



# KING'S LEADERSHIP ACADEMY BOLTON

## **Careers Information Advice and Educational Guidance (CIAEG) Policy**

Date of Next Review September 2022

Principal: David Crosby

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**“To develop an insightful approach that raises aspirations and exposure through the World of Work programme, so that students understand the flight paths available to them and learn valuable life skills to make informed choices about their future”**

Date of policy: July 2020

Member of staff responsible: **Mr J Hoare**

Next review: September 2021 (or sooner if further DfE guidance released)

Students consulted: through Parliament and staff and student questionnaires

### **1. Introduction**

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

### **2. What Is The World of Work Programme?**

At King’s Leadership Academy, we place great emphasis on each of our students having a personal development programme that ensures that they have, “the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow’s world”. This starts as soon as they arrive in Year 7 and builds significantly through Year 8-11. Our careers programme is designed to: enable students to feel some sense of responsibility and achievement in determining and recognising not only their strengths and weaknesses, but also their full potential; promote equality of opportunity to reach their potential, such as SEN students or students eligible for pupil premium; embrace diversity and challenge stereotypes.

The policy will be guided by the Gatsby Benchmarks and conform to statutory requirements, in particular the DfE’s Careers Strategy and the Baker Clause.

### 3. Aims and Values

At King's we believe that the World of Work Programme should support students to develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transition from their academic to their personal and professional life.

- To promote a high culture of aspiration and ensure that students develop the character and leadership skills as well as the vision beyond the local (Greater Manchester) and regional perspectives to view the wider world where any **aspirations and achievements** can be realised.
- To build on students' character, confidence and leadership as well as identity so they are **selfaware** and can contribute towards their personal well-being.
- Students to exhibit the characteristics of '**professional** etiquette', self-pride, punctuality, **professional** attire, daily attendance, presenting work to a professional standard and adopting a **professional approach** in secondary school so these are transferable habits for the workplace.
- As much as learners appreciate that **integrity** is more than just telling the truth, there is the dimension of faithfulness and honour to the belief systems that they hold.
- Politeness, courtesy and good manners can be recognisable characteristics that we acknowledge and **respect** each other. However, self-respect in recognising strengths as well as the capacity to develop further.
- As well as the achievement of 'success', the completion of activities to build **endeavour** with diligence, perseverance, resilience and tenacity.

### 4. Pupil entitlement

All pupils in years 8-11 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 high-quality providers about University offers, including technical education and apprenticeships;
- To understand how to make applications for the full range of academic and technical courses.

### 5. Organisation of the World of Work Programme

#### Lead Members of Staff

Whilst all staff have a responsibility for World of Work to all students, staff with a specific, relevant remit include:

- Mr J Hoare
- Mrs Z Nadeem

## Management of provider access requests procedure

A provider wishing to request access should contact Mrs S Baglow, Office Manager  
Telephone: 01204 937130 Email: [s.baglow@kingsbolton.com](mailto:s.baglow@kingsbolton.com)

## Premises and facilities

The school will offer suitable resources for discussions to occur between provider and students. This will all be discussed and agreed in advance.

## Safeguarding

The academy safeguarding policy sets out our approach to visitors into King's. This document can be found on the website. All visitors must have DBS clearance or be accompanied by one of our staff members during all sessions.

## 6. Implementation

The eight Gatsby benchmarks of Good Career Guidance	What we already do at KLA
1. A stable careers programme	<ul style="list-style-type: none"><li>• Year 7 induction week and greeter system- aligned flight paths (Years 7-11)</li><li>• Operation Reset with career focus</li><li>• Concept of World of Work aligned with contributing to successful citizens and social mobility</li><li>• Beautiful work with inclusion of 'My World of Work journey'</li><li>• Our ASPIRE Programme helps students to understand more about themselves (self-development), know where to look for useful information (careers exploration) and plan for the future (career management).</li></ul>
2. Learning from career and labour market information	<ul style="list-style-type: none"><li>• In-house talks every learning cycle on subject based careers</li><li>• Guest speakers every learning cycle based on student survey feedback and LMI (medicine, engineering, sport)</li><li>• Research tasks in ASPIRE curriculum to gain awareness of career market</li><li>• All students take part in the Careers Week activities each learning cycle – promotion of digital sector, STEM and challenging stereotypes</li></ul>
3. Addressing the needs of each pupil	<ul style="list-style-type: none"><li>• Mentoring notes for tutors to monitor and address career options</li><li>• Priority students with career disengagement are referred and support provided to stage intervention</li><li>• 1:1 career appointments when needed with careers liaison</li></ul>

	<ul style="list-style-type: none"> <li>• Regular WoW feedback surveys and adaptations to programme based on needs</li> <li>• Career readiness surveys to be completed before and after career events to measure impact</li> </ul>
4. Linking curriculum learning to careers	<ul style="list-style-type: none"> <li>• Using lead practitioners as subject experts in careers</li> <li>• Linking life skills (such as budgeting, cooking, finances) in ASPIRE curriculum</li> <li>• SOW to have an element of career focus promoted by Wow Subject Champions</li> <li>• Subject champions to promote links between curriculum learning and careers</li> <li>• Staff training to upskill all on how to link curriculum to careers</li> </ul>
5. Encounters with employers and employees	<ul style="list-style-type: none"> <li>• Year 7 and 8 Business Enterprise Days</li> </ul>
6. Experiences of workplaces	<ul style="list-style-type: none"> <li>• If students are interested in an industry which we already have contact, workplaces could be arranged through Wednesday enrichment</li> </ul>
7. Encounters with further and higher education	<ul style="list-style-type: none"> <li>• Universities working with students on revision and wellbeing</li> <li>• Using employer links to support vocational courses</li> </ul>
8. Personal guidance	<ul style="list-style-type: none"> <li>• Mentoring notes for tutors to monitor and address career options</li> <li>• Tutors to target/identify students at risk of being NEET</li> <li>• Tailored guidance given to student from Careers Leader and support from external providers also available</li> <li>• Whole school approach is taken to provide personal guidance to students through utilising tutors, heads of year, heads of achievement, TAC, SLT and super learning afternoons</li> <li>• Promoting National Citizen Service to develop student skills to strengthen employability skills such as team work, decision making</li> </ul>

## 7. Opportunities for access

There are a number of events across the year, integrated into the school careers programme, where providers will be invited to come into school to speak to pupils. An overview of events for each year group has been shown below:

	LC1	LC2	LC3	LC4	LC5
Year 7	Learning Cycle World of Work Carousels				

					Business Enterprise
	Launch SLA Subject careers event	Activities	Competencies	My WoW journey in Beautiful work day	Business Visits and University visits/career focus
Year 8	Learning Cycle World of Work Carousels			My WoW journey in Beautiful work Options night for year 9	Business Visits and University visits/career focus
	Uni Frog: launch SLA Subject careers event	Uni Frog: Activities	Uni Frog: Competencies		

### 8. Impact

The World of Work Programme at King's is measured against the Gatsby Benchmark through the use of: regular student and staff surveys; employer feedback after World of Work events; NEETS data; destination information (ongoing); Compass careers and enterprise evaluation; 1:1 year 7 & Y8 career interviews delivered through character and year 7 and 8 mentors.

**Impact and Destination data – Y11 – N/A**

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