

Altus Education Partnership
Careers Policy

Approval Body	SLT
Date of Approval	July 2020

Policy Statement

At Altus Education Partnership, our vision is:

‘To create and successfully run a family of inclusive academies from early years to sixth form that enables all students, regardless of background, to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.’

The Careers Education, Information, Advice and Guidance Policy (CEIAG) is integral as it provides for impartial advice to all students about their future career pathways. In order to shape our provision, all academies within the Trust will use the Gatsby Benchmarks as a framework for developing an aspirational CEIAG programme.

1. Scope

1.1. This policy relates to all academies across the Altus Education Partnership where provision is in place from early years, through to KS5.

2. Context

2.1. This document sets out the Altus Education Partnership Careers policy. Each individual academy within the Trust also has a Provider Access Policy Statement, which is available on the website. The purpose of the access statement is to give students information about a provider’s education, work or training offer. This complies with the Trust’s legal obligations under Section 42A of the Education Act 1997 which requires governing bodies to ensure that all registered students at the academy are provided with independent careers guidance from year 8 to year 13, and is in line with the DfE legislation Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018).

2.2. In addition, the Education Act (2002) places a statutory duty on academies to secure access for students to independent and impartial careers guidance. This guidance will promote the best interests of the individual student and will include information on all options available to them, including apprenticeships and other work-based learning. The Trust may work with Positive Steps for targeted students to ensure impartial advice.

2.3. Key points in the Statutory Guidance includes “the duty on schools, to secure independent careers guidance for all year 8-13 students. This is intended to expand advice and guidance for young people, so they are inspired and motivated to fulfil their potential”.

3. Our strategic intent

3.1. Altus Education Partnership will support every student to realise and develop high aspirations and consider a broad and ambitious range of careers through securing the highest possible standards, to ensure they can progress successfully to the next phase of their education or employment.

3.2. Each individual academy will also ensure that all students have the opportunity to engage with representatives from further and higher education, as well as employers from the ‘world of work’. In secondary schools, there will be a coherent programme of activities delivered through PSHRE sessions and through specific enrichment events/days. In our colleges, this will be enhanced as part of our compulsory enrichment programme and through weekly tutorial sessions. In all academies, subject teachers will identify career opportunities within the curriculum content studied.

3.3. Altus Education Partnership will measure the effectiveness of their careers activity by considering both the attainment and the destinations of their students. Each individual academy will report on an annual basis the destination data for its students, identifying those who progress to further education, higher education, apprenticeships, employment or training. Close monitoring of the number of students classified as Not in Education, Employment or Training (NEET) will also be in place to ensure that all students leave our academies with the skills and qualifications required to be successful in their career of choice.

4. Professional Development

4.1. Key staff in our academies, such as the Careers Lead, will be identified and encouraged to access and complete appropriate levelled training in CEIAG. Opportunities for key staff to attend planning and network meetings will be provided.

4.2. Where appropriate, whole staff professional development will be provided on key areas, such as future career pathways and labour market information.

5. Roles and Responsibilities

5.1. As the responsible authority, Altus Education Partnership has a duty to ensure that statutory duties are being exercised effectively and that compliance with guidance is enabled and facilitated at a local academy level.

5.2. Each individual academy will have a Careers Lead and/or a member of the Senior leadership team (SLT) who will have responsibility for CEIAG.

5.3. Each individual academy will work with the Positive Steps team to ensure they receive expert advice and guidance. The individual academy may work directly with its allocated 'Careers Adviser' for expert guidance and advice.

5.4. The Local Authority has a statutory duty to monitor and report NEET statistics. This can be found on: <https://www.gov.uk/government/collections/statistics-neet>. Each academy will provide information regarding its NEET figures to the Local Authority.

5.5. Each individual academy will ensure that destinations data will be shared with the Local Authority, parents/carers and significant others, in line with the GDPR policy.

5.6. An external provider wishing to request access should contact the designated individual in each academy and consult the Provider Access Policy Statement, available on each individual academy's website.

6. CEIAG Provision

6.1. In order to meet our students' needs, face-to-face interviews with independent advisers, such as Positive Steps, will be provided for those students to whom the academy deems it to be the most suitable form of support. This will be in addition to, or alongside interviews offered by the academy's own staff, where independent and impartial advice will be given.

6.2. Information regarding students current performance and potential outcomes will be provided to individual providers, but this information must only be used in conjunction with the individual academy's GDPR policy.

6.3. The individual academy will quality assure CEIAG provision, including that offered independently, to ensure that students are receiving advice that is impartial and is relevant to their needs. The Gatsby benchmarks may be used as a framework to quality assure an academy's provision.

6.4. The individual academy will provide a range of careers activities, which may include work-related learning, work experience and provider accessed events.

6.5. The individual academy will work with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that students have access to a range of options at each stage of their education.

6.6. In secondary academies, students will have access to on-line advice, including the National Careers Service website. Students will also be advised of the NCC (National Careers Centre) telephone helpline number. The academy will evaluate its success in supporting students to take up education and training which offers good long-term prospects through analysis of destination data.

6.7. Each individual academy will ensure that effective links are set up with numerous organisations, businesses, training providers and enterprising bodies, to ensure that students are given a range of experiences to allow them a clearer understanding of the labour market and career opportunities. These may include:

- Universities
- Sixth Form and Further Education Colleges
- National Citizen Service
- The Gatsby Foundation
- Chamber of Commerce

Each academy will employ a variety of strategies to deliver effective CEIAG, which may include:

- Delivery of CEIAG through tutor time/PSHRE
- Careers and Apprenticeship fairs
- Work related learning and work experience
- Mock Interviews with external providers
- Business lunches with local employers
- Oxbridge residentials
- Information evenings for parents/carers
- Transition meetings
- College Enrichment Programme
- Progression Days

8. Monitoring, Review and Evaluation

8.1. The academy's Careers Lead and/or the member of SLT with responsibility for CEIAG will assess the appropriateness of the careers programme on a yearly basis using the Gatsby benchmarks as a foundation. They will also report to SLT on the success of transition through the use of destinations data.

8.2. In Altus Education Partnership governors and trustees will, through this policy and associated quality assurance systems, reaffirm their long-standing commitment to ensuring high quality careers guidance that facilitates student progression to further and higher education, apprenticeships and ultimately, to a successful career.

8.3 Key CEIAG information and destinations data will be reported to the Trust Board and/or the Local Academy Council. This will be done on an annual basis.