

# Careers Policy

**2023-2024**

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<b>Version</b>	1
<b>Document Date</b>	September 2023
<b>Approval Date (if required)</b>	N/A
<b>Review Date</b>	July 2024





**GREAT Aspirations GREAT Ambitions  
GREAT Achievements**

Should you wish to speak to someone with regards to any CEIAG requests please contact Mrs Ross ([pross@copleyacademy.org.uk](mailto:pross@copleyacademy.org.uk)).

#### **What is CEIAG?**

'Careers Education and 'Information, Advice and Guidance' has the aim of developing a young person's knowledge, understanding, skills and confidence to make well-informed about their future choices regarding learning and work. This includes, GCSE options, Further Education and Higher Education pathways that include both academic and vocational destinations including apprenticeships from a range of both educational and technical providers. This policy refers to events and opportunities in both Key Stages and in all year groups.

#### Statutory Requirements and Expectations

The Academy is committed to fulfilling its statutory duty to provide impartial careers education and guidance to all students in accordance with Section 42A, 42B and 45A of the Education Act 1997 and the 2011 Education Act. We will adhere to the Department for

Education's "Careers guidance and access for education and training providers" published in 2018 and updated in January 2023 and recognise the importance of monitoring our careers programme against the 8 GATSBY benchmarks. The Academy also commits to fulfilling our duties to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics in line with the 2010 Equality Act. We have numerous opportunities for providers of education and training to access pupils in order to share information. Our Trust Provider Access Policy can be found on our website- [Policies | Copley Academy](#) but all students in years 7-11 are entitled:

1. 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;
2. six encounters with approved technical educational qualifications and apprenticeships;

3. 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;
4. to understand how to make applications for the full range of academic and technical courses;
5. have meaningful encounters that meet their needs and have additional support/intervention to provide for these encounters;
6. to leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

[Policies | Copley Academy](#) shows the way in which education and training providers should get in touch with the Academy in order to gain access to pupils and/or parents to inform them about further opportunities. The Academy will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities. This document will also include how we will work with visitors and how they can provide further feedback.

### **CEIAG Vision and Values at Copley Academy.**

At Copley Academy we believe that all students should be encouraged to have ambition and aspiration that provides them with drive and aims to achieve and successfully transition to their next pathway of education, training or employment. Therefore, CEIAG is at the heart of our GREAT Lives curriculum provision as well as being a key feature in all curriculum planning. Along with GREAT Lives' other two key features we aim to develop well-rounded students who are academically, socially and emotionally ready for their selected pathway and the world of work.

Our students receive the necessary support by the Academy organising its CEIAG delivery through the Gatsby Benchmarks and ensuring outcomes meet the CDI framework, which feature in curriculum planning.

Subsequently our Careers education, information, advice and guidance will:

- Provide good quality independent and impartial careers advice to students which both inspires and motivates them to fulfil their potential.
- Provide advice and guidance which is in the best interests of the student.
- Contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers.
- Provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real life contact with the world of work.
- Develop enterprise and employability skills, including skills for self-employment.
- Support inclusion, challenge stereotyping and promote equality of opportunity.
- Encourage students to see career development as a life-long process.
- Support students at key transition points.

### **To achieve this every student is entitled to:**

- A structured careers programme delivered throughout each key stage that is informed by quality labour market information;

- Encounters with providers of the full range of education and training options, including school sixth forms, colleges, universities and apprenticeship providers;
- Access to good quality information about future study options and labour market opportunities, in particular at key transition points e.g. choosing GCSE options and post-16 or post-18 courses;
  - The opportunity to visit and experience a place of work and to meet and learn from employers;
- Impartial information, advice and guidance regarding their future options from a suitably qualified professional (our Careers Adviser Lisa Reeve is a qualified Level 7 Careers Adviser from Positive Steps). As well as this minimum provision each student is entitled to careers guidance as appropriate to meet the needs of each student. This guidance will come in a number of different ways both formal and informal at appropriate times through the school journey.

Extra provision is made available to support students with additional needs with their future plans and to manage transition stages. To do this the Academy works closely with feeder primary schools as well as Further Education institutions and liaises with the Local Authority (Tameside).

Furthermore, we believe the whole school community has a role and responsibility in the development of meaningful CEIAG. All members of staff at Copley Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

### Roles and responsibilities include-

- 1, Teachers and school staff- To support learners with the chance to learn and develop their understanding about qualifications, careers and employability. To provide opportunities to engage with employers in school and during learning outside the classroom. Copley aims to embed this through each department having Employability, Professional and Enterprise Objectives planned into lesson content using medium term curriculum plans.
- 2, Positive Steps- Copley Academy has organised the provision of an independent careers service. A drop-in clinic is provided by our career advisor at lunchtime and each student by the time they reach Year 11 will have had a one to one meeting with targeted students having additional intervention.
- 3, Students- To engage with CEIAG learning, events and visits through asking questions and participating in activities.
- 4, Employers and the wider community- we are keen to hear from the wider community and employers to support the delivery of CEIAG, in particular ex-students who can return to Copley and inspire our current students' aspirations and ambitions.
- 5, The governing body will ensure that the Academy has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmarks, meeting the Academy's legal requirements and that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11. There is also a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

### Staff Development

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, staff will be provided with links to careers resources for their subject and will be supported in establishing links with employers relevant to their curriculum area.

## Funding and Resourcing

A Careers budget is allocated from the annual budget in the context of the whole school priorities. The Careers Team is responsible for the budget and its effective use.

Delivery The careers programme includes a range of activities and opportunities delivered through:

- Careers Guidance Interviews from Positive Steps
- Year Group Assemblies
- GREAT Lives
- Employer Encounters e.g, National Careers Week
- Encounters with the full range of education and training providers e.g. during National Apprenticeship Week
  
- Linking all trips and visits to careers
- Career, FE and HE workshops
- Enrichment activities e.g. STEM Clubs

A full programme will be published on the school website.

## Monitoring, Review and Evaluation

The Careers Programme will be measured against the Gatsby Benchmarks. This measurement will be carried out throughout the year via the Compass+ self-assessment tool. This will take place once every term.

In addition, the following monitoring and evaluations take place to enable us to continually review our programme:

- Student reflection and evaluation forms
- Feedback from visiting speakers and external partners
- Feedback provided by teaching or support staff
- Parent/carer surveys and feedback
- Evaluation of destinations data
- Annual Report to Governors

Furthermore, the effectiveness of provision will also be measured by the feedback from Ofsted and the number of NEET students in October having left the Academy in the

Summer. This is a comparative figure against prior data, national and regional figures. These figures for the last three years can be found on the careers section of our website, but for 2022:

(labels shown in **bold** show the numbers and percentage in learning)

	<b>%age</b>	<b>Number</b>		<b>%age</b>	<b>Number</b>			
<b>Further Education College</b>	<b>61.2%</b>	<b>85</b>	}	<b>97.1%</b>	<b>135</b>			
<b>School Sixth Form</b>	<b>0.0%</b>	<b>0</b>						
<b>Sixth Form College</b>	<b>24.5%</b>	<b>34</b>						
<b>Re-Engagement</b>	<b>0.0%</b>	<b>0</b>						
<b>Training - Non Employed</b>	<b>2.9%</b>	<b>4</b>						
<b>Employed - Apprenticeships</b>	<b>2.9%</b>	<b>4</b>						
<b>Employed - With NVQ or locally recognised training</b>	<b>5.8%</b>	<b>8</b>	}	<b>2.2%</b>	<b>3</b>			
Employed with no recognised training	0.7%	1						
Moved out of Local Area to Employment	0.0%	0						
NEET Available	1.4%	2						
NEET Awaiting Start Date	0.0%	0						
NEET Not available	0.0%	0						
NEET Illness	0.0%	0						
NEET Declined Support	0.7%	1						
Unable to contact/unknown	0.0%	0						
	<b>100.0%</b>	<b>139</b>						

The Careers Programme will be reviewed annually in light of any changes to legislation or guidance and feedback from pupils, parents/carers and staff and assess its implementation and effectiveness using the Compass+ benchmark tool.

The Academy also aims to evaluate its provision as part of the Quality in Careers Standard Award for the academic year.

Areas for development that are identified, and any emerging priorities or specific areas of interest/need raised by student voice are built into the Strategic Plan for Careers overseen by the Career Leadership Team. These priorities are then monitored and reviewed with the designated SLT link and Principal.

Annual reviews of key documentation, such as the access policy statement, will occur by the Careers Lead and agree with the governing body.

### **Stakeholders and Partners.**

The Academy is committed to collaborative working with a range of partners and volunteers who greatly enhance our Careers Programme including employers, training and apprenticeship providers and FE/HE institutions.

These organisations have numerous opportunities to talk to our students at key points in their education. This includes any online presentations if appropriate. We work closely with GM Higher, Manchester University, the ASK Programme amongst many others and service level agreements are organised and adhered to. A range of other examples of our providers include:

1. Ashton 6<sup>th</sup> Form College.
2. Tameside College.
3. Clarendon 6<sup>th</sup> Form College.
4. The Manchester College.
5. The University of Manchester.
6. GM Higher.
7. The University of Hull.
8. Ask Apprenticeships.
9. The Growth Company.
10. Positive Steps.

11. Juice Company.
12. Balfour Beatty.
13. Copley Academy Alumni Network.
14. Manchester United Foundation.

More information about our partners can be found on our website.

The Academy ensures that any partner is full briefed around what the focus of the delivery is to ensure it is meaningful for our students. They also need to provide DBS details and are provided with an opportunity to give feedback and are made aware of our complaints procedures.

## Impact of Covid-19

As a consequence of the pandemic the Academy has used a blended model approach to its CEIAG provision. Activities and events have been organised using a mix of face to face and virtual presentations to ensure that not only they occur but they are impactful and are meaningful encounters. The decision to pursue a face to face or a virtual activity is decided upon-

1. The type of activity- can it be just as meaningful virtually as in person.
2. Transition rates in the school and the local area.
3. The number of providers involved.
4. The number of students involved.
5. Whether the Academy's risk assessment can be successfully implanted.
6. Consultation with the provider.
7. Exploring alternative possibilities to what the Academy currently uses.