



Cornwallis Academy

Ambitions for All

DOCUMENT CONTROL

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STATEMENT OF INTENT

This policy is written taking into account a number of key policies and statutory guidance, including:

- Career Development Institute Framework (2018) for careers, employability and enterprise education 7-19.
- Education Act 2011 and statutory guidance for governing bodies, school leaders and schools staff (DfE, October 2018) 'Careers Guidance and Inspiration in Schools'
- Gatsby Benchmarks of Good Careers Guidance (2018)
- Ofsted Inspection Framework (2019)

The careers policy describes the planned provision the school to enable young people to learn about careers, learning and employability so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

The Governing Body

- Ensure that all registered students at the school are provided with independent careers advice from Year 8 to Year 13.
- That the independent careers guidance provided is presented in an impartial manner
- The guidance includes information on the range of education or training options at each key transition point; including sixth forms, colleges, other vocational pathways such as apprenticeships and traineeships.
- That the person giving the guidance is considering the best interests of the individual

The governing body's advice should take account of the following points:

- To provide sustained contacts with employers, mentors and coaches who can inspire students with a sense of what they can achieve and help them understand how to make this a reality.
- To have a clear strategy for the advice and guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for students rather than an ad-hoc set of activities. This should reflect the school's ethos and meet the needs of all students.
- To provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors. Schools should also consider the needs of students who require more sustained or intensive support before they are ready to make career decisions.
- To seek to provide access to up to date technology as online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However, schools should note that website access is not sufficient in itself to meet the statutory duty.
- To consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes

Commitment

Careers Education, Information, Advice and Guidance (CEIAG) Policy Rationale Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life

The school first gained the "Investor in Careers (IIC)" award in 2009. The school is committed to being re-accredited over the next academic year.

Cornwallis Academy is committed to raising the aspirations and ambitions of all its students, improving their eventual employability and life chances by providing a planned programme of careers education; individual advice and guidance; and work related learning for all students in Years 7-13.

The School is committed to independent and impartial guidance. To address this the school employs a Careers Adviser.

The aims of Careers and employability at the school address three areas of learning:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

The school is committed to ensuring that all students at Cornwallis Academy have an entitlement to develop their skills and knowledge to make informed and ambitious choices about their future careers pathways at all key transition points.

- In Year 7 as students make the transition to secondary school
- In Year 8 and 9 at the end of Key stage 3
- In Year 10 and 11 at the end of Key Stage 4
- In Year 12 & 13 at the end of Key Stage 5

The Careers Education and Guidance policy has the following objectives in line with the Gatsby Eight Benchmarks for Careers Excellence when delivering the careers programme in school (see appendix 4 for detailed mapping)

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information (LMI)
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements at year 10 and 12
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education Outcomes

Links with other policies

Careers and employability supports and is underpinned by key school policies including those for learning and teaching, literacy and numeracy, assessment, recording and reporting achievement, PHSE; equal opportunities, inclusion and diversity, health and safety and special educational needs. Students in their education should seek to go beyond their potential and through a combination of an outstanding education and good careers education and individual guidance will go on to be successful and fulfilled citizens committed to lifelong learning and improvement.

Objectives

Students' needs

The Careers and Employability programme is designed to meet the needs of all students at Cornwallis Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. As a part of our commitment to inclusion special care is taken to ensure students with an Education, Health and Care Plan and other disadvantaged students have access to advice at guidance at each stage of their education.

Entitlement

(See Appendix 2) Students are entitled to careers education and employability learning that meets the professional standards of practice and are person-centred, impartial and confidential. It also will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. This is provided through PHSE, enrichment, activities and tutor time.

Line Management

The Head of Sixth Form manages the Careers Adviser.

Staffing

All staff through the tutorial system and in PHSE lessons contribute to careers education and employability through their roles as tutors and subject teachers.

Careers related sessions are delivered by tutors at designated points during the academic year with the support of the Careers adviser.

The Head of Sixth Form has overall responsibility for the provision for Careers and employability learning in the school. He works in conjunction with the Heads of Year and the Assistant Headteacher i/c Personal Development.

The careers and employability programme is planned, monitored and evaluated by the Careers adviser, Head of Sixth Form and Assistant Headteacher i/c personal Development.

Curriculum

The school seeks to ensure all students achieve their potential and acquire the core skills of numeracy, literacy and ICT as well as a wide ranging curriculum across Key stage 3 to 5. Students at risk of underachieving are identified; support and intervention are provided for those who require improvement. The careers and employability programme includes careers guidance activities appropriate to the 3 key stages. This is delivered through a series of PHSE lessons, tutor time and enrichment activities days. Additionally, Year assemblies regularly address careers and employability topics. An overview of CEIAG is available in Appendix 1.

Students are actively involved in the monitoring, review and evaluation of activities.

Partnerships

Partnership Agreements are negotiated between the school and other service providers where appropriate. (see appendix 3).

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the Careers and Employability area. Sources of external funding are actively sought whenever available.

Staff Development

Staff training needs are identified and training is put in place, led by appropriate individuals in conjunction with Deputy Head i/c of Learning and Teaching. Training is put in place to ensure the Careers adviser and other staff, with responsibility for careers, are kept up to date. Teachers are regularly updated and trained through Meetings.

Funding for training is accessed through school funds. The school will endeavour to meet training needs within a reasonable period of time.

Monitoring, review and evaluation

The school has been an Investor in Careers since 2009 and are currently working towards reaccreditation. As a part of this process the school goes through a rigorous process of self-evaluation and review. In addition to this the programme is reviewed annually by the Careers adviser to identify desirable improvements.

Evaluation takes place in a variety of ways:

- Students are issued with individual reflection and evaluation forms after PHSE sessions.
- Monitoring of entitlement and employability skills.
- Opportunity and feedback through the student council.
- Staff involved provide feedback on the strengths and areas for development verbally and through evaluation forms.
- Tutors talk to tutor groups and ask for feedback.
- The Careers Adviser asks for feedback.
- Feedback from Staff, Parents and Governors.
- Any external volunteers are regularly asked for feedback after events.
- Destination data is looked at by SLT to inform future planning.

APPENDIX 1

Overview of Key Elements of Cornwallis Academy Careers and Employability provision

Year Group	Provision
Year 7	<p>The principles of good Careers education are embedded in the school's induction programme for all new students arriving at Cornwallis Academy school. Students receive a thorough induction which supports their transition from primary school to secondary school. A part of this is to begin a programme of self-development in which students can discover more about themselves; their strengths and weaknesses. They can discover what inspires and motivates them to be successful and begin to plan their future careers ahead. Students are encouraged to think about future careers aspirations and will spend a term of wellbeing sessions participating in activities related to exploring careers options.</p>
Year 8	<p>Students revisit Careers and employability, covering:</p> <ul style="list-style-type: none">• Short-, medium- and long-term goals• Resilience• Employability skills• Career Choices• My online 'footprint' and impact on future• Budgeting
Year 9	<p>During this year students focus on their choices at Key stage 4. Students develop their skills in decision making and use a term of wellbeing sessions exploring careers, stereo gender types, what they like and are good at, in preparation for their options choices. Students will cover the following:</p> <ul style="list-style-type: none">• Personal strengths and weaknesses• SMART planning• Skills for change and adapting to change• Self-reflection and evaluation
Year 10	<p>Students receive guidance on beginning their Key stage 4 from the ICM and tutors then engage in a term of wellbeing activities relating to:</p> <ul style="list-style-type: none">• Dreams for myself and the world• Jobs- legislation around work for young people• Managing setbacks/resilience building• Planning for success• Equality in the workplace <p>Students start to think about their post 16 options which might include staying on at Cornwallis Academy's Sixth Form; applying to one of the many local Colleges or School Sixth forms or doing an apprenticeship. They have one to one future meetings at the end of the school year with the 6th from team, SLT and the Careers Adviser.</p>

Year 11	<p>By Year 11 students will be making decisions about Further Education or Apprenticeships and whether they are staying on at Cornwallis Academy Sixth Form or leaving to study or work elsewhere, and will attend the following sessions</p> <ul style="list-style-type: none"> • Entering the adult world • Legislation affecting 16- year olds • Dreams and goals including financial, jobs, relationships • Resilience • Contingency planning <p>As part of the Careers and employability programme all students will be offered an individual careers interview with the school's careers adviser as well as an interview with a senior member of staff / 6th form team and their tutor</p> <p>There are also opportunities to visit local colleges such as Mid Kent college and Catch22.</p> <p>Students not applying to Cornwallis Academy Sixth form receive advice and support on their applications to college and apprenticeships</p> <p>There is a 6th form open evening for students and parents</p> <p>All students who are not going to 6th form will have a meeting with the Careers Adviser to discuss their options</p> <p>All year 11 students attend 6th form induction</p>
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Year 12	<p>Cornwallis Academy run a scheme in partnership with the University of Kent which offers students thinking of going to university preparation sessions throughout the school year and a taster visit to the university. They will be introduced to the UCAS process and begin their UCAS applications with a clear expectation and focus on continued education at university. They will look at other opportunities open to students such as apprenticeships, internships, gap years and other careers and vocational opportunities in business and industry.</p> <p>Students are encouraged to use UCAS website, the HEAP book 'What University', which is an interest-based questionnaire which matches a student's interests and abilities with Higher Education courses and institutions in the UK, Ireland and Europe.</p> <p>The school will seek to guide and support the students through providing a variety of mentors and coaches through the school's external partnerships and alumni. Work experience is launched in October. We support students with organising appropriate placements. Work experience happens in July and is a key part of developing student's employability skills.</p> <p>The School will take Year 12 students to a careers Fair in the Autumn Term.</p> <p>A range of career, university and employability workshops will take place during Year 12 to facilitate the students' decision-making process and applications to university. A programme of financial awareness education will also be provided, alongside other life skills.</p> <p>NCS come in to promote their summer programmes of activities 'The Challenge' which develops their skills and resilience and is good for their UCAS application.</p> <p>'Step Forward' is a new initiative offering apprenticeships.</p> <p>Careers and HE interviews with the Careers Adviser or Higher Education Officer.</p> <p>Year 12 Parents Higher Education and student finance information evening</p>
Year 13	<p>Students will be mentored through the UCAS application process. Students to do a final review of UCAS application prior to submission. Students applying through UCAS will receive help and support from their mentors in completing their application forms.</p> <p>Students applying for work or other Higher Education routes will be supported and advised appropriately.</p> <p>Students applying for employment at 18+ or considering Higher apprenticeship or other vocational pathways will receive advice and guidance from the Careers Adviser</p> <p>A continued series of events and workshops providing 'life skills and social responsibility' as well as employability will be offered in conjunction with academic support.</p> <p>Careers and Higher Education interviews with the Careers Adviser or Higher Education Officer.</p>

APPENDIX 2 – STUDENT ENTITLEMENT

Cornwallis Academy School Careers Education & Employability Learning Student Entitlement Statements

Cornwallis Academy is committed to raising the aspirations and ambitions of all our students, appropriate to their individual needs. The aim of Careers education and employability learning is to ensure that all young people who come to Cornwallis Academy become confident and successful and the provision they receive will help to improve their eventual employability and life chances by providing a planned programme of careers education; individual advice and guidance; and work related learning.

All students will be entitled to impartial and independent Careers Education, Information, Advice and Guidance (CEIAG) programme that;

- Is inclusive and centered on the student and their individual needs
- Is integrated in to the students' experience of the whole curriculum
- Encourages all students to consider their career throughout all Key Stages
- Encourages all students to develop decision making skills
- Equips all students for independent learning and lifelong learning
- Prepares all students for future employability
- Prepares all students for personal financial management skills.
- Provides each student with careers guidance from an external independent careers adviser.
- Raises aspirations and promotes equality and diversity

All Cornwallis Academy students are entitled to:

- A range of activities and opportunities that promote self-development, career planning and career management
- Access to up to date, relevant and comprehensive external impartial advice from a Careers Adviser and other specialist careers websites
- Individual careers advice from their Tutors, Student Support Officers and a member of the Senior Leadership Team (SLT).
- Appropriate support from staff to enable them to attain and achieve an appropriate school/college/university course, apprenticeship or training
- Careers support which is personalised to their own specific needs and abilities
- Have parents/carers informed about CEIAG updates and events

APPENDIX 3 – PARTNERSHIPS

Below are a list of a number of external agencies and organisations we have worked with to deliver impartial and independent careers Information, guidance and advice.

We aim to engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of our careers strategy.

Provider	Activity
KATO	Apprenticeships
Maidstone United Football club	Partnership
Mid Kent College	College experience days and tasters sessions.
DOMEG	Financial Awareness / budgeting
Student Finance England	Financial Advice
University of Kent	Taster sessions
University of Kent	Outreach Activities
University of Kent	Aspirational Visit
Kent County Council Apprenticeship Ambassador	Apprenticeship advice
Kent Training & Apprenticeships	Work programmes & apprenticeships
University of Lincoln	Open Day sessions advice
Berry Gardens	Business partnership with school
Winterwood Farms	Business partnership with school
David Dean VC of FA	Aspirational Speaker
Bright Futures	Employability Workshops
Fast Tomato	Online learning platform
CII	'discover risk' financial awareness sessions
Dept of Work & pensions	CV writing sessions
KOOTH	Mental health awareness
National Citizen Service	Personal and professional development

Appendix 4: Mapping against Gatsby Benchmarks

<u>Gatsby Benchmark</u>	<u>Guidelines</u>	<u>What we do at Cornwallis Academy</u>
<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.</p>	<p>Extensive careers curriculum mapped through each curriculum area and PSHE lessons</p> <p>Specific assemblies in place throughout the academic year to raise aspirations and explore the world of work</p> <p>Information on the school website for both students and parents/guardians</p> <p>Careers advise in place for students to utilise including 1:1 guidance in year 11 and sixth form</p> <p>Specific sessions on CV writing, supporting with university applications and interview support</p> <p>Year 7 PSHE:</p> <ul style="list-style-type: none"> • Identify personal dreams and goals • Skills for the 21st Century workplace • Steps to achievement • Managing set- backs • Responsible choices <p>Year 8 PSHE:</p> <ul style="list-style-type: none"> • Short-, medium- and long-term goals • Resilience • Employability skills • Career Choices • My online 'footprint' and impact on future • Budgeting <p>Year 9 PSHE:</p> <ul style="list-style-type: none"> • Personal strengths and weaknesses • SMART planning • Skills for change and adapting to change

		<ul style="list-style-type: none"> • Self-reflection and evaluation <p>Year 10 PSHE:</p> <ul style="list-style-type: none"> • Dreams for myself and the world • Jobs- legislation around work for young people • Managing setbacks/resilience building • Planning for success • Equality in the workplace <p>Year 11 PSHE:</p> <ul style="list-style-type: none"> • Entering the adult world • Legislation affecting 16- year olds • Dreams and goals including financial, jobs, relationships • Resilience • Contingency planning
<p>2. Learning from career and labour market information</p>	<p>Every pupil, 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.</p>	<p>Careers advisor available</p> <p>Dedicated section of school website to support both students and parents/guardians</p> <p>Development of careers section in school library with information available</p> <p>Support post-16 with university application and apprenticeships</p>
<p>3. Addressing the needs of each pupil</p>	<p>Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>Even though careers 1:1 meeting for year 11 and sixth form, any student can request an additional one to ensure tailored advice and support can be given</p> <p>Specific careers assembly to focus on diversity</p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with</p>	<p>Careers section of the school website to include information</p>

	<p>careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<p>on a wide range of careers linked to each subject</p> <p>This information will also be held in the school library</p> <p>Careers information boards to be found in each curriculum area</p> <p>Development of SoW to include guest speakers from industry as well as a 'day in the life of...' for all year groups</p>
<p>5. Encounters with employers and employees</p>	<p>Every pupil 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.</p>	<p>Careers fair for all year groups 15th January 2020 for students to explore a wide range of possible career paths and options</p> <p>Department specific guest speakers</p>
<p>6. Experiences of workplaces</p>	<p>Every pupil 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.</p>	<p>Work experience in year 12</p> <p>Exploring possibility of year 10 Work experience</p>
<p>7. Encounters with further and higher education</p>	<p>All pupils 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.</p>	<p>Support pupils with finding placements and also to include visits to further educational establishments and broaden horizons</p>
<p>8. Personal guidance</p>	<p>Every pupil should have opportunities for guidance interviews with a careers</p>	<p>Careers interview in year 11 and sixth form.</p>

	<p>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 pupils but should be timed to meet their individual needs.</p>	<p>1:1 interview with senior management in year 10 and 11 to support with this process to identify those students who may need further guidance</p>
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