

Careers Information and Guidance Policy

Type: Policy
Status: Non-Statutory

Issue Status:-

Date	Version	Comment	Owner
10 th October 2014	1	Original document	Bev Lindsey
December 2016	2	Review document	Hilary Faulkner
September 2018	3	Review document	Hilary Faulkner
September 2019	4	Review document	Hilary Faulkner
February 2021	5	Review document	Mo Ladak
January 2022	6	Review document	Michala Jackson

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Approved: Rick Carroll, Executive Principal TBC

Available publicly on Website: Y/N

Review Date: September 2022

1. Careers Education Information and Guidance (CEIG) Policy January 2022

At Thomas Deacon Academy our core purpose is:

“To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and ‘thrive’ as a global citizen”

1.1 At Thomas Deacon Academy, our core purpose demonstrates our understanding that although important, school years make up a small proportion of an individual's whole life. For this reason, as a school we are committed to offering a wide Careers Education, Information, Advice and Guidance programme that motivates our students into gaining the highest levels of achievement and personal development, learning the necessary employability skills and characters for their desired career and to thrive as global citizens.

1.2 Our CEIAG programme aims to equip and encourage young people into further and higher education and employment and aims to reduce the variance in student outcomes, with a specific focus on supporting the more disadvantaged and the more able within the school community. It comprises classroom based lessons, offsite educational activities and events for Year 8 to Year 13, with opportunities to develop communication and literacy skills, leadership and teamwork, resilience and resourcefulness and help our students to emerge from school ready for the world of work. We aim to provide meaningful employer and community experiences which support the curriculum and align industry with education.

1.3 The programme has a framework linked to student learning outcomes and incorporates measures to highlight and evidence impact via student voice and indicators of behaviour and achievement progress. Our careers advice, information and guidance is framed by the eight Gatsby benchmarks:

- Benchmark 1: a stable careers programme

We have a written strategy published on the TDA website which has been approved by the Academy Committee and has resources allocated to it. This is reviewed annually and has an identified lead individual with strategic responsibility for overseeing the programme.

- Benchmark 2: learning from careers and labour market information.

Our students have access to good quality information about future study and labour market opportunities via assemblies and online. We encourage parents to aid the support given to their children.

- Benchmark 3: Addressing the needs of each pupil

We aim to provide guidance and support tailored to the needs of every TDA student. We aim to raise student aspirations and consider HE and apprenticeship training and link curriculum learning with careers, including STEM subjects and their career paths.

From July 2019, we are collecting and maintaining data about each student's destination and will share this with the local authority who provide careers guidance for vulnerable students and those with special educational needs and disability (SEND) students.

- Benchmark 4: Linking curriculum learning with careers

We showcase STEM provision at TDA and highlight a wide range of career paths through encounters with employers, alumni and with displays in school. Students will encounter meaningful career learning by the time they leave school in English, Science and Maths and in Personal Development (PSHE) lessons.

- Benchmark 5: Encounters for students with employers about work, employment and the skills valued in the workplace.

We provide a number of opportunities for the overwhelming majority of students to meet employers in Year 7- 9 via employer visits, assemblies and business workshops. In Year 10-11, many students are provided with workplace visits within curriculum provision (current restrictions permitting).

- Benchmark 6: Experiences of workplaces.

These experiences help explore career pathways through partnerships with local employers where possible. Some students in Year 10 and Year 12 experience the workplace environment to understand the context in which they could be working. Our intention is to extend work experience to a larger cohort from 2022 (current restrictions permitting).

- Benchmark 7: Encounters with further and higher education.

All students understand the full range of learning opportunities through academic and vocational routes in school, colleges, universities, apprenticeships and the workplace. There are visits to local and regional universities and FE colleges and guest speakers provided for many Year 10 students and all Sixth Form students experience multiple encounters with a range of providers (current restrictions permitting).

- Benchmark 8: Personal guidance interviews.

At TDA, we provide all Year 11 students with the opportunity to have a 1:1 careers interview with our L6 trained Careers Advisor. Some Year 9 and Year 10 students are also provided with early access to careers advice.

1.4 We want to ensure our CEIAG has suitable breadth, depth and relevance to meet the needs of our students and the interests of employers in the local and national community. The programme will enhance the personal, vocational and academic learning of each student who will be prepared for the next stage in their education, training and employment. We are supported by our Enterprise Coordinator from Growth Works in developing our programme which is provided via the Personal Development (PD) curriculum. We are also supported by the Network for East Anglian Collaboration Outreach (NEACO) and work with local employers and a range of FE and HE providers.

1.5 Each year group has a set of PD lessons which target specific skills, especially time management, communication, research and team membership and in addition students are provided with opportunities to learn how to respond to the changing needs of business and consider participation in higher education programmes.

1.6 The post-16 team provide a Personal Development programme which provides further advice and guidance and students are encouraged to seek volunteering and work experience during enrichment time. Prior to entry in Term 6, prospective Year 13 students embark on a two-day Futures event with advice about UCAS application, GAP years and apprenticeships. High ability students in Year 12 and Year 13 have access to academic and vocational residential courses at Villiers Park in Cambridge. Mentoring is provided by the HE champion and students visit HE centres.

1.7 Measuring Impact

TDA assesses the impact of its careers programme on students through the annual study survey and through analysis of destinations data in line with activities that they have taken part in at school. In addition, views of students are gathered following key career events/activities through surveys and using the Unifrog platform. This supports the evaluation of the programme and planning for future events in order to meet student needs.

1.8 The Careers Programme can be found on the TDA Website.