning in schools, colleges, universities and in the workplace. Every student has the opportunity for a guidance interview with a career adviser. This is available whenever significant study or career choices are being made.

Our careers strategy enables students to be:

- engaged in understanding the world of work and motivated to pursue a job or career
- aware of options in the labour market, locally, nationally and internationally. They are also aware of their current strengths and interests
- able to make choices that support their aspirations and are aligned to labour market opportunities
- able to acquire skills and behaviours necessary to attain their desired employment
- able to attain and transition to their desired employment, or are en route to doing so in their career

We have a planned approach to careers guidance in each year as follows with each activity mapped against the Gatsby Benchmarks:

Year 7

- Careers education units in PSHE to cover careers and jobs, the interview process and skills and qualities for work ② ④
- We use START, an on-line CEIAG tool which informs and inspires young people about the world of work. ④ ②
- Assemblies to introduce the concept of higher education ⑦
- Careers fairs to meet a range of employers and organisations ⑤

Year 8

- Careers education units in PSHE to include labour market information, entrepreneurship and enterprise, making choices, the importance of skills in the work place, interview techniques (2) (4)
- 'What is higher education?' workshops (7)
- Pathways Day – an insight into careers and the opportunity to take subjects tasters as preparation for the options process (4) (2) (5) (3)
- Careers fairs to meet a range of employers and organisations (5)
- Entrepreneurship and enterprise activities with KPMG (5) (2)

Year 9

- Development and understanding of soft skills and the interview process (4)
- Workshops exploring different pathways Post 16 and Post 18 including apprenticeships and university (7)
- Curriculum based career opportunities (5)
- A project for disadvantaged students to work with our alumni (5) (8) (3)
- Careers fairs to meet a range of employers and organisations (5)

Year 10

- Employability skills day which focuses on CV writing, understanding and development of soft skills and employer engagement through mock interviews (5) (2) (8) (4)
- STEM engagement opportunities linked to careers in engineering, construction and science (5)
- A project for disadvantaged students to work with our alumni (5) (8) (3)
- University visits (7)

Year 11

- Assemblies, parents evenings with a focus on pathways at Post 16 and Post 18
- Generating career ideas based on their own interests, skills and aspirations (3) (4) (5)
- Encouraging them to explore their own career ideas and assess how well suited they are (3)
- Helping them to prepare for transitions post-16 and post-18 (8) (3)
- Tutor sessions to support students with writing personal statements (3)
- Assemblies and parents evenings ensuring students and parents are clear about the raising participation age (1)
- Use of Labour Market Information to demonstrate the changing job market (8)
- Workshops for students on university choice to inform Post 16 choice (3) (7) (8)
- Post 16 Open Evening (4) (7)
- Pre-Apprenticeship Programme to support those students wishing to follow this pathway (4) (8)
- A project for disadvantaged students to work with our alumni (5) (8) (3)

Post 16

- Employability skills day to incorporate CV writing, understanding and development of soft skills and employer engagement through mock interviews ⑤②⑧④
- Enterprise activities such as 'Build a Business' with The Skills Service ⑤②⑧④
- University Visits ③⑦⑧
- Personal Statement writing workshops for support with application to university ③⑦⑧
- Pre-apprenticeship programme which incorporates:
 - Visits to local employers
 - Mock interviews
 - CV Writing
 - Improving presentation skills
 - Mock assessment centres ⑤②⑧④
- A work experience programme ⑥
- Careers Festivals ⑤
- Careers opportunities throughout the curriculum ④

Employer Engagement ②③④⑤⑥⑦

Working with employers aims to understand the challenges faced by organisations employing young people through collaborative sharing of skills, knowledge and vision. We want our Academy to be known as the Academy that works with employers to understand the employers' approach to human resources so that we can proactively boost the employability competencies and job prospects of our young people.

Working with employers also enables the Academy to provide impartial careers guidance across a range of pathways such as university, apprenticeships and other vocational pathways.

We aim that all students have at least one meaningful encounter with an employer per year and this is often much higher.

Alumni ②③④⑤⑥⑦

With the support of Future First, the Academy has set up an alumni network to recruit former students with the aim of growing our employer network. To date we have over 400 members and the number continues to grow.

Our alumni community gives us access to role models from a wide range of backgrounds, careers and experience.

Future First is pioneering a three year project that will see alumni support a group of students in need from Year 9 through to Year 11. The students have been specially chosen because their schools believe that they will benefit the most from this opportunity. Former students will work with the group in a series of bespoke Future First workshops to raise their aspirations and help them overcome barriers to achieving their potential.

The Employability Skills Project, funded by the Rothschild Charitable Giving Fund, will see these students benefit from the support of former students with similar experiences to them, throughout a crucial stage in their education.

In addition our alumni are supporting us with work placement opportunities, student mentoring and our employer engagement activities.

Management

The Academy Careers Advisor facilitates and promotes the careers programme and reports to the Director of Curriculum and Careers with responsibility for this area.

Mrs Sam Mandley, Director of Curriculum and Careers is the Careers Leader at the Academy.

Our Careers Adviser is Mrs Helen Parks who is qualified at Level 6 in Careers Guidance and Development.

The link governor for careers is Mrs Nichola Jones.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered through some curricular areas with good practice highlighted in Science, English, Sport and Design Technology. Careers information is available in the main Academy Resource Centre and on-line remotely via our website. The Academy additionally actively promotes the National Careers website/helpline and the apprenticeship website as well as Youthoria, the Cambridgeshire County Council website for young people.

Data

Neale-Wade Academy uses both internal and external data to support the following:

- Destination data to inform curriculum planning
- GO 4 schools data to ensure advice is aspirational
- Data to inform the Local Authority RONI to support students targeted as at risk of not participating at Post 16
- HEFCE and POLAR data to analyse local HE participation rates.

Our school data also identifies those students who need extra support with applications. These students may be highlighted as requiring additional support to make applications or with transition through to Post 16 or university. Examples could be students who are looked after, students with reduced attendance, other vulnerable students and those with low prior attainment. It is the Academy's aim that none of these barriers will prevent any student from moving onto their next step and will ensure that this progression is appropriate and supported.

Evaluation of Programme

It is important that we measure the impact of our strategy through student, employer and parent feedback. We also track the destinations of our students Post 16 and Post 18.

We use the Careers and Enterprise Company's Compass Tool self-assess our strategy against the Gatsby Benchmarks. The results are given in Appendix A

In May 2017 we used an Activote system to survey students Years 7 through to Year 11 on the CEIAG they had received – full details of the results are on our website.

This is due to be reviewed in 2019.

The key findings are below:

Year 7	Year 11
34% of students said they would like to go to university and 28% said they do not know about a career as yet. 3% said they want an apprenticeship	30% of students say they are considering university and 16% said they are looking at apprenticeships
35% said they get most of their careers advice from family and friends	36% of students said they got most of their advice from advisers and teachers at school
51% of students think qualifications are the most important attribute employers look for when recruiting	41% of students think attitude is the most important attribute employers consider when recruiting where as
61% of students said they have had 2 or opportunities to speak with employers	73% of students said they have had 2 or opportunities to speak with employers

Destination Data 2017 – Year 11 Cambridgeshire Comparison

Comparison with Mainstream Cambridgeshire Schools

