



## **Red House Academy**

### **Careers Education, Information, Advice & Guidance Policy**

#### **Local Context**

Red House Academy is an 11-16 comprehensive school in North Sunderland, Tyne and Wear. We aim to raise standards through a persistent and relentless focus upon every child achieving the best that they can through an entitlement to the best teaching and curriculum.

We understand education to be the engine of our economy and the foundation of our culture as well as an essential preparation for adult life. We commit to the moral purpose of ensuring improved life chances through education. We acknowledge our responsibility in educating the next generation of informed citizens and ensuring our young people receive the preparation they need to secure a good job and fulfilling career.

Red House academy aims to develop confident learners who have capitalised upon all the educational opportunities we provide so they can move on to the next stage of their education well equipped; model 'British Values'; take their place as global citizens; model morality, empathy and tolerance as rounded students who have enough educational capital to make a difference to their own lives and the lives of others. Ultimately, we aspire with our students to a global job market pay cognizance to the local job opportunities. In Sunderland and its localities there will be future opportunities in software, engineering, manufacturing, construction and hospitality. Curriculum provision, partnership working, a good CEIAG programme and the Academy specialism support students in future employment opportunities. The 'Education and Skills Strategy' for the City of Sunderland and their 'Sunderland Economic Masterplan' recognises the need to create a strong education and skills system for a successful, sustainable economy and society. They recognise as we do the need for greater emphasis upon employability and enterprise skills to inform life chances and development. The 'Strategic Economic Plan for the North East' aims to create 100,000 new jobs by 2024. For our students to gain from these opportunities they need a strong skill set, high level qualifications, good CEIAG guidance informed by future opportunities, and a major focus on STEM subjects. Local businesses want high qualifications but also the skills of team working, problem solving, communication, time management, IT, self-confidence, creativity, flexibility and empathy. Red House Academy not only develops their skills across the curriculum but also works closely with the local business community and

contributes and shares the benefits of Sunderland's 'Work Discovery' programmes.

## **LMI**

The labour market in the Sunderland area for young adults has been difficult, particularly since 2009. However, there is now a more optimistic view of the economy and employers are seeking to recruit. In the automotive and engineering sectors there is a recognition of increasing skill shortages as major employers such as Nissan, Grunfos and Liebherr grow and seek to localise their supply chains. The establishment of a major plant for train manufacture by Hitachi in the south of the region will also exacerbate the shortage of engineers. The demographics of the labour market in these sectors will mean that a significant percentage of the skilled engineering workforce is set to retire in the next decade and so must be replaced. This opens up possibilities for engineering apprenticeships, Level 3 qualified engineers as well as graduates and postgraduate engineers in the coming years. The city has recently announced plans for the establishment of an international advanced manufacturing park adjacent to Nissan and close to Red House clearly offers major job opportunities in the next decade for those with the appropriate skills. Another rapidly growing sector in Sunderland and the region is IT and software. Recruitment into this sector is normally at graduate entry and so students will need to have chosen the appropriate post-16 student route. There are currently approximately 1500 employed in this sector in Sunderland and over 10,000 in the north east region. This is likely to double over the next few years. Sunderland has a weak professional sector which is over supplied with labour and therefore, job opportunities tend to be greater if people are willing to travel to Tyneside for work. Public sector employment has fallen significantly in recent years in the city and the wider region with cut backs and closures in many national and local authority organisations. This has meant that traditional low level clerical opportunities are now significantly reduced. The care sector is growing and there are career opportunities for those looking to work with the elderly and the young in both the private and public sectors. Generally the labour market for the region is likely to improve over coming years but it is clear that this will benefit most those with appropriate skills, training and qualifications.

## **Rationale**

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from Academy to adulthood and employment. The Academy will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualification pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

## **Strategy:**

The strategy is designed to link the world of learning to the world of work more successfully and to bring about more rapid transformation in young people's skills, qualifications and employability.

## **Mission:**

Our mission is to ensure a whole-school approach to CEIAG which is valued by all staff as a key to success, seeks to place students in control of their career path, and grow the local economy by raising aspiration, improving attitude and increasing achievement.

## **Vision:**

Our vision is to:

- Provide impartial careers education, information, advice and guidance for all students.
- Contribute to strategies for raising achievement, especially by increasing motivation.
- Support students to make choices that promote engagement.
- Support inclusion, challenge stereotyping and promote equality of opportunity.
- Contribute to the economic prosperity of individuals and communities.
- Develop student's employability skills through the 'Employability Skills Agenda'.

## **Purposes & Aims**

The main purpose of CEIAG is to provide all students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. The Academy is committed to not just fulfilling its statutory requirements in this area but providing for students exceptional support and guidance throughout their time at Red House Academy.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment. Red House Academy has strong links with outside agencies including universities and colleges and business to provide:

- Contexts that help raise motivation and attainment.

And opportunities to:

- Help students to follow courses that are appropriate to their needs.
- Improve understanding of the world of work and the relevance of the knowledge and skills learned to future opportunities.
- Ensure appropriate provision and guidance.

- Develop students' skills in career management.
- Promote successful transition to the next stage of education and employment, KS2-3, 3-4, 4-5, etc.
- Demonstrate the links between living, learning and earning.
- Empower students to plan and manage their own futures.
- Improving literacy, oracy, numeracy and develop ICT skills.
- Offer a responsive service that allows time for face to face guidance.
- Provide comprehensive and unbiased advice and guidance.
- Actively promote equality and challenging gender stereotypes.

### **Definition**

“Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interview, careers education programmes, taster programmes, work search programmes and transition services”

### **Responsibilities**

#### **Governing body:**

The governing body provide strong, clear advice to the Principal, on which she can base a strategy on careers advice and guidance. In doing so, the governor bear in mind that:

- The Academy has a strategy with a clear framework linked to outcomes for students.
- The Academy should provide sustained contact with employers, mentors and coaches.
- The Academy should have a range of activities: careers fairs, employer talks, university visits etc.,
- The Academy should use online tools that can be helpful but online access alone is insufficient to meet the duty.
- The Academy should combine in-house arrangements with advice and guidance from independent and external sources.
- The Academy should consciously work to prevent stereotyping in the advice they provide.

The Governing body will follow the statutory guidance for governing bodies, school leaders and school staff set out in the DfE ‘Careers guidance and inspiration in schools’ framework.

## **Academy:**

- To work with colleges, universities, and apprenticeship providers to ensure advice is shaped to the needs of individual students.
- To make clear to students that, if they do not achieve a grade C or better in GCSE Maths or English by the end of KS4, they will have to continue studying the subjects.
- To make aware of the importance of Maths and Science to a broad range of careers.
- To offer students opportunities to develop entrepreneurial skills for self-employment.
- To inform and engage parents in skill and aspiration development as well as independent advice and guidance.
- To ensure students are aware of out of school opportunities that could help with their career aspirations, such as the National Citizen Service.

## **Key Responsibilities:**

1. Engage effectively with employers, students accessing a wide range of options and progression routes
2. Monitor and evaluate the quality of efficacy of our Careers Service (and pointing to destination measures, statistics produced and published by DFE)
3. Continue working with LA in some areas

## **Methods**

The methods by which the CEIAG team will accomplish these goals are:

- Provide a range of opportunities that enhance the curriculum (enterprise projects, visits to colleges/universities and taster days) e.g. work experience, extended work placements, careers fairs, Yr 11 apprenticeship events, ESH 'Building My Skills' programme, 'Work Discovery' programme, etc.
- Promote awareness of the world of work (visitors from business, Year 10 work experience, KS3/4 PSD careers programme, 'Work Discovery' programme, ESH 'Building My Skills' programme, 'Employability Skills' weeks, drop-down activities, etc).
- Promote a range of opportunities and provisions which assist in raising aspirations and achievement (visitors from colleges and sixth forms, university visits, most-able programme, etc).
- Promote awareness and understanding of work, industry, the economy and community (KS3/4 PSD careers programme, 'Employability Skills' days/weeks, attendance and punctuality monitoring).
- Relate skills, attitudes and knowledge learned in school to the wider world.
- Develop students' personal and social skills to relate to the world of work.

- Provide informed and impartial guidance (options evenings and option Assemblies, Year 11 careers fair, college and sixth form visits and university visits, AFA programme, etc).
- Enable students' to make considered decisions in regard to future choices.
- Maintain and develop effective links with key partners including the guidance service (Connexions), enterprise organisations, local colleges and sixth-forms, local industry, business leaders (local and national), AFA programme, ELB Sunderland Schools business task group, etc).
- Prepare students' for transition to further education or employment and training.

Each curriculum area identifies careers education elements and includes these in planning.

- Planning documents should include work related learning opportunities and skill development.
- Lesson plans should include work related learning opportunities and skill development.
- Departments should display subject links to occupations and progressions.
- Links will be provided from the CEIAG team to each curricular area.

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- FE tasters and assemblies.
- University tasters.
- Industry specific talks and presentations.
- Face to face guidance with qualified Level 6 in career guidance practitioner (Connexions).
- Apprenticeship/careers fair.
- Display boards and careers area in LRC.

## **Leadership**

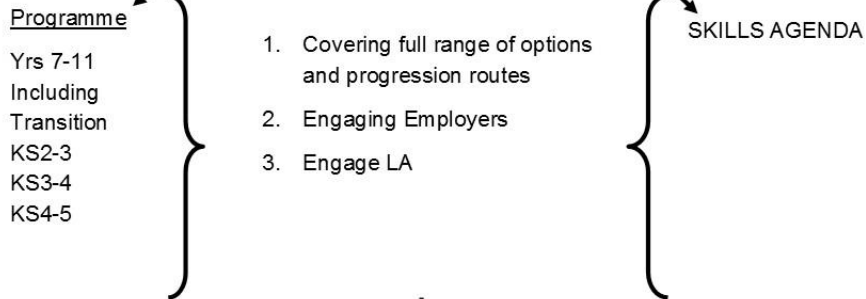
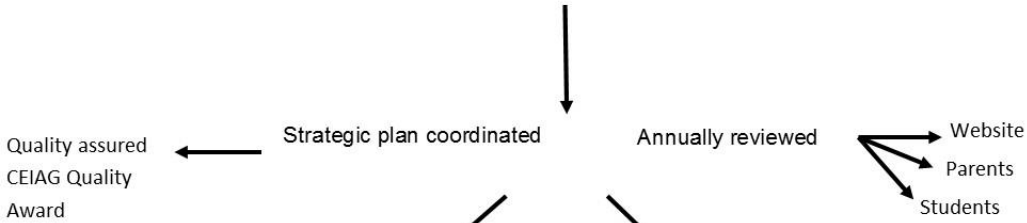
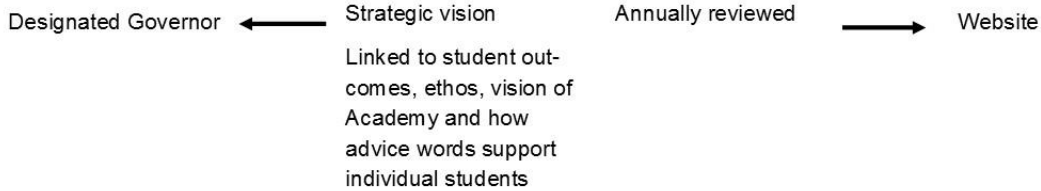
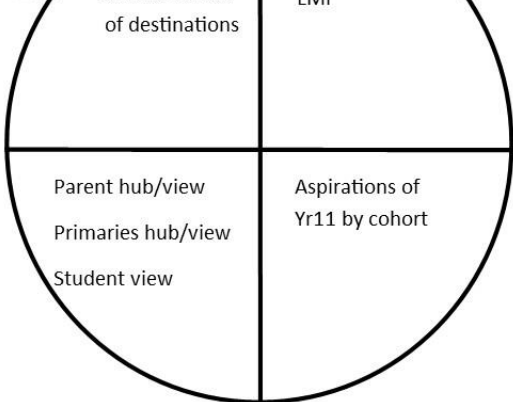
CEIAG is currently led by a member of the senior leadership team, working with a team of staff to manage CEIAG within the academy (the 'Careers Management Group'). They are responsible for:

- The management and co-ordination of the various aspects of CEIAG
- The activities at each Key Stage:
  - \* Monitoring/evaluation
  - \* Liaison (SLT, Governing Body, Partners)
- CEIAG plan and reviews.

The team is line managed and supported by a link governor. Subject staff are

responsible for identification of work related learning elements within schemes/plans and implementation of work related elements.

# Information to inform plan



Monitor and evaluate quality and efficacy of our careers service



## **Review**

Each academic year an improvement plan for CEIAG is developed, which is incorporated into the 'School Development Plan'. The 'CEIAG Plan', is monitored and reviewed every half term with conclusions and impact reported to the Principal.

### **CEIAG Quality Award: Inspiring IAG**

**Red House Academy has achieved Stage 2 of the Inspiring IAG Quality Award, with a view to achieving Stage 3 by November 2016.**

The aim of the award is to:

- Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
- Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
- Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
- Offer all young people access to impartial and independent careers guidance by a qualified guidance professional, at a time and place that suits their needs.
- Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects.
- Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
- Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
- Involve young people in the design, delivery and evaluation of CEIAG programmes.
- Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

## **Best Practice**

### **Ofsted recommendations:**

- Develop and implement a clear strategy for careers guidance and ensure that they make good use of the National Careers Service resources, well-trained staff, careers guidance professionals, employer networks, and local colleges and other providers to ensure that students are well supported in making decisions about their career pathways.
- Use destination data on students' progression after leaving school or transferring to year 12 in their sixth form to monitor the choices made by students at the end of year 11 and year 13 (schools should work with local authorities to monitor the destinations of students who have special educational needs or who are disabled).
- Ensure that every school governing body has an employer representative, and that the vocational route, including apprenticeships, is given equal status to the academic route, for example, by fostering greater links with employers so that young people and their parents/carers are exposed to a wider range of career options.
- Promote the wider range of progression routes available at further education colleges, independent learning providers, and communities and skills providers.

**Completed:** October 2016

**Review to be completed by:** Director of Engineering (CEIAG Co-ordinator).

**Date of Next Review:** October 2017