#### CAREERS POLICY

### Policy statement:

#### Rationale

Aspire North Eastulti Academy Trust has a statutory duty to secure inclamed grutidance for all year 7 to 13 students (The Education Act 2011 / Careers guidance and access for education and training providers 2023) and to meet the eight Gatsby Benchmarks for Good Career Guidance. All young people regardles race, sex or academic abilities relative programme of activities to help them make decisions and plan the careers From September 2013 The Education Act of 2011 placed schools under a duty to ensure that all repupils in Years 18-have access to independent, accurate and impartial information advice Tarred guidance Provider Access Legislation requires all schools and academies to provide opportunities for a range of and training providers to access all year 8 to 13 students to inform them about approximation and apprenticeships which has been strengthened by the Seilecta 2022 disty introducing a minimum of six provider encounters that every school must provide.

TrusteeandGovernorsecognise that to meet the trace to require the statutory requirement must ensure that the independent careers guidance provided by wing the statutory guidance in the Education (Careers Guidance in Schools 2022 which means that all schools secure independent careers guidance for students in years 7 to 13):

- is presented in an impartial manner
- includes information on the range of education or training lopting apprenticeships and vocational pathways
- is guidance that the person giving it considers will promote the best interests of the students to when
  given

The Aspire North East Multi Academy Trust has a critical role to play in preparing our young people for stage of their education and eyond Our aim at spire North East ulti Academy Trust is for all students

#### Aims

Careers Education, Information, Advice and Guidance (CEIAG) within the Asylurbi Month Engst Trust helps young people develop the knowledge and skills they need to make successful choices, manage training and move into warkopy of the statutory guidance 'Careers Guidance and access for education training providers' Jánuar 2023) can be found here:

https://assets.psbling.service.gov.uk/government/uploads/system/uploads/attachment\_data/file/1127489/rs\_guidance\_and\_access\_for\_education\_and\_training\_providers\_.pdf

All learners in the pire North Eale fulti Academy Trust are entitled to receive a full programme of caree education, which is delivered through lessons, activities and events and guest speakers.

During their time at school learners will:

- Understand themselves, their interests, likes and dislikes, what they are good at and how this aff choies they make.
- Find out about different courses, what qua (o)10 (ns (r)7 (t)2 2 12 56.64 620 Td [(e)2 (t)12 (hm(D) x ch(i)6 (k)4 (es)4 (a)10 (bo)10 Td [(eo (o)10 (ur)7 (s)4 (es)4 ()10 (aj12 56b (er)3 (co)10 (ur)7 (s)4 (es)4 ()10 (aj12 56b (er)3 (co)10 (ur)7 (s)4 (es)4 ()10 (es)4 (co)10 (ur)7 (s)4 (es)4 ()10 (es)4 (co)10 (ur)7 (s)4 (es)4 (co)10 (ur)7 (es)4 (es)

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- To ensure there is a policy statement in place setting out the circumstances in which education and providers will be given access to pupils, and to ensure that this is followed.
- To develop students' skills and knowledge of chardings ciaceer management skills and knowledge of the local labour market (LMI);
- To be based on the Gatsby Benchmarks for Good Career Guidance
- To be weaved and embedded into subjects across the Curriculum.

## **Careers Education**

The Trust is committed to thing a stable, structured and planned programme of advice and the clear student outcomes. This is based on the Gatsby Benchmarks for Good Cacceb (So) indianoce (the CDI Framework for Careers, Employation the reprise ducation (April 2021) This is differentiated to suit the needs of each individity (v)4 t2 (f)12 (er)7 (e (nt)2 (s)4 (k)5 (hi) [(s)4 (ucE (d)10 (a0 Tc 0 Tv)

# Careers mpartial Advice and Guidance

- Independent and impartial careers information, advice and guidance can be a sate of the sate of the
- All students receinded ependent and impartial advice in a connect career is sterview with trained personal advistor, the end of Year Tithere is a further opportunity for another interview in Sixth Form.
- All students are offeæetaceto-face interview at key decision making points during their education (Years9,11 and 13) to inform progression and are made aware of all available learning pathways of them.
- During a careers interview in Yaad Mear 13

The Skills Builder Framework takes each of these essential skills and breaks them down into sequential sexpectations of children to a high level of mastery. In every lesson across the Trust, these key skills are eas part of the lesson planning and form part of the lesson objectives ('Go Further').

### **Partnerships**

The CEIAG programme is greatly enhanced through links with a number of partners who help us make the learning up to date and relevant. We constantly strive to expand and improve links with employers and oproviders. We work with manifedient partners, including qualified career professionals, employers and train providers, to make sure our young people receive information and guidance to understand the full range available to them. This involvement includes the optromostic experience placements, careers talks, and workplace visitsinks are also maintained waitibous training providers supporting apprenticeships for those pupils considering that route as an alternative to further or high Pacehitation of veneral parents is encouraged at all stages. We recognise that parents/carers remain the biggest influencers on a young person's career of we offer parents help and guidance at critical stages in the students' time with us, for existing solutions decisions, Year 10 and Ywaith Work Experience placements, Year 11 with 16 Yearnol Center 18+ choice Parents also have the opportunity to contact the Careers Advisor across the Trust.

providers. Staff development is monitored by line manageins of the development plans and delivering the careers programme will be identified in the academy development plans.

# Careers Programme

This is published on the individual academy ared is ites viewed annually Academy Trust will ensure that the individual school websites gives information regarding gaining further information around careers and future pathways, including apprenticeships and approved technical qualifications.

## Roles and responsibilitis

### SeniorLeadership Team

The Assistant Headteach will take overall responsibility for the application of the quality of provision in relation to individual student learning outcomes.

#### Careers Leader

The Careerseadern each schoolilltake responsibility for the implementation of the policy to ensure equipportunity for all studers will be responsible for the day to day application thereing with the Careers Advisor across the Trust and external series ensure that all students have equal opportunity and access to this element of the curriculum.

The CareersLeaderwill ensure that all aspects of the statutory requirements are met in relation to cu government policy in relationatees Educationand report to ther for Leadership Telamelation to changes required to policy or practice. The Careers Leader will deliver the careers programme across all eigh Benchmarks.

# Trust Director of Progression (Careers Advisor)

Careers interviews are conducted by our fully qualified and impartial Careers Advisor. All interviews are private room and information from these meetings is confidential. An individual action plan for each learnest following each impedall year 11, 12 and 13 students are guaranteed an interview, with vulneral learners being prioritised. After this, learners' interviews are allocated on a needs basis. Learners are free an interview at any time and one will be allocated as soon as possible. If a parent or carer would like to be for the interview this can be arranged. However, the time is for the learner to discuss their own ideas and and will be conducted as such.

#### Link Governor for Careers

There is a named link governor for Careers in each school. The governor's role is to take a strategic is careers education and guidance, monitor the careers programme, and encourage employer engagement governor should build an effective relativithshipe Careers Leader that allows for appropriate support and challenge, arrange regular meetings and monitoring visits with the Careers Leader, understand the extension the school is meeting the Gatsby Benchmarks and to report to the whole governing body.

All staff across the Trust contribute to careers through their roles as tutors, subject teachers and support

# Monitoringreviewand evaluation

The Trust careers programme is delivered throughs Aspirenorning registration time, within curriculum areas as well as through an extensive range of enrichment opportunities and activities. Our monitoring and estrategies encompass all of these aspects of delivery.

This regular and systematic monitoring and evaluation is used to inform decision making about future devolet the careers programme.

Monitoring activities used to ensure that the careers programme is being implemented as planned include

- Learning walks
- Lesson observations
- Questionnairesstudents, staff, prategrand carers, external partners
- Focus groupsstudents and staff
- Compass+ tracking data
- Future Skills Questionnaire
- Work scrutiny
- Curriculum plans
- Destination data
- Monitoring of the quality of Careers Guidance Interviews by the Careers because quality ext assurance.

Evaluation activities are used to measure the impact of our career programme and inform future programme and infor

- Analysis of destination data
- · Career participation dashboard
- Activity survey
- Destination datasustained data (DFE), seleveldata
- Learning walks
- Lesson observations
- Questionnairesstudents, staff, parents and carers, external partners
- Focus groupsstudents, staff, Careers Champions
- Student evaluations of personal guidance interviews

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, u or employment. Destion data (Dfe) is used to assess how successfully students make the transition into next stage of education or training, or into employment and to inform future careers provision.

The Careers Strategy is reviewed on an annual basis by the Careers Leader. The careers policy is reviewannual basis by the Careers Leaders responsible for Careers

A report will be published on an annual basis, including an account of activities, a review of progress evaluation of pupil and parental responses to our careers provision.

This policy will be reviewed reginal partiagation to government polithage large may be reduced by the magnetic formula of the