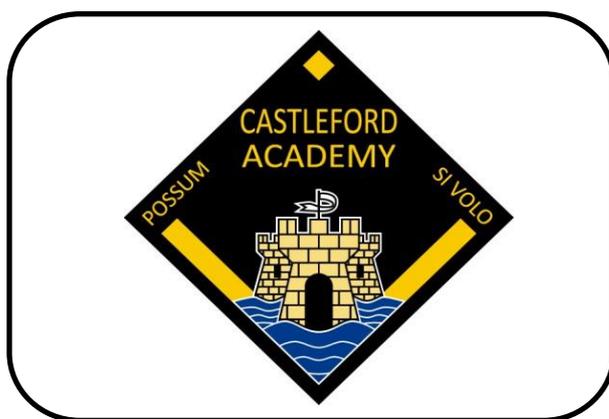




Castleford Academy



Careers Education, Information, Advice and Guidance (CEIAG) Policy

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1. Mission Statement

All students should receive the appropriate level of Information, Advice and Guidance to enable them to make well informed and realistic decisions about their future in terms of education and careers and to support them in raising their own personal aspirations.

2. Vision

Castleford Academy believes that students should be appropriately prepared for the choices they make during their education and the choices they make in the future. Students should have an understanding of how their education will prepare them for the world of work. The students should feel confident in making key decisions about educational and career choices and have a clear understanding of the routes to achieve their goal. This preparation should be achieved through a variety of means such as impartial and independent one to ones with a qualified Careers Advisor, careers resources purchased by the Academy and Taster Sessions at local colleges and Universities. Students will also have access to our extensive careers library and access a range of online resources and programs bought in for the academy as well as meeting a plethora of employers, further and higher education institutions and companies that offer apprenticeships.

Careers will be integrated into the pupils' experience for the whole curriculum and will be based on partnerships with external partners, businesses, educational institutions, apprenticeship providers, teachers, pupils and parents.

This policy document is published on the academy website and available to employers, staff, governors, parents and pupils. The policy and full careers programme have been developed in line with the DFE Careers Guidance and Access for Education and Training Providers October 2018 and the previous January 2018 version along with the CDI Framework for Careers, Employability and Enterprise Education.

The Academy's careers program will be published for all and developed and reviewed annually in collaboration with all stakeholders and governors. It will be guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements.

3. Aims

- To raise students' aspirations and expectations.
- To enable students to set personal objectives and goals in relation to their future choices.
- To help students develop employability and key skills.
- To promote equal opportunities and tackle gender stereotyping within career choices.
- To promote lifelong learning and education to students.
- To prepare students to independently access Information, Advice and Guidance.
- To enable students to have access to an impartial adviser for further support and guidance.

4. Objectives

- Students should be able to plan their future choices and understand how to access further support and IAG.
- Students should be aware of how current labour market information may affect future choices.
- Students should understand how educational achievements are linked to maximising their potential future choices.
- Students should be able to identify a range of key and employability skills they have gained to help them succeed in the world of work.



- Students should understand gender stereotyping within the workforce and understand how to overcome it.

5. Entitlement

All students aged 11-19 years old at Castleford Academy and Sixth Form are entitled to receive unbiased Information, Advice and Guidance through the schools Careers Advisor and External Prospects Careers Advisor.

6. Team

The Careers Team is led by Katie Oldroyd who is our Careers Lead and qualified to a Level 6 standard in Careers Guidance. The Careers Team is overseen by the Deputy Headteacher, Simon Prinsep, and the Assistant Headteacher, Kathryn Chippendale. The academy also has a partnership for Go Higher West Yorkshire and has an Uni Connect Officer working in the academy. Furthermore, the academy is part of the Careers Encompass alliance, a partnership of 5 schools committed to improving the delivery of their already strong careers education. The Encompass alliance offers pupils access to external careers advisors for one-to-one careers meetings.

The Careers Policy is reviewed every year by the Governing Body but there are also two careers link governors, Alison and John who meet with the Assistant Headteacher twice a year to quality assure the programme.

This whole team, including the link governors, have developed the full careers programme and contributed to its current form. In October 2019, we were awarded gold for our careers provision by QiC and we achieved outstanding grading from Ofsted in October 2019 for personal development.

The Student Council are consulted once a year about our careers provision and this is fed back to Senior Team, Governors and, where appropriate, the Careers Team make amendments/additions to the Careers Program. Parents are consulted through the parent survey every two years. Subject Leaders consult with their staff within Subject Meetings and this feedback is taken through the Subject Leaders Meeting 6 times per year. The Deputy Headteacher attends the Wakefield Learning Communities Vocational Advisory Board meetings several times a year to take further information from other schools and academies, groups such as Leeds City Enterprise Region, FE Colleges and Prospects as well as a range of visiting speakers providing information on Local Labour Market Information and this feeds into the continual development of the Careers Program at Castleford Academy.

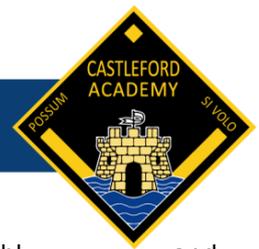
7. Management of Information, Advice and Guidance

The provision and quality of the Information, Advice and Guidance delivered to students is managed by the Careers Lead who reports to the Academy's Senior Leadership team through the Deputy Headteacher, as well as through links with the Local Authority.

8. Careers Education and Information, Advice and Guidance

Students receive careers education and guidance from Year 8 to Year 13 through a range of different mediums, including; assemblies, information in registration, one to one and group careers guidance appointments, access to online careers resources (Unifrog, REED) and through events such as Apprenticeship Week, Careers & Aspirations Week, Enterprise Day and Taster Days.

- Year 7 – Introduction to university, apprenticeship and the world of work. Self-reflection. Careers audit, Careers Week in all subjects, Burberry Inspire project, 1-to-1s available, Completing personality profile and interests profile on UniFrog.
- Year 8 - focus on reviewing own skills, in relation to work, after each reporting cycle. Careers Assembly,



Options Assembly, Options Afternoon for all parents and pupils, Visiting Entrepreneur Assembly and small group enrichments such as Russell Group University Visit for More Able Pupil Premium Pupils, entry in Big Deal competitions, Diana Award, etc. Burberry Inspire project, STEM Roadshow visits the school, Completing personality profile and interests profile on UniFrog, form time workshops to meet careers advisor to support with options process.

- Year 9 - Introduction to using careers sites to search for opportunities. Access to Careers Fair during Careers Week, One to ones with Careers Advisor are encouraged. Burberry Inspire project, various state sector organisations speakers in PSHE, etc., Individual subjects run workplace visit trips such as Ikea for Product Design or Steinway for GCSE Music, using Unifrog to log interests, complete personality profile and search for courses/apprenticeships.
- Year 10 - focus on aspirations with a Cross Curricular day centred around aspirations. Students attend local College taster sessions and take part in Enterprise day. One to ones with Careers Advisor are encouraged. Alumni speakers from business or higher education speak in assemblies or in small group workshops. Y10 Careers Day where all Y10 pupils choose two speakers from world of work or university. Careers Fayre held at Parents Evening. A programme of workplace visits and visiting careers workshops provides a wide range of opportunities for pupils to sign up to. Using Unifrog to log interests, complete personality profile and search for courses/apprenticeships.
- Year 11- focus on college applications with support and guidance in registration, bespoke destinations lessons and with one to ones from Careers Advisor and External Prospects Careers Advisor. Apprenticeship group create CVs and practise mock interviews. Using Unifrog to log interests, complete personality profile and search for courses/apprenticeships.
- Year 12/13 – CV Workshops, UCAS Workshops, 1-to-1's, mentoring, work experience opportunities, vocational subjects, access to careers fayres, workplace/university visits, Drop Down Days. using Unifrog to log interests, complete personality profile and search for HE opportunities.

9. Provision of Careers Information

The provision of Careers is primarily accessed via electronic software to ensure the most up to date and accurate information is accessed by students. This also enables students to have greater access to information as all software should be accessible via the student network. The software used by the academy is Unifrog.

Students are also encouraged to access information from the National Careers Service and the Connexions digital websites.

10. Design and Delivery of Individual Information, Advice and Guidance

All students from Year 7 to Year 13 are entitled to access individual information, advice and guidance from a suitably qualified Careers Adviser. Students with Special Educational Needs (SEN), those classified as 'at risk' and or potentially NEET will also have access to external Information, Advice and Guidance adviser provided by the Connexions service/Local Authority. HOY and form tutors are also encouraged to refer individual students to the Careers Advisor if they feel this is necessary. The academy uses the Gatsby Benchmarks as a framework for whole school careers provision.

11. Apprenticeships

The academy has an apprenticeship officer who offers independent advice and guidance on how to gain apprenticeships. In term 2 of Year 11, all pupils receive an assembly on apprenticeships and sign up to the apprenticeship group. This group work with the officer on CVs and applications. Pupils are also added to a mailing list with their preferences and these are targeted as and when the academy receives information about vacancies in the



local area. In February, the academy will hold an Apprenticeship Week to inform all pupils about the pathway to apprenticeships. Year 11 will learn more about higher-level apprenticeships, gain application support and will be invited to bespoke workshops with guest speakers.

12. Support for Parents

All parents can access information on supporting their children in making career and education choices. The support is offered through:

- Policy, Programme and Resources on the school website.
- Access to the Academy Careers Advisor daily, via phone or appointment and at Parents Evenings.
- Careers booklet distributed to all students and available on the academy website.
- Access to UniFrog at parental request

13. Equal Opportunities

All Information, Advice and Guidance will be provided impartially to students and will be provided free of bias. Students will be encouraged to look at careers and courses outside of the normal gender stereotypes and assemblies target this area as well as regular raising aspirations assemblies. Mentors are also trained to challenge aspirations and every pupil in Y11 (a large proportion of Y10), Y12 and Y13 have a mentor assigned to them to meet every half term.

All staff at the academy are trained through CPD to raise aspirations, promote equality of opportunity, celebrate diversity and challenge stereotypes through their daily lessons and the academy's SMSC/FBV programme as well as through assemblies and dealings with pastoral staff. A wide range of interventions also exist across the academy where necessary.

14. Businesses

The academy has a range of partnerships with local and national businesses who work with the Careers team and Subject Leaders on curriculum content and deliver assemblies, workshops, etc., A Provider Access Policy Statement is also placed on the academy website to offer opportunities for businesses to come in and speak to pupils.



Appendix 1 - The Gatsby Benchmarks

<p>1.A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process. 	<p>Careers programme in place led by Careers Team and an Assistant Headteacher and the Deputy Headteacher. Policy in place and published on the website and created in consultation with all stakeholders. Provider Access Policy published for employers and a parent/pupil booklet published on the website and distributed through all pupils. Policy and programme is reviewed each year by all stakeholders and quality assured through SLT Meetings and the Governor's Careers Group. Students review policy through Student Council and Random Sampling of Parents through Parent Events.</p> <p>Half Termly meetings held by Careers Team to ensure Careers Programme is kept up to date. QiC gold award achieved for our provision in October 2019.</p>
<p>2.Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children. 	<p>Up-to-date Labour Market Information provided through Wakefield Learning Community's VAB Group, the academy's partnership with the Leeds City Enterprise Region and West Yorkshire Combined Authority and through regular contact with FE Colleges, Employers and Apprenticeship Providers. Staff at the academy receive annual CPD on LMI to update SOW, Resources and Displays and parents are informed through the newsletter, website and parent booklet. Termly CasMAG includes focus on careers.</p> <p>Pupils access LMI information through 121's and the use of JED.</p>
<p>3.Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations. 	<p>Pupils receive a wide range of assemblies, workshops, visiting speakers from charities, workplaces, institutions and destinations and alumni to raise their aspirations, challenge any stereotypical thinking and help them reflect and evaluate and become more self-aware. Every pupil at every point in their 7 years at Castleford Academy has an opportunity to see an impartial and qualified Careers Advisor and these records are kept. These can be made independently as well as referred by members of staff. Offer of Careers Meetings also extends to Parents/Carers. School NEET figures are collected, analysed, published and this information is used to create a proactive careers programme that addresses the needs of each student.</p>
<p>4.Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers. 	<p>The academy has a STEM Officer, holds regular STEM assemblies and an extremely wide range of STEM Options and Vocational Subjects that pupils can choose during Y8 to study. All subjects are given LMI to adjust SOW and resources and the academy holds a Careers Week where all subjects link their subject to careers. Assemblies through careers week will provide further information to all pupils in every year group. This is also done regularly through</p>



	subjects for a wide range of future career paths.		SMSC opportunities in lessons. During drop-down days, pupils carry CSI cards (Careers Specialist Investigators) and have opportunity to ask guest speakers about their career path and the qualifications needed to follow a similar career. Career learning journey published in pupil planners from Sept 2019 and poster also displayed in every classroom. Character wall in school includes career aspects for pupils to self-evaluate their character and careers journey through school from Y7 – 13. Displays in each department, show potential Career Paths from that subject including apprenticeship opportunities. Apprenticeship week to run 3 rd Feb – 7 th Feb 2020. Careers curriculum map for the academy shows how the CDI framework objectives are covered across Y7 – 13.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace. 	<p>At every year of their school life, pupils will meet a range of employers and will have several opportunities to learn about what work is like or what it takes to be successful in the workplace. In Y8, pupils receive a talk from an entrepreneur and pupils have an opportunity to attend a workshop on careers in computing. During drop-down days, pupils carry CSI cards (Careers Specialist Investigators) and have opportunity to ask guest speakers about their career path and the qualifications needed to follow a similar career. Drop-down days take place twice a year for every year group. In Year 9, every child received 6 x 1 hour presentations from an employer (6 separate employers from different businesses). At the end of the Careers and Life Skills programme, pupils took part in a mock interview at a mutual venue. In Year 10, pupils receive free business focused workshops in the following careers: business, finance and marketing.</p> <p>The Burberry Inspire project looks at whether the arts and culture can have a positive impact on a young person's life. The Hepworth Gallery, Northern Ballet, Leeds Playhouse and Leeds Young Film are part of the 4 year project and pupils will work closely with these businesses. In 2018 – 19, every pupil in Year 7 – 9 will visit the Hepworth Gallery to learn about the business and to get involved in an enrichment activity – The Hepworth Gallery will also present all pupils with information on Careers In the Art World and what the business of Art is all about. From Sept 2019, Science have formed a link with Multifuel energy in Knottingley for visits to be planned and guest speakers to come into school to speak to pupils. The school also has links with WDH, Job Centre Plus, WYLP and Aspire, who support Careers Week and Careers Fairs (Y9/10). Links are currently being made with the NHS and Army Careers.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. 	In Y12/Y13 all pupils have the opportunity to complete work experience in their chosen vocational subject. The Academy has a growing programme of workplace visits in Y9 and Y10. A significant majority of pupils will attend a workplace in



	and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have. 	<p>2018/19. The target is for all students at KS4 to have at least one experience of a workplace by end of academic year 2020/21. Current Visits planned for this year for Y10:</p> <ul style="list-style-type: none"> Upholsterers Yorkshire Bank A and E Electrical Burberry Factory Ikea Hepworth Gallery Job Centre Plus Civil Service Building in Leeds Neil Lee Training in Leeds Avenci Computer Systems – Wakefield BBC Radio Leeds <p>Students in Y10 will also have opportunities this year to attend workshops put on by University of Leeds in Finance Careers, Law Careers, Business Careers and Marketing Careers.</p> <p>Students in Y11 will receive support from WDH in Apprenticeship opportunities.</p>
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges,	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. 	<p>Currently, all Upper Prior Attaining Pupil Premium pupils attend a Russell Group University Trip each year of KS3 and KS4. At KS4 all Middle and Upper Prior Attaining pupils attend a trip to Huddersfield University as well as New College and Wakefield College Taster Days for ALL students. There is an apprenticeship group at KS4 run by our apprenticeship officer and all students receive at least one assembly with an apprenticeship advisor.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18. 	<p>Every pupil has a 1-to-1 interview with an Impartial Careers Advisor by the age of 16 and a further interview if they attend our sixth form. These can be made independently as well as referred by members of staff. Offer of Careers Meetings also extends to Parents/Carers. In Year 9 2018-19, a group of pupils received a mock interview at the end of the Careers and Life Skills programme.</p> <p>In 2019 – 20, Y11 pupils will receive mock interviews during careers week with employers.</p>