



Careers and Further Education Policy

Updating Policy Procedure

When a policy is due for review it will be emailed to the reviewer who will revise and highlight those updates and return the policy in full with the highlighted updates back to the Policy Co-Ordinator.

When a policy reviewer becomes aware of *any updates* they will ask the Policy Co-Ordinator to email the policy to them and follow the above procedures.

A policy is a statement of intent and the guidelines we follow, that is adopted by the Fortuna and Athena Federation's Governing Body.

Policy Reviewed by:

Rebecca Wyles & Chris Mills

Updated on:

October 2022

Date to be reviewed:

October 2025

Date Ratified at FGM:

27 February 2023



Careers and Further Education Policy

Introduction

The Careers and Further Education policy at Athena School has been developed to incorporate the aims of the school and recent initiatives in careers education. The planned programme of study helps our students to understand their interests, skills, and qualities in relation to the world of work and lifelong education. Students also learn about different careers and opportunities in training and apprenticeships.

Athena School is adopting The Gatsby Benchmarks, which signpost eight benchmarks of good careers guidance, developed by the Gatsby Charitable Foundation.

<https://www.gatsby.org.uk/education/programmes/embedding-the-benchmarks-in-school-and-college-practice>

The students at the school join us from around the county and so come from a range of environments with a range of industries; we see this as a benefit as we bring in a breadth of pupil knowledge. However, it can also give us a challenge as it can be difficult to engage their local post-16 providers.

Each of our pupils has an Educational Health Care Plan, which allows each of our pupils to have their careers experience to be tailored to them. A very high proportion of our pupils are allocated Pupil Premium, and therefore it is difficult to target the group. As a result, the school tailors the careers program to each pupil. Further to this, the school has a higher-than-average number of Children in Care (CIC), and so we target this group well, as a result of information from their Electronic Personal Education Plan (EPEP) meetings and Annual Reviews.

Purpose

Careers Information Advice and guidance forms an essential part of the curriculum for all students from year 7-11. The programme is integrated actively through the Nurture classroom and pastorally through all the adults in it. The cross-curricular aspect is overseen and orchestrated by the Careers and Further Education Lead and the Curriculum Lead (Rosie Brown) to ensure a whole school approach. The approach, endeavours to help prepare students for the opportunities, challenges and responsibilities of adult and working life as well as gaining the skills and attitudes as a foundation for managing their lifelong career and learning, and consequently making a vital contribution to our general school aims.

General Aims

- To develop positive attitudes and values in the students towards their futures and possibilities and thereby enhance their aspirations and personal and social development. (BM 2, 3, 8)
- Provide Careers Education to pupils in all year groups (BM 1-8)
- To enhance the partnership between the pupils and the local labour market. (BM 5+6)
- To engage the parents in the careers guidance given to their pupils. (BM 7, 8 + 3)
- To develop a curriculum by collaborative planning which has a coherent structure, breadth, balance, relevance, continuity, progression, and a global dimension. (BM 4, 6)
- To deliver the cross-curricular themes by a variety of teaching/learning styles and to provide a motivating context and which a holistic and relevant approach to learning will reinforce and generalise concepts, skills, and attitudes across the curriculum and into the workforce. (BM 4+6)
- To ensure an individual approach to each pupil's experience of careers and further education, knowing their individual needs. (BM 3+8)
- To make pupils aware of and feel comfortable within the Labour Market. (BM 2, 5 + 6)



- To enable pupils to understand what they can achieve by knowing their Further and Higher Education possibilities; and promoting these without prejudice and a feeling of a ‘glass ceiling’ for any pupil. (BM, 3, 7, 8)
- To address the individual needs of the pupils by giving them the experiences and knowledge of a breadth of opportunities, whether that is A-levels, T-levels, or Apprenticeships. (BM 3, 7 + 8).
- To give the pupils the tools that they will need to be able to independently find a pathway on their journey through life. (BM 3 + 8)
- To enable pupils the experience of the labour market and workplaces, through grouped visits and virtual experiences. (BM 6)
- To provide staff members the tools and experience they need to be able to support the needs of the pupils with careers advice and guidance. (BM 2, 4 + 8)
- To draw in the support of the Local Labour Market to be give pupils an understanding of the world of work and to give pupils the work ethic to carry them through to adult life (BM 5 + 6)

Specific Aims

To develop in students and parents:

- a growing awareness of the extensive opportunities in education, training, and careers available today.
- an awareness of ‘next steps’ so that the pupils and their parents are conscious of the requirements, both academic and experiential, for certain careers and further education, so that they are able to map out their learning journey.
- An understanding that the journey through life has twists and turns, and not a ladder that is up and down. They should view both paid and unpaid work as a success.
- An understanding of a professional persona, built up over a number of experience with workplaces as well as ‘work rota jobs’ throughout ks3 and ks4, around school and work with/shadow the professionals within the school at this time.
- To develop in students a realisation of their own potential and realistic prospects.
- To develop in students a broad skills base for future career success and flexibility, i.e.
 - good reasoning skills to make informed decisions and opinions.
 - good literacy skills necessary to complete application forms and to send letters.
 - good discussion skills to facilitate good interview techniques in later life. This is achieved by encouraging constructive discussion, of all types, in the classroom, such as spoken language.the workplace experience will help students develop self-awareness, self-confidence and the
and the ability to work with others.

To develop with employers and the local labour market:

- To develop both the quality and quantity of links between the school and local businesses.
- To develop meaningful workshops with LM to provide a wealth of experience and knowledge of the ‘real world’ and what it takes to go to work and grow and be successful each day.

Entitlement

We believe that all students should be entitled to guidance and support to make sound career decisions. The core components of the student entitlement are:



- Access to individual guidance dialogues with tutors and Career's co-ordinator, with the involvement of parents.
- A programme of careers education that is individualised to the pupils' needs in all year groups.
- Work related experiences and work-related activities.
- Open access to a well-stocked careers resource centre.
- Tutor and Careers Advisor support to negotiate a career plan where relevant and necessary.
- All students are aware of their entitlement pathways through the career's library.
- All pupils have EHCP meetings (annual reviews) where the school will be working together with the students and families to identify their individual aspirations and goals for the future.
- Off-site visits and enrichment days where students are encouraged to 'have a go' and take risks, knowing that their ideas will be respected, and efforts valued; these will be embedded throughout the ks3 REAL Project curriculum and KS4 options.
- Both on and off-site visits to post-16 providers each school year
- Preparing for adult living through the Prince's Trust Achieve programme in KS4, where pupils will learn about budgeting and credit cards, as well as confidence for presenting in a professional environment.

Implementation

These objectives relate directly to the aims of Careers education and are intended to show how the aims are put into practice.

Informal Activities:

Careers education is as much part of everyday life as any other aspect of human development. The Careers Lead can explain this in discussion with the students in order to emphasise the relevance of the activities in relation to the jobs:

- Identified by the students withing school: Teachers, Support Staff, Kitchen Staff, Caretaker, IT Technician, Reception Staff, Bursar.
- Identified by the students within long term planning: Scientists, Artists, Sportspeople, Vets, Doctors, Dancers, Construction Workers, Chefs.
- Identified by the students from visitors to the school and visits out of the school: Nurse, Doctor, Armed Forces, Police Officer, Coach Driver, Builder, Roofer, Road Worker, Industrial Worker.



➤ Identified by students from their family and friends: Too many to mention, but these can be integrated into pastoral work and breakfast times when the family is being discussed.

Formal Activities

- Various forms of experiencing a workplace
- work observation during trips.
- work based projects/REAL Projects.
- visits to local and national businesses.
- ‘Work Rota Jobs’
- Prince’s Trust qualification run throughout ks4.
- Mock interviews with local colleges
- Organised trips to post-16 and post-18 providers.

All tasks should:

- Be suitable for the abilities of the students.
- Match the students’ interests.
- Allow for some choices to be made by the students. Teachers’ guidance will help students make choices in a variety of ways e.g., a study route.

And be delivered through activities such as:

Careers Fair: involvement of outside workplaces and businesses in showing awareness of the labour market and the education and experience needed to pursue these. The inclusion of workshops for interviews, CVs and employability, also both post 16 and 18 education.

Visits to schools for further and higher education to be arranged for students on an individual basis for personalised learning and engagement.

The Information Advice and Guidance programme is delivered through the active tutorial work combined with individual discussions with personal tutors and the Careers Co-ordinator, as well as the level 6 in dependent Careers Advisor. Aspects of the Information Advice and Guidance programme are also delivered through individual National Curriculum subjects where such links are considered to be beneficial, relevant and appropriate. Taught elements of the programme are co-ordinated by the Careers Coordinator.

Careers and Post 16 guidance meetings with a member of Senior Leadership Team and the Careers and Further Education Lead. To enable pupils to discuss and work cohesively in deciding next steps for the pupil. It will also provide information the application process for Further Education and how to begin preparing for examinations at the end of year 11.

Every effort is made to ensure that all options are presented in an open, even handed and fair way, and support given to the students to help them make considered choices about careers, training, and educational opportunities available to them. All careers information ensures that as far as possible it is objective, impartial, and free of bias, to ensure this practice, the school have employed an outside agency to provide a careers advice service.

The importance of parental support in shaping the career and education choices of



young people are recognised and therefore they are invited to attend guidance meetings at the beginning of year 11 and have access to the careers advisors at parents meetings at each Parent's Evening.

Annual review meetings take place between the SENCo or Family support worker and where appropriate the Careers Coordinator to enable student learning experiences and achievements to be built upon. Students are encouraged to participate in this process through Pastoral discussion and individual reviews.

Resources

- Athena has a library containing careers, education and training literature and a full range of prospectus opportunities post-16. Pupils are encouraged to use the Careers Library and have open access throughout the day, especially during reading time.
- Year 9 will be introduced to the resources and facilities in the term leading up to their ks4 options. This will be introduced during their allocated reading times.
- An agreed budget is set and reviewed for the provision each school year.
- Individual pupil tracker portfolios

Assessment and Evaluation

- The Careers Guidance will be assessed by a variety of methods. These will include evaluation of the programme annual via pupil and parent questionnaires.
- The Careers Programme implementation is assessed through the continual use of Compass+. This is embedded throughout the school with adults within each classroom contributing to the recording of both formal and informal sessions.
- The Careers and Further Education Lead will complete a Compass evaluation at the end of each large term and will therefore be completed three times a year to measure the impact of the provision.

Review

The Careers and Further Education Co-ordinator will review using Compass and develop any necessary changes and amendments to policy and procedures and recommend any changes and amendments to the senior management team during the summer term to ensure that all aspects of Gatsby are adhered to and that all Benchmarks are met.

School leavers will be contacted each year to follow their progress. Help will be offered during contact and data will be gathered to measure trends of pathways and level or study of our past learners. The Careers and Further Education co-ordinator will collate and analyse the data each year to determine further provision needed within the school.

The role of the Careers and Further Education Co-ordinator



The role of the Career Leader is to:

- Raise awareness amongst staff of their contributions to the careers programme and agree the overall aims, objectives, and priorities
- Establish a shared view of best practice to which all learners are entitled
- Lead policy development
- Provide or organise appropriate training for staff
- Monitor, review and evaluate the programme, including the use of outside organisations, and learners' responses to the programme
- Carry out continuous process of review and development of the CEIAG curriculum as part of the annual cycle of school improvement
- Co-ordinate the assessment, recording and reporting process
- Attend relevant courses and network meetings
- Order and monitor resources
- Liaising with external providers and employers

Athena School: Provider Access Policy

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

Pupil Entitlement:

All pupils in years 7 to 13 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the 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 events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academies and technical courses.

The nature of CEIAG means that sensitive and controversial issues may arise for the pupils, the learners are entitled to a non-judgemental environment, where questions will be answered, and the pupils' safeguarding will be taken seriously.

All year 11 pupils are entitled to attend post-16 interviews during the school day; if this is virtual (via phone call or video call) then school equipment must be provided, pupils must not use their own equipment. The pupils are entitled to a private room to take part in the interview and must have an adult chaperone from school in the room.

All interviews must be confirmed by home via letter or phone call, authorised by SLT and be signposted on the school calendar before the event.

Management of provider access requests

Procedure:

A provider wishing to request access should contact Rebecca Wyles, Careers and Further Education Lead, via email: Rebecca.wyles@athenaschool.org.uk



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[Initial information regarding access opportunities are presented on the school careers website.](#)

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 or their parents for careers: See Appendix 1.

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

Premises and facilities:

The school will make the main hall, classroom, or private meeting rooms available for the 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.