



CAREERS POLICY

2024/25

Thrybergh Academy & Sports College

THRYBERGH ACADEMY

Thrybergh Academy, Park Lane, Rotherham, S65 4BJ

☎ 01709 850471 ✉ contacts@thrybergh.com 🌐 thrybergh.com

HEADTEACHER: Mr D Burnham



Thrybergh Academy

Careers Education Information and Guidance Policy 2024-2025

Contents

1. What is CEIAG?
2. Our Aim
3. Government Expectations
4. Provision
5. Measuring Impact
6. Equal Opportunities
7. Roles and Responsibilities
8. Access for Technical Providers
9. Contact

1. What is CEIAG?

CEIAG stands for 'Careers Education, Information, Advice and Guidance.'

2. Our Aim

We have designed a careers curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students in order for them to be equipped to play their full part in the world.

As a Trust, we want to develop a range of attributes, skills, and behaviours that can be encouraged in the early stages of a child's life that will leave them in the best possible position as they begin their transitions to secondary education and to future life. We believe the careers curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills.

'Career' describes our journey through life, learning and work. We need to actively develop our careers to make the best of them. This process of career development takes skill as well as knowledge and the right attitude. Individuals need to work on their career development skills throughout their lives. A 'positive career' will mean something different to everyone, but it will typically include being happy with the way we spend our time, being able to make a contribution to our community and being able to have a decent standard of living. Our careers curriculum ensures all students have the opportunity to explore the following learning areas as set out by the CDI:

- Grow throughout life - by learning and reflecting on yourself, your background and your strengths
- Explore possibilities - explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces
- Manage career - manage your career actively, make the most of opportunities and learn

from setbacks

- Create opportunities - create opportunities by being proactive and building positive relationships with others
- Balance life and work - balance your life as a worker and/or entrepreneur with your wellbeing other interests and involvement with your family and community
- See the big picture - by paying attention to how the economy, politics and society connect with your own life and careers

INTENT 1

We want to raise aspirations and give students the opportunity to grow their own networks and broaden their horizons through a wide range of experiences including the world of work. Career development skills are the learning outcomes that career development programmes and interventions should be aiming to bring about. The careers curriculum has been developed alongside academic skills and knowledge and employability skills (the skills that you need for work and employment). The subject ways make links between subject areas and careers education to ensure that students see how their academic studies link to future study and employment.

3. Government Expectations

According to The Government's careers strategy, published on 4 December 2017, schools across the country should 'make sure that all young people get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.' To achieve this, they recommend that schools adopt the following the 8 Gatsby Benchmarks, which is fundamentally what good careers education, information, advice and guidance should look like:

- A stable careers programme
- Learning from local labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Although these benchmarks are not statutory by planning provision in line with them we are complying with the careers guidance requirements set out in our funding agreements. Delivery plans detailing how our planned activities link to the benchmarks serve to inform ongoing provision.

4. Provision

Careers education at WPT is linked through the curriculum in subject specific areas with monthly careers lessons; in addition, through tutor time and calendared drop-down days/lessons for all year groups.

Information on careers and employability and a wide range of resources are shared via the school website and social media accounts and also through enrichment via external providers including: workplace visits, mentoring programmes and study/taster days at further and higher education institutions. Through guidance and advice, led by our Careers team and careers advisers, students are able to use what they have learnt to make well informed decisions at each stage of their career progression. Below is a summary of our careers provision including both curricular and extra-curricular opportunities.

Year	Curricular / Extra-curricular: examples of provision
Y7: Experience and Knowledge – understanding the careers links to subjects	<ul style="list-style-type: none"> ● Careers in the Curriculum lessons ● Future Skills Questionnaire ● Enterprise Activities: BAE systems AES Seal for example ● GUTS - Magna ● Use of online careers resource programme ● Applying for key roles in school such as school / ECO council ● HEPP programme (Rotherham only)
Y8: Experience and Choice Building knowledge of jobs and careers	<ul style="list-style-type: none"> ● PSHE & Options lessons: Subject options linked to specific careers including interview about options. ● Careers in the Curriculum lessons ● GUTS - Magna ● Enterprise Activities: BAE systems AES Seal for example ● HEPP programme (Rotherham only)
Y9: Empowerment Making choices and learning about the world of work	<ul style="list-style-type: none"> ● PSHE & Options lessons: Subject options linked to specific careers including interview about options. ● Future Skills Questionnaire ● Visits to workplaces ● Enterprise activities ● Employer visits ● Careers in the Curriculum lessons ● GUTS - Magna ● HEPP programme (Rotherham only) ● Use of Unifrog platform
Y10: Education and Information	<ul style="list-style-type: none"> ● 1:1 guidance: identification of work preferences ● Careers fair ● Careers Day ● Visits from colleges and post 16 providers ● Work Experience: 1 Week placement in summer term ● Parental involvement: Year 10 Information Evening June ● Careers in the Curriculum lessons ● Form time activities including CV writing ● Hepp (Rotherham only) ● 1:1 Guidance Interviews ● Use of Unifrog platform

Y11: Individualisation	<ul style="list-style-type: none"> • Tutor: Rolling programme of identifying relevant post-16 pathways and supporting individual applications for education and apprenticeships • Year 11 Careers Day: including mock interviews, personal statements, apprenticeships preparation etc. • Future Skills Questionnaire • Careers fair • Careers Day • External provider input: assemblies and drop-down day
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	<ul style="list-style-type: none"> • Apprenticeship provider input for the relevant cohort of students • Parental involvement: Y11 parents' evenings • Active support for all student post-16 applications and subsequent securing of offers from college and sixth forms • Informed and successful post-16 transition and engagement • Careers Interview to support post 16 choices • Careers in the Curriculum lessons • 1:1 Guidance Interviews • Hepp • Use of Unifrog platform
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5. Measuring Impact

The following table includes some of the ways in which we are developing the monitoring, and review of the impact of our CEIAG provision on students.

Gatsby Benchmark	Monitoring, Review and Evaluation
1. A stable careers programme	<ul style="list-style-type: none"> • Student Voice to review the quality of key components of CEIAG on offer within the curriculum and enrichment • Use Compass+ to support. • Use of the Future Skills Questionnaire to support identification of student need • Use of the new Careers Impact Review System (New for 2024)
2. Learning from local labour market information	<ul style="list-style-type: none"> • Student activity to gauge level of understanding of demand for specific qualifications, skills and posts • Review impact of staff CPD on this strand through Staff INSET/Voice
3. Addressing the needs of each student	<ul style="list-style-type: none"> • Review information on the progress of specific pupil groups including Pupil Premium and SEND pupils to better target careers guidance • Ongoing: review numbers per specific pupil groups that go on to FE / HE destinations and Apprenticeships compared to previous years

4. Linking curriculum learning to careers	<ul style="list-style-type: none"> • Observations of monthly careers lessons are routinely carried out to maintain quality in delivery and engagement of students,
5. Encounters with employers and employees	<ul style="list-style-type: none"> • Track individual encounters with employers • Work with Enterprise advisers through the CEC network to support employer encounters
6. Experiences of workplaces	<ul style="list-style-type: none"> • Employer feedback of students who have accessed work place visits and or work experience
7. Encounters with further and higher education	<ul style="list-style-type: none"> • Track the number of visits which each learner has taken to FE and HE providers and explore how these impact on post-16 choices • Student Voice to find out how the visits to providers have influenced learners' decisions
8. Personal guidance	<ul style="list-style-type: none"> • Track student interviews with career guidance practitioner • Track impact of career guidance through destinations report

6. Equal Opportunities

All students are provided with the same opportunities to access careers provision and every opportunity is taken to challenge stereotypes, raise aspirations and celebrate diversity. Students are encouraged to follow career paths that suit their interests, skills and strengths – and make informed decisions. The destinations of our leavers are closely monitored, and our younger students informed and inspired through 'alumni' case studies and input wherever possible.

7. Roles and Responsibilities

All staff are expected to have a role in informing students about a range of career pathways.

The Governing Body and Senior Leadership Team ensure that the independent careers guidance provided to students is:

- Impartial and promotes aspiration for all
- Based on information on a wide variety of education and training options including: apprenticeships, other vocational pathways and further or higher education
- Individualised guidance that is in the best interests of the students to whom it is given

8. Access for Technical Providers

Schools in England “must ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education for the purpose of

informing them about approved technical education qualifications or apprenticeships.”
(The Baker Amendment: Section 42B of the Education Act 1997)

Therefore, to comply with the obligations stated above, this section of the policy provides guidance for technical providers who wish to access the school to support students in making informed choices about their post-16 options.

Please see additional provider access policy.

Procedure

To request access, a provider should log on to the school website and find the careers section under the “Students” tab on the menu bar. The Provider Access Policy can be found here.

To make a request for access please contact the school careers leader detailed below with the following information

- Name of company and contact details
- The learning opportunities provided for students and intended outcome
- The type(s) of event being requested

Please note that, to comply with the school’s safeguarding policy, we will need the full name and date of birth of all external staff who visit the school from providers seven days in advance of a visit so that barred list checks can be made.

Opportunities for Access

Providers, who wish to come into school to speak to students and/or parents and carers, may find that some of the following events already embedded into the school calendar are useful.

- Careers Days
- PHSE Lessons
- Assemblies
- Parents Evening(s)

Alternatively, any technical providers wishing to speak to students about employment or training opportunities which are heavily linked with a particular curriculum area can liaise with our Careers Leader about how best to access students within this subject.

Providers are also welcome to send a copy of their prospectus or other relevant course literature to the Careers Leader who will review its suitability and, if appropriate, make it available to students in our open access careers resource area.

Grounds for Granting / Refusing Access

All requests for access should be made at least 6 weeks (a typical school half term) in advance of an expected date for the planned session. Every request made will be given due consideration by the SLT link for careers; those approved will be given clear instructions prior to the event on visitor parking, visitor registration and the contact member of staff who will greet them.

- The school reserves the right to decline requests for a number of reasons, including (but not restricted if the information is not seen to be in the best

interest of students or there are concerns about the ethics or quality of the provision; this may include students receiving misleading or inappropriately subjective information which may be of benefit to the provider and not students

- if the type of access required is not feasible for a certain event, for instance if the school do not have the facilities necessary to host an event or the event compromises health and safety or carry safeguarding concerns
- if such attendance would provide an imbalanced view of available provision
- if the provider's input would not be relevant to a particular event
- if the request is not timely, for instance if they impinge on students' preparation for exams or students have already accessed information from similar providers
- if there is a clash between the request and a pre-arranged school event

In such cases the Careers Lead will inform the provider of this decision and the reason why. If the provider wishes to appeal this decision they can contact the member of SLT with responsibility for CEIAG.

Premises and Facilities

The school will make available an appropriate space based on the nature of the activity being provided. For sessions involving larger cohorts, the Main Hall has seating for in excess of 300 students. For smaller cohorts, a suitable classroom(s) can be made available. The Main Hall, and all classrooms within the school have audio and visual facilities available for use to facilitate the use of presentations or video clips. Any AV requests should be discussed and agreed in advance of the visit with the Careers Leader.

9. Contact

For more information about our careers programme, or to request access, please see the list of contacts below.

Careers Contacts

Mrs Tess Wootton - Careers Leader – Thrybergh Academy
t.wootton@thrybergh.com

Mrs Hannah Nickson – Careers Coordinator – Thrybergh Academy
h.nickson@thrybergh.com

Mrs. Jill Leaning - Careers Adviser
j.leaning@thrybergh.com

To contact by phone, provider should call 01709 515005 and ask to be put through to the member of staff concerned.

The next review of the policy will take place in June 2025 to the following.

