



Future Academies Watford

Careers, Education and IAG Policy

Rationale

This policy outlines the school's commitment to careers education, supporting our students to make informed decisions about their futures, from option choices in Year 9 to decisions about university and careers in the Sixth Form, and encouraging them to have high aspirations.

*“Our students arrive in Year 7 with their **dreams and aspirations**. The journey they take with us encourages them to **believe** in themselves and believe their dreams can come true. Our role is to give them the support, skills, knowledge and guidance they need to **achieve** their very best and fulfil their goals.”*

1. Introduction

Careers education and Information, Advice and Guidance (IAG) are essential:

- To prepare young people for the opportunities, responsibilities and experiences of life.
- To support and inspire young people to achieve their full potential, raising their aspirations.
- To empower young people to plan and manage their own futures.
- To provide comprehensive information on all options which assists career choice.
- To promote equality, diversity, social mobility and challenge stereotypes.
- To support young people to sustain employability and achieve personal and economic wellbeing throughout their lives.

2. Commitment and Vision

At Futures Academies Watford, we are committed to:

- Preparing our students to manage their future education and career path through a planned programme of careers education and IAG throughout their time at the academy. This will contribute to the development of students as individuals through: increasing their awareness of their present and future choices; enhancing their skills in dealing with transitions enabling their access to higher education or other next steps; developing their employability; and improving their key skills and contributing to raising their achievement and motivation.
- Recognising our statutory duty to secure independent, impartial careers guidance for students in Years 8 to 13 that includes information on the full range of education and training options, including apprenticeships and vocational pathways.
- Broadening our students' horizons through real-life contacts and experiences from the world of work, developing links with the local community, industry and parents.
- Ensuring all students have access to independent careers advice and guidance as appropriate from external sources and to provide IAG which meets professional standards of practice which is person-centred, impartial and confidential.

The academy's programme of careers education and IAG clearly links to the wider Learning for Life and Citizenship curriculum and takes heed of statutory guidance:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf.

3. Roles and responsibilities

Careers education and IAG are the responsibility of the school's Senior Vice Principal and the Head of Sixth Form, who works with an external consultant who is a qualified careers adviser and takes a lead on work experience and other aspects of the programme.

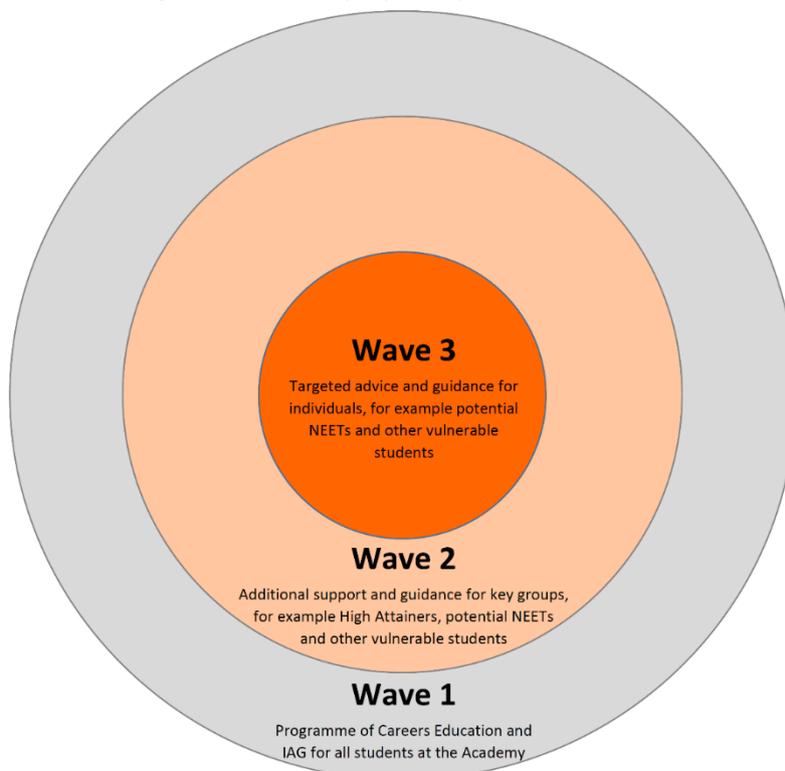
The main responsibilities of the Careers Education and IAG team are:

- To create, implement and maintain the careers education and IAG programme and evaluate activities on a regular basis.
- To liaise with subject leaders to establish how their subject contributes to careers education and IAG
- To negotiate a contract with an external provider for the statutory requirement of independent, impartial careers advice and guidance.
- To liaise with external provider (appointed by the Trust) and to agree, plan, organise, review and evaluate their provision.
- To liaise with all external stakeholders who contribute to the careers education and IAG programme such as parents, local further education colleges, training providers, employers and other local agencies.

4. Provision

The Careers Development Institute (CDI) provides a framework for *Careers, employability and enterprise education* which can be adapted to suit an individual school and the needs of the students. It is constructed round three main areas of career and work-related learning which are:

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



The academy employs a wave model of careers education and IAG to ensure that students receive the support and guidance they need to make well-informed decisions about their futures.

Details of the activities that form part of the academy's Wave 1, Wave 2 and Wave 3 provision in each year group can be found in the *Appendix*. These include:

- A focus on careers and AIG as part of the citizenship programme delivered within the academy; a n annual Careers Fair during National Careers Week in March;
- Access to information about apprenticeships and vocational routes;
- Individual guidance interviews with SLT and Youth Connexions advisers to support Year 9 and Year 11 students to make their option choices;
- High Achievers programme which aims to expose our most able students to the opportunities that are available to them and give them the chance to experience life at university;
- Guided pathways model used to provide students with guidance about what are likely to be the most appropriate qualifications based on current attainment and to encourage them to have high aspirations.
- Individual assessment of Year 9 students who need alternative provision within the Key Stage 4 curriculum;
- Option Evenings followed by a programme of option talks in Years 9 and Year 11;
- A one-week work experience placement in Year 10;
- Full preparation and support for applications to university (UCAS) and for students who choose to follow an alternative route to further or higher education.

In addition to the taught curriculum, the rich and diverse nature of the extra-curricular activities in the academy provides immense opportunities for self-development and increased confidence and self-esteem. This makes a significant contribution to the careers education in the academy. Although the majority of students in the Sixth Form go to university, the academy is keen to ensure that students receive information about alternative pathways after Year 13 and therefore our careers education and IAG programme is very much focused on the individual student and providing information about apprenticeships, vocational qualifications and careers as well as university.

It is a statutory duty that the academy provides **independent** information, advice and guidance to students in addition to the support provided by teachers and other staff. This is achieved through:

- One-to-one interview for all Year 9 students with independent AIG adviser as part of the options process;
- One-to-one interview for all Year 11 students with independent AIG adviser as part of their 'next-steps' process;
- External consultant employed to support with applying and preparing for work experience;
- Connexions drop-in at parents' evenings and on GCSE and A-level results days;
- Annual Careers Fair;
- Outside speakers from a range of industries and fields of work.

Vulnerable students at the academy are provided with additional support through our AIG advisor. This takes the form of additional and more frequent one-to-one meetings, workshops, support in the completion of applications for college and apprenticeships, and support when visiting academy careers events.

All CLA students receive additional one-to-one support from a named Connexions adviser throughout their time at the academy.

| | Wave 1 | Wave 2 | Wave 3 |
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| Year 7 | <ul style="list-style-type: none"> • Personal target-setting • Moving to secondary school • Identifying personal strengths, interests, skills and qualities • Personal identity as a learner preferred style of learning and developing study, research and personal presentation and organisational skills • Ensuring that students recognise that they have the same rights to opportunities in learning and work as other people and that they recognise and can challenge stereotypes | <p>Careers Fair</p> <p>Careers Week</p> | <p>Transition Programme</p> <p>Eco Garden</p> |
| Year 8 | <ul style="list-style-type: none"> • The benefits of being ambitious and enterprising in all aspects of life • Knowledge and skills needed for setting realistic and challenging personal targets and goals • Identifying personal strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability • Investigating different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; individual pathways through education and work • National Careers Week: External speakers, workshops and enterprise activities. • Careers Fair attendance • 'Raising Aspirations' sessions | <p>Apprenticeship week: Apprenticeship Bus</p> <p>One to One Connexions appointments</p> | <p>One to One Connexions appointments throughout the year</p> <p>Eco Garden</p> |
| Year 9 | <ul style="list-style-type: none"> • Knowledge and skills needed for setting realistic and challenging personal targets and goals • Investigating different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; individual pathways through education and work • The laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks • Choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process | <ul style="list-style-type: none"> • National Careers Week: External speakers, workshops and enterprise activities • Apprenticeship Week: Apprenticeship Bus • Careers Fair and student-led Careers 'Speed Dating' • Connexions-led workshops on option pathways and career plans | <ul style="list-style-type: none"> • Enterprise and mentoring workshops with local business, community groups • Outside speakers • Additional Connexions appointments for vulnerable and disadvantaged students |

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| | <ul style="list-style-type: none"> • The skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit • Different types of business, how they are organised and financed • The labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment • One-to-one Connexions interviews begin and run throughout the year • Connexions presentation to students and parents at Meet the Tutor event in September: 'What are my options?' | | |
| Year 10 | <ul style="list-style-type: none"> • Evaluating own personal strength and areas for development and using this to inform goal setting • Work experience programme and timeline to students and parents • 'preparing for Work Experience' programme • Rights and responsibilities at work (including their role as workers and the roles and responsibilities of employers and unions) • Developing study and employability skills (including time management, self-organisation and presentation, project-planning, team-working, networking and managing online presence) • Work Experience parent presentation, student information sessions and preparatory sessions; Health and Safety • Careers Fair and form tutor sessions on career fields • | <ul style="list-style-type: none"> • Careers Week: Careers Fair, mock interviews, CV and application writing • Apprenticeship Week: Workshops and support meetings with Connexions | <ul style="list-style-type: none"> • Next Steps programme launch: Personalised and delivered to small groups by Connexions |
| Year 11 | <ul style="list-style-type: none"> • How their strengths, interests, skills and qualities are changing and how these relate to future employability • The information, advice and guidance available them and how to access it • Rights and responsibilities at work (including their role as workers, and the roles and responsibilities of employers and unions) | <ul style="list-style-type: none"> • Careers Week: Careers Fair, mock interviews, CV and job/college application writing • External speakers and local business mentoring and enterprise activities • Apprenticeship Week: Applications and FAQ session with adviser including mock interviews | <ul style="list-style-type: none"> • Preparing for next steps: College, Sixth Form, apprenticeships, employment. Individual support. • Applying for apprenticeships and college applications • Student Shadowing: University of Hertfordshire |

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| | <ul style="list-style-type: none"> • Attitudes and values in relation to work and enterprise (including terms such as ‘customer service’ and protecting corporate brand) • Confidentiality in the workplace, when it should be kept and when it might need to be broken • Developing career identity, including how to maximise their chances when applying for education or employment opportunities • One-to-one Connexions meetings • Connexions workshops with students: Alternatives to Sixth Form, raising aspirations, applying to college including college visit • UCAS programme and University Fair • National Citizenship Service • Dragon’s Apprentice • YOPEY Befriending Scheme | <ul style="list-style-type: none"> • University ‘mock’ interview programme • UCAS application collaboration (University of Hertfordshire LRC support) | <ul style="list-style-type: none"> • UCAS personal statement writing seminar (outside agency) • Imperial College UCAS application workshop (Russell group) |
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