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The Albany
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CAREERS EDUCATION AND GUIDANCE AND VOCATIONAL LEARNING POLICY

Approved	
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Careers Education and Guidance and Vocational Learning Policy

Rationale for Careers Guidance and Vocational Learning

Careers Education and Guidance & Vocational Learning make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal careers guidance from a qualified adviser

Gatsby Benchmarks

The programme *should* also be regularly monitored, reviewed and evaluated using Compass self-audit tool, feedback from stakeholders and other external evaluation e.g. Quality in Careers Standard.

Good careers provision should support the wider agendas of attainment, achievement and participation in learning.

Aims: Our aim is to help learners, through careers and work-related activities and employer interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

Statutory duties

We will fulfil our statutory duties by:

Ensuring students have sufficient access to independent and impartial career guidance. This will include support from a trained specialist in career guidance (qualified to at least Level 6 in a Career Guidance qualification) as well as a range of FE, HE and other training providers, employers and employer engagement providers.

Publishing the arrangements for training providers to access students on our website.

Publishing details of the careers programme that will be updated annually.

Appointing a Careers Leader with strategic responsibility and publishing contact details on the school website

Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:-

- Ensure all registered pupils of the school are provided with independent careers guidance from year 8 onwards.
- Ensure careers guidance is presented in an impartial manner
- Ensure careers guidance includes information on the range of education or training options
- Ensure careers guidance promotes the best interest of the pupils to whom it is given.
- Provide clear advice and guidance to the head teacher on which they can base a strategy
- Ensure arrangements are in place to allow a range of education and training providers to access all pupils from year 8 onwards, to ensure students are aware of the routes available to them at transition.

All boards have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. Boards are *encouraged* to have a nominated individual who takes a strategic interest in careers education and guidance and encourages employer engagement, which may in turn potentially lead to employers providing new, skilled individuals to serve on the board. Boards *should* engage with their Careers & Enterprise Company Enterprise Adviser (where appointed), who can help the school to develop its careers programme and to broker relationships between employers and the school.

Links with other policies

The Careers Guidance Policy is linked to the following policies:

- Personal, social and health education policy*
- SEN/ Learning support policy*
- School Development Plan*
- Curriculum policy*

Commitment

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this school/academy

- **Organisation, management and staffing**
Emma Oxnam (Assistant Head Teacher) overlooks the careers and vocational learning with Suzie Keable (Teacher) as Careers Lead. Class teachers take an active role in the delivery and implementation of all Careers guidance and vocational training opportunities. Emma Oxnam (Staff Governor) reports back to the governing body with up to date careers data.

- **Staff development and CPD**

Both Emma Oxnam and Suzie Keable are developing their knowledge of the careers programme and the Gatsby Benchmarks. Suzie Keable is taking part in the Level 6 Careers Lead Training. Working in conjunction with Darian Vomund, Enterprise Coordinator, from the New Anglian Enterprise Advisor Network to form networking opportunities with other schools and to develop relationships with local businesses. Further specialist training can and will be undertaken as part of the school's performance management process when a need is identified. Should a need or opportunity be identified with regards to staff training or development then the SLT will be approached to discuss suitable arrangements for the training to take place.

- **Resources**

Budget has been set aside for training purposes

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

- **A planned scheme of work for Careers, Employability and Enterprise programme for Years 7 -13.**
- **Employer Engagement and Work-Related Learning for Years 7 -13**
- The Careers, Employability and Enterprise learning curriculum (see Appendix 4) should meet the following learning outcomes:
 - **Developing themselves through career and work-related learning education**
 - Self-awareness
 - Self-determination
 - Self-improvement as a learner
 - **Learning about careers and the world of work**
 - Exploring careers and career development
 - Investigating work and working life
 - Understanding business and industry
 - Investigating jobs and labour market information
 - Valuing equality of opportunity and diversity
 - Learning about safe working practices and environments
 - **Developing career management and employability skills**
 - Making the most of guidance and support
 - Preparing for employability
 - Showing initiative and enterprise
 - Developing personal financial capability
 - Identifying choices and opportunities
 - Planning and deciding
 - Handling applications and interviews
 - Managing changes and transitions

(Taken from the CDI Careers, Employability and Enterprise framework 2018)

Personalised Opportunities

- **Access to a qualified specialist source of impartial careers guidance.** The guidance adviser should maintain their own CPD and ideally be a member of a professional body such as The Careers Development Institute (CDI).
- **Access to individual information and advice for Years 8 -13 at key transition points through** internal staff, external visitors, mentors, and through email, telephone, webchat and forums via websites such as www.thesource.me.uk, [National Careers Service](#), [icanbea](#) and [Amazing Apprenticeships](#)

Employer Engagement

The Albany are working closely with the New Anglia Enterprise Advisory Network to develop a strong working relationship with employers. The Albany works with the Western Area Network group that is dedicated to collaborative working to raise standards for IAG for young people in the area. We will work closely with the Youth Support Service to offer impartial information; advice and guidance sessions for each individual student to reduce the numbers of NEET.

Outcomes: monitoring, review and evaluation

Careers education, information advice and guidance (CEIAG) and vocational learning have a high priority in preparing students for the opportunities and challenges of adult and working life. CEIAG and VL is seen as playing an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.

The Albany's vocational programme is key to personal development and participation in society as well as being vital in terms of securing employment and competitiveness. Our aim is that all students will receive a comprehensive and high-quality vocational education. We promote flexible and diverse educational pathways, individual vocational development and offer the students wider family access to lifelong learning. We fully promote and engage with external agencies and organisations to offer targeted and impartial Careers Information, Advice and Guidance in conjunction with utilising online programmes for students to explore career options. We value all our students. In partnership with parents/carers and all vocational provisions, we give students the highest levels of support in reaching their personal best in all areas.

Careers information will be monitored half termly and outcomes judged against the Gatsby 8 Benchmarks. Parental and pupil views will be collated as part of the termly progress questionnaires and data collated to provide governors with continued targets as part of our Quality Assurance.

Partnerships & Stakeholders

We will work closely in partnership with organisations such as West Suffolk College; Suffolk New College, Suffolk One, The Green Light Trust, Thorpe Woodlands Adventure Centre, Blue Wave Martial Arts, The Forestry Commission, NCS, Push Forward and Piper's Vale Gymnastics Centre.

Engaging with Parents / Carers

The Albany works closely with parents/ carers e.g. Parents evenings at key transition points, regular phone-based discussions with tutor, invitations to career fairs, parent questionnaires

and feedback on careers lessons. Information is sent out to parents via email and can also be obtained from our website.

Communication

Careers information will be communicated through email, text, website or during lessons.

This policy is reviewed annually / bi-annually by: Emma Oxnam / Suzie Keable

APPENDIX 1 | Definitions of terms used in this policy

There is debate and confusion about the terminology in this area.

Government 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 interviews, careers education programmes, taster programmes, work search programmes and transition services.”

(Department of Education. Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas.

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

APPENDIX 2 | Learners' Entitlement

A statement for students about what they can expect as part of the offer.

This could be added to planners, displayed on websites etc.

e.g;

Your Careers, Employability and Enterprise programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons, activities or opportunities
- Guided tutor time
- Access to the career information resources via a range of media
- Guidance interviews – from a trained specialist if your needs can't be met by staff in school.
- A range of experiences of work and opportunities to meet employer inside and outside of the classroom
- Other subject lessons linked to Careers, Employability and Enterprise.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers, Employability and Enterprise programme
- Given extra help if you have additional / special needs

APPENDIX 3 | The Gatsby Benchmarks

The Gatsby Foundation commissioned Sir John Holman, a Professor of Chemistry at the University of York, senior education adviser and former headteacher, to investigate what good career guidance in England should be like. His report identified eight benchmarks that schools should work towards to improve and deliver high quality CEIAG provision. These benchmarks have been widely adopted as an indication of quality careers guidance.

1	A STABLE CAREERS PROGRAMME	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.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	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.
4	LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
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, universities and in the workplace.
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. They should be expected for all students but should be timed to meet their individual needs.

APPENDIX 4 | THE CDI Framework for Careers, Employability and Enterprise Learning (2018)

The Careers Development Institute (CDI) has developed this framework to use for planning learning outcomes for developing careers provision.

A. Developing yourself through career and work-related learning education

Elements of learning	KS2	KS3	KS4	16-19
A1. Self-awareness	Describe what you are like, what you are good at and what you enjoy doing	Describe yourself, your strengths and your preferences	Recognise how you are changing, what you have to offer and what's important to you	Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work
A2. Self-determination	Explain how to get what you want	Be able to focus on the positive aspects of your wellbeing, progress and achievements.	Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way	Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement
A3. Self improvement as a learner	Identify what you like about learning from careers, employability and enterprise activities and experiences	Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences

B. Learning about careers and the world of work

B1. Exploring careers and career development	Give examples of what it means to have a career	Describe different explanations of what careers are and how they can be developed.	Discuss the skills involved in managing your own career	Reflect on changing career processes and structures and their possible effects on your experience and management of your own career development
B2. Investigating work and working life	Give examples of what people like and dislike about the work they do	Give examples of different kinds of work and why people's satisfaction with their working lives can change.	Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction	Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction
B3. Understanding business and	Describe a local business, how it is run and the products or services it provides	Give examples of different business organisational structures	Explain different types of business organisational structures, how they operate and how they measure	Explain the main reasons why business organisations change their structures

Elements of learning	KS2	KS3	KS4	16-19
industry			success	
B4. Investigating jobs and labour market information	Describe the main types of employment in your area: past, present and emerging.	Be aware of what labour market information (LMI) is and how it can be useful to you	Be able to find relevant labour market information (LMI) and know how to use it in your career planning	Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans
B5. Valuing equality, diversity and inclusion	Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly.	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
B6. Learning about safe working practices and environments	Be aware of how to keep yourself safe and well when you are learning and playing	Be aware of the laws and by-laws relating to young people's permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you	Be are of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices	Recognise different levels of risk and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices
C. Developing your career management and employability skills				
C1. Making the most of careers, information, advice and guidance	Be aware of where to get impartial information and support when you need it and how to make good use of it	Identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance service	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information advice and guidance services
C2. Preparing for employability	Identify key qualities and skills that employers are looking for	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	Show how you are developing the qualities and skills which will help you to improve your employability	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers
C3. Showing	Show that you can use your initiative and be enterprising	Recognise when you are using qualities and skills that	Show that you can be enterprising in the way you learn, work and	Develop and apply enterprise qualities and skills in your

Elements of learning	KS2	KS3	KS4	16-19
initiative and enterprise		entrepreneurs demonstrate	manage your career	approach to learning, work and career planning
C4. Developing personal financial capability	Show that you can make considered decisions about saving, spending and giving	Show that you can manage a personal budget and contribute to household and school budgets	Show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work
C5. Identifying choices and opportunities	Be able to compare information about the secondary school choices open to you.	Know how to identify and systematically explore the options open to you at a decision point	Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal	Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options open to you
C6. Planning and deciding	Know how to make plans and decisions carefully	Know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need	Know how to make plans and decision carefully including how to solve problems and deal appropriately with influences on you	Know how to make career enhancing plans and decisions including developing the resilience required to sustain them
C7. Handling applications and selection	Know how to make a good impression on other people	Know how to prepare and present yourself well when going through a selection process	Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success	Know how to prepare for, perform well and learn from your participating in selection processes
C8. Managing changes and transitions	Identify ways of making successful transitions such as the move from primary to secondary school.	Show that you can be positive, flexible and well-prepared at transition points in your life	Review and reflect on previous transitions to help you improve your preparation for further moves in education, training and employment	Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions.