



**Bader**  
**ACADEMY**

## Careers Education and Guidance Policy

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## **INTENTION OF THE CAREERS STRATEGY**

The purpose of the Careers Strategy is to outline the provision and direction of Careers Education Information Advice and Guidance (CEIAG) at Bader Academy. The demands of the changing workplace, and societal changes mean that high quality CEIAG is imperative as people adapt to new challenges in education, employment and training. Bader Academy is committed to providing high quality CEIAG on education, training, employment opportunities and to broaden the skills and attributes of all our young people.

We believe that high quality careers guidance raises aspirations and attainment, supports young people to achieve their potential, and meets the demands of a changing labour market. This Strategy supports the schools ambition and ethos that Bader Academy ensures our young people follow their dream for their future.

## **THE GATSBY BENCHMARKS**

The Careers Strategy is underpinned by the eight Gatsby Benchmarks listed in the 2014 Gatsby Foundation Report, 'Good Career Guidance', as the required standard for good CEIAG within schools. The eight Benchmarks are:

- 1 A Stable Careers Programme
- 2 Learning from career and labour market information
- 3 Addressing the needs of each student
- 4 Linking curriculum to careers
- 5 Encounters with employers and employees
- 6 Experiences of workplaces
- 7 Encounters with Further and Higher Education
- 8 Personal Guidance

The Gatsby Benchmarks set world-class standards and support schools to develop and improve their careers and employability provision. By adopting the Benchmarks, we will put employers at the heart of our careers programme.

The Compass Careers Benchmark Tool enables schools to evaluate and track their position against the 8 Gatsby Benchmarks of Best Practice. For full Benchmark Evaluation criteria go to <https://www.careersandenterprise.co.uk/schools-schools/compass-benchmark-tool> - which details progress against the Assessment Areas and key priorities for improvement. Each Benchmark was evaluated via a range of Assessment Areas relating to the 8 Benchmarks. The results of the Evaluation show how our answers compare to all 8 Benchmarks. The results support the School identify our strengths, areas for improvement and next steps. Our Strategic Aims and Objectives are underpinned by the Gatsby Benchmarks as the standard for best practice.

## **DELIVERY OF A STABLE CAREERS PROGRAMME**

The Careers Strategy is an integral part of the Visions and Objectives of Bader Academy's School Development Plan 2021, and contributes to the overall success and ambitions of the School. Our aim is to raise young people's aspirations, broaden their horizons and empower them to make informed realistic decisions at all key transition points in learning and work.

Bader Academy will provide careers and transition guidance to all young people in the school. We will support individuals gain the ability to make informed decisions about vocational and educational pathways and aspirations. CEIAG will be embedded in the Tutorial Programme and in vocational and academic courses for full cross-school delivery. We will support Curriculum in achieving positive outcomes for young people through an extensive tutorial support programme within their existing Study Programme and provide ongoing high-quality support to all staff. The School will increase and improve the promotion of the Careers Programme by providing more information to parents and carers to enable learners and stakeholders to understand our offer.

Our Careers Strategy encompasses aims that are as unique as we are, as brave as we are and ensures that we continually develop to be the best that we can be.

Aim 1 – for all our young people to have access to a broad range of employers that enhance opportunities for future progression

Aim 2 – our careers programme is unique and positive and shaped around each young persons individuality

Aim 3 – equips all of us with the life skills to achieve our goals

Aim 4 – it pushes us all out of our comfort zones to strive to be the best we can be

Aim 5 - develop independence and confidence to thrive in the world of work

Aim 6 – ignites our passion and allows us to achieve our goals

Aim 7- for all our young people to be supported by experienced and passionate staff that believe in them and in the capability to succeed.

Aim 8 – For Bader Academy to be a place to feel proud of what we achieve.

## **LEARNING FROM CAREER AND LABOUR MARKET INFORMATION**

A key priority of the Careers Strategy is to promote and develop Gatsby Benchmark 2, the use of Labour Market Information (LMI) across all sectors, and to promote and develop employment opportunities within the community. Labour Market Information (LMI) is available to all using a variety of mediums, including LMI Data capture cards, Course Guides, LMI tutorials and careers updates.

The data will also inform and support curriculum development and curriculum planning and decision-making. The school works closely with Doncaster Careers Hub to ensure that up to date information is readily available.

## **ADDRESSING THE NEEDS OF EACH PUPIL**

1. We address the needs of each young person through their EHCP, this is a person centred review and involves the young person and their families/professionals around them.
2. Each young person has a TEACCH framework where they have personalised timetables/1-1 support where needed - we still need to ensure that this is specific for careers
3. We constantly offer enrichment that raises aspirations for your young people - this is both relevant to them and realistic for them. We are working on new programmes for our school which embodies personal and social development whilst making links with employers to write programmes specific for our young people.
4. All our students have different career guidance needs at different stages and opportunities for advice and support is tailored to meet the needs of each student.
5. Our school's careers programme embeds equality and diversity considerations throughout.
6. Our school keeps comprehensive and accurate records to support the career and enterprise development of all our students.

## **LINKING CURRICULUM TO CAREERS**

All our students are working towards the learning outcomes as referenced within the Career Development Institute's 11-19 framework. We have adopted a project based theme for delivery of our curriculum. This offers a broad and balanced that excites and enthuses our young people in a range of subject areas, with a focus on key skills being embedded throughout. Our school delivers careers, employability and enterprise as part of the PSHE curriculum, these are not stand alone taught subjects but embedded into content and applied to real life scenarios. Evidence suggests the relevance to learning is more profound and therefore sustainable for our young people.

## **ENCOUNTERS WITH EMPLOYERS**

Every learner has opportunities to have meaningful encounters with employers and learn about work, employment and the skills that are valued in the workplace and what it takes to be successful and explore potential career paths.

Our school works with the Careers and Enterprise Company to implement benchmark 5 – Encounters with Employers and Employees and we have an allocated Enterprise Adviser. We work in partnership with the Doncaster Careers Hub in providing opportunities for our young people to be supported by local employers. Due to COVID these encounters have been limited to online delivery but we are hopeful that we can continue to embed such vital work into our curriculum delivery.

## **EXPERIENCES OF WORKPLACES**

It is our intention that all young people experience what it is like in the world of work, developing the skills needed for their future progression. We recognise that this will be different for all our young people and therefore a range of opportunities will be provided for our young people, in collaboration with parents/carers.

## **ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION**

All our young people will develop an understanding of the full range of learning opportunities that are available to them, including both academic and vocational routes and learning in schools, colleges, the community and in the workplace.

## **PERSONAL GUIDANCE**

All our students by the age of 14 will have accessed and used information about career paths and the labour market to inform their decisions on study options. This will be delivered through project based learning and skills enhancement programmes. All our students will have opportunities for guidance interviews with our internal Careers Lead. Planned guidance interviews are held at Yr6, Yr9, Yr11 and Yrs12, 13, 14 when significant study or career choices are being made.

## **DEPARTMENT STRATEGIC OBJECTIVES: IMPLEMENTATION PLANNING**

- To deliver an innovative and impactful careers service to pre-entry, on-programme and progressing young people at all levels through a variety of methods including face-to face, telephone guidance and webinars and careers and employability events.
- To achieve Personal Guidance targets with Career interventions including 1:1 career guidance and group tutorials.
- The School will further promote the use and understanding of LMI to parents and guardians to support their children in career and learning choices. This will be achieved by a range of literature and bespoke tutorials, focus groups and feedback; software and tasks
- To develop integral links with Curriculum to ensure collaborative working towards careers provision and to ensure careers and employability support is relevant to Curriculum needs
- To support a multi-layered approach to Employability Skills Development, including Employability and individual initial careers guidance session
- To embed equality and diversity throughout, in line with School E&D Policies. We will offer tutorials and activities to actively seek to challenge stereotypical thinking and raise aspirations, such as Women and Girls into Engineering and STEM subjects.
- To highlight the relevance of STEM subjects for a wide range of future career paths
- To support Bader Academy intended destinations strategy through effective CEIAG provision via a range of delivery methods
- To grow the digital platform for CEIAG provision.
- To forge robust links with employers and external organisations to provide inspiring opportunities for learners to gain work experience and develop work skills
- To develop the employability aspect of CEIAG provision through innovative group, workshop and 1-1 support, championing the role of LMI, work experience and vocational exploration within careers planning

- To contribute to school tutorial framework to provide careers support to all young people
- To develop a calendar of events to promote CEIAG to young people and staff
- To monitor and review effectiveness of service through continuous assessment and feedback tools, including client feedback, group tutorial feedback, questionnaires, e-surveys (staff and young people), and SDP
- To work closely with Doncaster Careers Hub network and beyond to ensure holistic support is provided, contributing to the overall achievement of young people

### **QUALITY ASSURANCE WITHIN CAREERS, EMPLOYABILITY AND PROGRESSION**

Careers, Employability and progression adheres to the highest standards of professional behaviour as stated in the Career Development Institute Code of Ethics which incorporate:

- Equality of Opportunity
- Accessibility
- Accountability
- Impartiality
- Confidentiality
- Transparency
- Competence 6
- Duty of Care
- Continuous Professional Development

### **IMPACT AND EVALUATION OF SERVICE**

Bader Academy will evaluate the impact and success of the careers guidance provision by a range of performance measures:

- Ongoing analysis of impact of the service provided through robust statistical information and range of feedback methods and data collection from all stakeholders
- Custom-built Action Planning System and analysis of progression data
- Student feedback 1:1 and student feedback in tutorials
- Matrix accreditation and annual Continuous Improvement Checks
- Regular self-evaluation using Compass Evaluation Tool to monitor achievement of Gatsby Benchmarks, with Careers Enterprise Council

- Self-Assessment Report - Collaborative and rigorous approach to self-assessment
- Quality Improvement Plan
- Annual Appraisal and review process
- A robust Quality Assurance System – quality assurance process including observations and action plan audits to monitor quality and consistency of teaching and learning.

## **RESOURCES**

Professionally qualified and experienced Careers Employability Advisor will support learners in career and employability activities and support young people in identifying and removing barriers to progression and employment. The Department uses an electronic Action Monitoring and Impact System to record student impact more efficiently and effectively and links with School systems and reporting mechanisms.