

1 PRINCIPLES

- 1.1 The secondary schools in the Alban Academies Trust (AAT) are committed to providing high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognises the important role that careers education / work-related learning plays in:
- 1.1.1 preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
 - 1.1.2 empowering young people to make well-informed decisions when planning and managing their own futures
 - 1.1.3 raising aspirations and inspiring young people to achieve their full potential
 - 1.1.4 promoting equality, diversity, social mobility and challenging stereotypes
 - 1.1.5 preparing young people to leave school prepared for life in modern Britain
- 1.2 Careers education forms an integral part of the curriculum at AAT secondary schools. The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. The trust's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.
- 1.3 The AAT's CEIAG provision reflects the DfE's statutory and non-statutory guidance and engagement with supporting bodies including the Careers and Enterprise Company and Gatsby Foundation.

2 TRUST ARRANGEMENTS

This policy has been developed at Trust level and therefore covers policy that is relevant and followed by all the schools within the Alban Academies Trust. The appendices contain specific school level documents and detail of any differing procedures if applicable and relevant to this policy.

3 DEFINITIONS

- 3.1 AAT secondary schools seek to provide a planned programme of CEIAG for students in partnership with a range of stakeholders including YC Hertfordshire, local colleges and HE providers, businesses, parents, alumni.
- 3.2 The AAT's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, each secondary school's CEIAG programmes aims to promote:
- 3.2.1 An understanding of the changing nature of work, learning and career choices, including the full range of pathways open to young people post-16 and post-18.
 - 3.2.2 Progression planning through the provision of information and guidance from independent external careers advisors, support within the curriculum, organised activities and events with local colleges and businesses.
 - 3.2.3 Direct exposure to a wide range of employers from different career fields and first-hand experience of the world of work through programmes such as Year 7 work shadowing and Year 10 work experience.
 - 3.2.4 Self-awareness and self-development – encouraging students to assess their own strengths and areas for development in order to inform future learning and work choices and develop positive self-esteem.

4 ROLES AND RESPONSIBILITIES

Each of the AAT's secondary school's CEIAG is planned, delivered, monitored and evaluated by the Careers Co-ordinator in consultation with relevant staff, including:

- 4.1 CEIAG Link Governor
- 4.2 Member of the Senior Leadership Team responsible for CEIAG

- 4.3 School Leaders responsible for pupil learning, welfare and post school progression
- 4.4 Other relevant school staff as necessary
- 4.5 Youth Connexions Hertfordshire
- 4.6 Careers Enterprise Company

5 PROCESS

Each AAT secondary school's CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access. Each secondary school in the AAT publishes its annual programme of activities on their website.

5.1 By the end of Key Stage 3 all students will have:

- 5.1.1 A better understanding of the full range of 14-19 opportunities for progression including technical qualifications and apprenticeships
- 5.1.2 A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work
- 5.1.3 An understanding of some of the qualities, attitudes and skills needed for employability
- 5.1.4 Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options
- 5.1.5 Received appropriate advice and guidance on Key Stage 4 options and will be prepared for the 14-19 phase
- 5.1.6 Taken part in opportunities to meet employers directly

5.2 By the end of Key Stage 4, all students will have:

- 5.2.1 Enhanced their self-knowledge, career management and employability skills
- 5.2.2 Used online resources and other sources of advice to investigate and explore future choices and progression routes
- 5.2.3 Experienced the world of work through a work placement
- 5.2.4 Been given direct access to employers, colleges, training providers and universities
- 5.2.5 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.
- 5.2.6 Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- 5.2.7 Been given information about appropriate available funding
- 5.2.8 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

5.3. By the end of Stage 5 all students will have:

- 5.3.1 Enhanced their self-knowledge, career management and employability skills
- 5.3.2 Up to date knowledge of the labour market, post-18 career pathways including university, Higher Apprenticeships and employment.
- 5.3.3 Used online and other sources of advice to investigate and explore future choices and progression routes
- 5.3.4 Received guidance through the UCAS application procedure
- 5.3.5 Been given direct access to employers, universities and Higher Apprenticeship providers
- 5.3.6 Taken part in an appropriate workplace visit
- 5.3.7 Been given guidance to help identify a range of post-18 options
- 5.3.8 Been provided with the resources to develop their CVs, personal statements, and interview preparation.

6 RESOURCES

Funding is allocated in annual budget planning. Funding for developments in the school's improvement plan is considered in the context of whole school priorities. The secondary schools of the AAT allocates resources to support its careers provision as well as meeting the Gatsby Benchmarks by 2020, as set out in the DfE's 2018 guidance. Resources including free advice and support are sought in order to enhance provision further.

7 MONITORING AND REPORTING

- 7.1 The Careers Co-ordinator and Careers Leaders are responsible for the monitoring, review and evaluation of the programme. This annual evaluation is informed by:
- 7.1.1 Evaluation of progress against the Gatsby Benchmarks through the Compass tool
 - 7.1.2 Systematic evaluation of the careers programme by key stakeholders
 - 7.1.3 Support from a school governor who acts as a critical friend
 - 7.1.4 Monitored at management, school and trust level
 - 7.1.5 Careers Leaders from across the trust evaluate and reflect on provision across the trust in order to identify new opportunities for collaboration
- 7.2 Secondary schools in the AAT engage with the Careers and Enterprise Company. Each school's Enterprise Advisor works with them to build employer engagement and to create lasting connections between the school and local businesses. These efforts are supported by each school's engagement with parents and alumni who facilitate employer engagement.
- 7.3 Secondary schools in the AAT have relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant and delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought.
- 7.4 The school seeks to actively engage parents / carers in the formulation and development of careers provision. Regular careers updates together with requests for assistance with careers events are provided through the school newsletter and other social media. A database of parents / carers / alumni able and willing to support with events and other planned activities such as work experience is maintained and updated by the Careers Co-ordinator.
- 7.5 The secondary schools in the AAT take a proactive approach to communicating their careers programme for example through each school's website. Through the monitoring, review and evaluation of provision, each school seeks to act on feedback and refine its careers programme each year. Each school prioritises maintaining relationships with key groups set out in sections 9 and 10 of this policy to ensure a sustainable careers programme.

8 STAFF CPL

The secondary schools in the trust keep abreast of changes to statutory and non-statutory guidance, as well as changing labour market and education information and opportunities. Staff with dedicated responsibility for careers provision receive training to lead, manage and deliver the school's careers programme. Other staff that engage in the delivery of the school's career's programme are supported to do so.

Sandringham School: Provider Access Policy**Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

Students in Years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events
- To understand how to make applications for the full range of academic and technical courses

Management of provider access requests procedure

A provider wishing to request access should contact *Binh Tang*, *Careers Coordinator*, Telephone: 01727 799560; Email: binh.tang@sandringham.herts.sch.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 8	LL – self-reflection and world of work sessions		
Year 9	Aspiration ELD – opportunities to consider future pathways, meet employers from different sectors	LL – Enterprise, business, labour market and careers sessions College taster experience Year 9 into options evening	
Year 10		LL - work experience preparation sessions	E Week – Work experience
Year 11		LL – self-reflection, personal skills, applications and CV sessions You're Hired ELD – Opportunities to plan for the future including college, sixth form and work Into the Sixth evening	
Year 12	LL – Career, Higher Apprenticeship and University information		E Week - Higher Education and Higher Apprenticeship programme including visiting speakers from universities and employers.
Year 13	LL - Higher Education and Apprenticeship programme Mock interviews with staff and employers for university interviews Higher Apprenticeship Programme	Higher Apprenticeship Programme	

Please speak to our named Careers Coordinator to identify the most suitable opportunity for you.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the dedicated Connexions room. The Connexions room is available to all students at lunch and break times.

Please also refer to appendices of the individual schools.