



LONG FIELD SPENCER ACADEMY

Careers Policy

Approving Body	Full Governing Body
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1.0 Careers Education, Information, Advice and Guidance Overview

- 1.1 It is the vision of Long Field Spencer Academy that our students should succeed in all aspects of their education and enter the world of work with the best chance of securing a career as they leave education. This requires a carefully planned programme of activities to help them choose 14-19 pathways that are right for them. We want them to become lifelong learners and be able to manage their careers, sustain employability and achieve personal and economic well-being throughout their lives.
- 1.2 Our CEIAG plays a major part in our commitment to lifelong learning. We aim to ensure that all our students leave Long Field with the very best preparation for adult life. We recognise the importance of learning about careers from information, employees and employers. We recognise the significant contribution that careers and knowledge of careers can play in raising achievement and striving towards equality of opportunity and outcome.
- 1.3 The overall aim at Long Field Spencer Academy is the provision of high quality and effective CEIAG for all our students because the personal development of the individual is central to our efforts.

2.0 Learners Needs

- 2.1 The careers education programme is designed to meet the needs of students at Long Field Spencer Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development and to strengthen their motivation, aspirations and attainment at school.
- 2.2 We aim to help pupils gain:
 - an awareness of self and of others.
 - the ability to make informed, reasoned decisions.
 - an awareness of the range of opportunities available in education and work

- the skills needed to cope with significant changes such as moving from school or college to a job.
- knowledge and practical experience of the world of work.
- access to individual guidance to help them in planning for the future.

2.3 The policy has been reviewed by key staff to ensure that the policy has been assessed for its equality impact and is thus deemed to have the potential to remove barriers to learning and progress, to narrow perceived inequalities and to therefore have a positive impact on all groups of students within the school.

3.0 Entitlement

3.1 Learners are entitled to a CEIAG which meets professional standards of practice and which is delivered by trained staff and which is student-centred, impartial and confidential. Activities are embedded in the curriculum and delivered through dedicated “Enrichment Days” and are based on a partnership with learners and their parents. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

4.0 Curriculum

4.1 The careers programme includes a wide range of different opportunities to help students begin planning career pathways from Year 7. This range of opportunities allows our students to prepare for life after school. The diverse, innovative and educational focused events are provided at different times of the year to appropriate students e.g. Year 6 Open Evening, Year 7 Barclays Life Skills, Year 8 Dragons Den, Year 9 Options Evening, Year 10 and 11 Higher Education Workshops and Year 11 Careers Interviews. All Years are encouraged to attend the Careers Evening, access the careers library, attend the careers talks and engage with the careers platform Unifrog.

4.2 Learners are actively involved in the evaluation of activities through student voice feedback forms.

5.0 Roles and Responsibilities

- 5.1 **Principal** to give “explicit backing” to the Careers Leader to ensure there is strong strategic leadership to develop a progressive and impactful careers programme.
- 5.2 **Leicester & Leicestershire Enterprise Partnership** Are responsible for offering strategic support to school leaders offering information advice and guidance. Encourage employer engagement for careers, they should be ensuring that the school meets its statutory requirements for the provision of work-related learning and employer engagement for all its students and ensure that there is a coordinated approach to careers and the implementation of the Gatsby Benchmarks across the school. The Vocational Wiggle is also a visual representation of student engagement with the different benchmarks.

The Gatsby Benchmarks are assessed and Quality assured at the end of each term using the Compass platform to check how far Long Field is progressing towards meeting each of the benchmarks. This is also compared to the National picture and fed back to Governors, who are able to scrutinise engagement with the careers program as part of the Quality assurance process.

- 5.3 **Careers Coordinator** is responsible and accountable for the delivery of the school's programme of career advice and guidance. This involves planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of the staff responsible for careers advice. They are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people.
- 5.4 **Senior Leadership Team** are responsible for contributing to strategy and provide back-up to the Careers Leader where needed to implement a careers programme. To support in driving improvement in the school's career provision. Ensure all staff are contributing to the careers programme and sharing the careers vision across the school.
- 5.5 **Faculty Leaders/All staff** are responsible for linking careers to curriculum, ensuring scholars are exposed to the world of work in their subject areas. To support with PSHE and Careers related learning across the school. To have informal discussions with scholars regarding careers regularly. To resonate with the careers vision and support all activities, just as they would with

curriculum learning.

6.0 Our mission, values and aims

6.1 We know there is more to success than academic achievement alone. Education isn't simply about passing exams, it is about enabling students to learn the skills and qualities they need to be successful at school and beyond.

6.2 This will be done through various methods such as:

- Self-development
- Reflective practice
- Career Exploration/ Employer Engagements
- Personal development
- Career Management
- SMART goal setting
- A growth mindset approach