



**Hartshill Academy**

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Part of United Learning

# Careers and Employability Policy

**REVIEWED BY:** United Learning

**DATE REVIEWED:** Autumn 2023

**DATE OF NEXT REVIEW:** Autumn 2024

## Careers and Employability Policy

Date of last central office review:	Autumn 2024	Review Period:	1 year (minimum)
Date of next central office review:	Autumn 2025	Owner:	Mr Richard Christon
Date of next school level review:	September 2025		
Type of policy:	United Learning Policy	Local Governing Body	Approves school policy adheres to United Learning Policy

### REVIEW TIMETABLE

The Policy will be reviewed annually, as set out below:	
Policy reviewed centrally	Schools Committee: Annually – Autumn Term
Policy tailored by individual schools	Hartshill Academy
School policy ratified by Local Governing Bodies	December 2023
Implementation of Group Policy	December 2023



# Careers and Employability Policy

## 1. Introduction

The following policy has been developed in response to the DfE statutory guidance 'Careers guidance and access for education and training providers' January 2023.

The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which Careers Education, Information, Advice and Guidance (CEIAG) is delivered to all students.

In line with the Baker Clause which was Introduced as an amendment to the Technical and Further Education Act 2017, which stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them, the Academy encourages businesses, colleges and universities to engage with the academy and its pupils. Access arrangement procedures are at the bottom of this document.

We are committed to meeting local and national expectations in relation to careers by securing independent and impartial careers guidance for all pupils as required by the Education Act 1997 and fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics. In particular, we are committed to ensuring that students in years 7-11:

- find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point (when they choose their options - between key stages);
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- understand how to make applications for the full range of academic and technical courses.
- benefit from impartial and accurate careers advice and information

All maintained schools and academies must provide four/six encounters with a provider of technical education or apprenticeships for year 7 to 11 (4) or 8 to 13 (6) pupils. The timings of these meetings is to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training. As a minimum, schools must offer:

- Two encounters for pupils during the 'first key phase' (years 7-9) that are mandatory for all pupils to attend, to take place any time during year 8 or between 1 September and 28 February during year 9.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend, to take place any time during year 10 or between 1 September and 28 February during year 11.

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

The eight Gatsby benchmarks are:



- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

## **2. Rationale**

Careers Education, Information, Advice and Guidance across Hartshill Academy should provide a foundation for pupils to move not only in to further or higher education, vocational training or employment, but to the next stage of their development as citizens. We wish our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders our aim is for every child to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed. We are committed to providing a planned programme of high quality to all students and recognise the important role that careers education/work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes

## **3. Aims & Objectives**

The academy's ambition is to ensure that all pupils leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, the trust's CEIAG programme has three main aims:

- Self-Development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access a range of opportunities
- Career Exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information



• Career Management – developing skills enabling them to make and adjust plans and to manage change and transitions. The taught curriculum is supported by a comprehensive programme of organised activities. Careers guidance focuses on the specific needs of individual students. The Academy’s aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

Year Group & Key focus	Content	Impact Measures	Gatsby Benchmarks met
Year 7	<ol style="list-style-type: none"> <li>1. Why is getting employment important?</li> <li>2. How have jobs changed over time?</li> <li>3. What does the law say about pay?</li> <li>4. Life Ready, Work Ready</li> <li>5. Life Ready, Work Ready / Evaluation</li> </ol>	<p><b>By the end of Year 7, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Being able to identify a diverse range of careers from different fields.</li> <li>• Being able to describe a variety of means of working.</li> <li>• Expressing initial preferences for career choices.</li> <li>• Identifying key skills for employment &amp; associative links between school and self.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers</li> </ul>	1, 3,7
Year 8	<ol style="list-style-type: none"> <li>1. What is stereotyping in the world of work? What are your legal rights? (Employment Law)</li> <li>2. Clean up your act- what does your Facebook tell an employer about you?</li> <li>3. How do I get experience when I don't have any?</li> <li>4. May I present myself?</li> <li>5. Isn't work something you get paid for doing?</li> <li>6. What GCSE subject links to careers paths (core)</li> <li>7. What GCSE Subject links to careers paths (options)</li> </ol>	<p><b>By the end of Year 8, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Developing their understanding of employment in its widest sense.</li> <li>• Exploring and challenge stereotyping in the work place and in different fields of employment.</li> <li>• Being able to explore how social media can enhance and also decrease employment prospects.</li> <li>• Exploring ways of gaining experience of work and the acquisition of work readiness skills.</li> <li>• To know what specific career paths are available through core and option subjects.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers</li> </ul>	1, 2,3,4,5
Year 9	<ol style="list-style-type: none"> <li>1. What work skills can I obtain from my subjects in school?</li> <li>2. What does STEM stand for? What are some of the jobs in STEM subjects</li> <li>3. Which subjects are needed for my chosen career path</li> <li>4. What skills and attributes do employers look for.</li> <li>5. What will happen at the GCSE Pathways evening.</li> <li>6. What are my Post 16 options</li> </ol>	<p><b>By the end of Year 9, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Evaluating their subject choices with a focus clearly on future career aspirations.</li> <li>• Exploring STEM subjects and link these to different careers sectors through lessons and additional activities.</li> <li>• Identify the factors that may influence career choices and decisions.</li> <li>• Using local LMI information to see the present and future employment trends locally.</li> <li>• The opportunity attending a careers Fair with a range of employers, higher education and further education providers.</li> <li>• Being involved in a series of assemblies designed to explore different subjects and future opportunities.</li> </ul>	1,3,4,5,6



<p><b>Year 10</b></p>	<ol style="list-style-type: none"> <li>1. How have careers past, present and future changed</li> <li>2. What are the employment opportunities in Coventry &amp; Warwickshire / Leicestershire.</li> <li>3. What qualities and skills do I have? How do I write a personal statement</li> <li>4. How do I write a CV?</li> <li>5. How do I make an application?</li> <li>6. How do I apply for an apprenticeship</li> </ol>	<p><b>By the end of Year 10, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Full awareness of the range of local, regional and national options for Post-16 &amp; Post 18 destinations including apprenticeships and non-academic pathways.</li> <li>• Draft CV &amp; Personal Statement contextualised through key employability skills and supported with evidence of relevant practical experiences.</li> <li>• Knowing a range of employability skills such as team work, leadership listening and self-presenting.</li> <li>• Draft an application form for an apprenticeship of post 16 provider.</li> <li>• Experience a practice interview with employer of careers advisor.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers</li> <li>• Visiting local post 16 providers through open days and events to support post 16 choices</li> </ul>	<p>1,3,4,6,7</p>
<p><b>Year 11</b></p>	<ol style="list-style-type: none"> <li>1. What is an action plan?</li> <li>2. How do I get to my action plan and what is it?</li> <li>3. How can I develop my personal statement</li> <li>4. How do I apply for a job?</li> <li>5. How can I add to my CV?</li> <li>6. What are my next steps for my career path?</li> </ol>	<p><b>By the end of Year 11, students will have evidence of:</b></p> <ul style="list-style-type: none"> <li>• Having engaged with at least one 1:1 interview with the Careers and Employability Manager to confirm individual career path and personal action plan.</li> <li>• Successful application to Post-16 destinations including interviews</li> <li>• To create an action plan for a future career path.</li> <li>• To understand the different steps for applying for jobs, courses and apprenticeships.</li> <li>• GDPR self-review prior to Post-16 application.</li> <li>• The opportunity attending a Careers Fair with a range of employers, higher education and further education providers</li> </ul>	<p>1,3,4,6,7,8</p>



# Careers Programme Overview 2023/24

## Hartshill Academy

THE CAREERS & ENTERPRISE COMPANY

### Vision Statement

We aim to create successful futures for all our young people so they can sustain employment and experience personal and economic success throughout their working lives.

**Contact:** Debbie Partridge  
**Email:** careers@midlandat.co.uk  
**Telephone:** 02476 243039

## Milestones and Learning Outcomes

## Key Events and Experiences

### Year 11

- Individualised careers guidance interviews
- Careers lessons
- Interview techniques and self-evaluative review.
- Post 16 options
- Building your CV and personal statement
- Getting to your destination – action planning

### Year 10

- Full awareness of the range of local, regional and national options for Post-16 & Post 18 destinations including apprenticeships and non-academic pathways.
- Careers lessons
- Knowing a range of employability skills such as team work, leadership listening and self-presenting.
- Developing skills for work.

### Year 9

- Evaluating their subject choices with a focus clearly on future career aspirations.
- Exploring STEM subjects and link these to different careers sectors through lessons and additional activities.
- Careers lessons
- Using local LMI information to see the present and future employment trends locally.

### Year 8

- Exploring and challenge stereotyping in the work place and in different fields of employment.
- Careers lessons.
- Exploring ways of gaining experience of work and the acquisition of work readiness skills
- Social media and your career prospects

### Year 7

- Being able to identify a diverse range of careers from career sectors.
- Careers lessons.
- Being able to describe how work can support your well being
- Expressing initial preferences for career choices.
- Identifying key skills for employment and look for ways to develop them through in school and extra curricular activities

### Year 11

- Attend open events at local post 16 providers including 6<sup>th</sup> Form, colleges and apprenticeship providers.
- Enhanced Post 16 transition for some pupils.
- The opportunity attending a Careers Fair with a range of employers, higher education and further education providers
- Career Advisor 'drop in' sessions
- Assemblies by local Post 16 providers

### Year 10

- Experience a practice interview with a local employer.
- The opportunity attending a Careers Fair with a range of employers, higher education and further education providers
- Career Advisor 'drop in' sessions
- Local STEAM event by North Warwickshire and South Leicestershire College.

### Year 9

- The opportunity attending a Careers Fair with a range of employers, higher education and further education providers
- Vocational Careers Taster event
- Visit to a local University
- Assemblies to find out about T Levels, Higher Technical Qualifications (HTQ) and approved Technical Education Qualifications

### Year 8

- Visit 'The Big Bang' and find out about STEAM careers
- The opportunity attending a Careers Fair with a range of employers, higher education and further education providers
- Take part in Skill Builder events

### Year 7

- The opportunity attending a Careers Fair with a range of employers, higher education and further education providers
- A visit to a local university to find out what it is like



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#### **4. Leadership and Management**

The trust's CEIAG is planned, delivered, monitored and evaluated by the lead teacher for Careers. The work is supported by the following staff:

- Careers and Employability Manager
- Pastoral Leaders (Heads of Year)
- SENDCo
- CEIAG Link Governor
- HART Coaches and subject teachers
- Qualified careers guidance

#### **5. Provision**

The CEIAG programme is designed to meet the needs of pupils at different stages of their time at Hartshill Academy. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Curriculum areas also provide subject specific activities as appropriate. In addition to this, the following is made available:

Careers and employability lessons form a part of our personal development programme. Pupils receive regular careers-focussed sessions during HART time, at least half-termly.

The programme focuses on ensuring students are fully equipped to independently access the provision available to them. Activities may include, but are not limited to:

- CV writing
- Interview techniques
- UCAS support
- Interest profiling
- Social media branding
- Wellbeing development
- Managing change
- Aspirations and goal setting
- Preparing for change
- Student finance

The academy funds two days of qualified careers guidance. All pupils are able to access this support, though the initial focus is upon those pupils are at the imminent point of transition i.e. year 11 pupils.

The academy hosts annual careers events, where local and national businesses, employers, training providers, colleges and universities are invited into the academy to meet with pupils.





A full programme of activities delivered during HART time is available on the academy website.

## **6. Staff Development and CPD**

The CEIAG Lead regularly attends careers meetings / networking events as well as industry specific events in order to ensure they are up to date with industry and labour market information.

The CEIAG Lead regularly discusses careers education with all staff via the weekly staff briefing to increase awareness of careers and employability lessons and how they support us to adhere to the Gatsby Benchmarks.

## **7. Monitoring, review and evaluation**

The Careers and Employability Manager is responsible for the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping pupils to achieve the intended learning outcomes. This draws information from a number of sources including:

- Pupil, parents and employer/training provider/Higher and Further Education surveys e.g. careers day evaluations
- Regular meetings with the external Careers Adviser
- Evaluation of activities as and when they happen for one off activities
- Evaluation of on-going activities at the end of the academic year
- Information on intended destinations for year 11 pupils
- NEET and destination data
- Compass+ tracking and evaluation Planning of our careers programme also analyses which Gatsby Benchmarks are met through each activity delivered. Reports are provided to the LGB, who take an active interest and have appointed a lead Governor for CIAEG.

## **8. Partnerships and Service Level Agreements**

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. CEIAG is delivered in partnership with SEMLEP, local employers, Further and Higher Education providers and Prospects. Partnerships agreements and Service Level Agreements are reviewed annually.

## **9. Business Links**

The academy is a member of the Careers and Enterprise Programme. The academy has relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant. These relationships are reviewed annually and new partnerships are constantly being sought.



Businesses that currently do not have a link with the academy but wish to form one, are encouraged to do so. For further information please see the 'Application for Provider Access' found at the bottom of this document.

Pupils will be given opportunities to visit a variety of local and national employers from various industries to enable them to see what careers in action. The academy works closely with SEMLEP to engage in such opportunities.

## **10. Engaging Parents / Carers / Alumni**

Parents/carers are vital to pupils understanding of career choices and the decisions they make. We provide all parents/guardians with up-to-date information on choices at KS4 and arrange parents' information evenings. They are also able to make appointments to talk to teachers or our external Careers Adviser to discuss individual concerns.

The academy's Alumni Programme aims to create strong links with former pupils and staff to enable them to support careers provision in the future. If a former pupil or member of staff wishes to join the Hartshill Academy Alumni Programme, please contact Debbie Partridge, the CEIAG lead.

We encourage parents and carers to make use of Talking Futures toolkit: A parents' toolkit for career conversations ([talkingfutures.org.uk](http://talkingfutures.org.uk)) which supports parents to have informed and constructive conversations with their child about their future options.

## **11. Premises and facilities**

The academy makes the Lecture Theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate and has a dedicated Careers Room. The academy also makes available AV and other specialist equipment to support provider presentations. This is all discussed and agreed in advance of the visit with the CEIAG lead.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Library or in the sixth form study room

## **12. Application for provider access**

This section sets out the academy's arrangements for managing the access of providers to pupils at the academy for the purpose of giving them information about the provider's education or training offer. This complies with the academy's legal obligations under Section 42B of the Education Act 1997.

### **Pupil entitlement**

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;



- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

### **Management of provider access requests**

A provider wishing to request access should contact Debbie Partridge (Careers and Employability Manager) Email: [Debbie.partridge@harthillacademy.org.uk](mailto:Debbie.partridge@harthillacademy.org.uk)

### **Opportunities for access**

The academy offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen on the careers page of the academy website.

The academy will make a suitable space available for discussions between the provider and pupils, as appropriate to the activity. The academy will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.



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