Careers Information Advice and Educational Guidance (CIAEG) Policy

Date of Next Review September 2022

Principal: David Crosby

Contents

"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: September 2021
Member of staff responsible: **Mr J Hoare j.hoare@kingsbolton.com (01204 937130)**
Next review: September 2022 (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

In this section it sets out the school's arrangements for managing the access of providers to students at the school for the purposes of giving them information about the provider's education or training offer with regard to technical education or apprenticeships. This complies with the school's legal obligations under Section 42B of the Education Act 1997, as amended by the Technical and Further Education Act 2017.

Student entitlement

Students 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.
- hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.
- understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact Mrs S Baglow, Office Manager
Telephone: 01204 937130 Email: 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

	YEAR 7				
Where to run this session	**Classroom**	**Remote or Classroom**	**Remote or Classroom**	**Remote or Classroom**	**Classroom**
Link to distance session		Distance learning - What are	Distance learning - Interests	Distance learning - Recording activities	
Link to classroom session	Careers library treasure hunt - 1			Recording activities	What's your dream job?
Name	**Introduction to Unifrog**	**What are skills?**	**Unifrog Interests quiz**	**Recording activities**	**What's your dream job?**
Description	What is Unifrog? Introduce the platform to students, get all students logged on, and complete the Careers library treasure hunt	What are skills and why do they matter? Students find out in this homework-based lesson.	Students complete the Interests quiz on Unifrog and find out which jobs might be of interest to them.	Students complete the 'Recording activities' mind map and consider why recording their activities is important.	Students complete a treasure hunt around the Careers library, then use the library to find careers they are interested in and learn facts about those careers.
Teachers, ahead of the session	Upload all students to the platform and make sure students can access their accounts. See the FAQs tab for information on how to do this. Deliver the session in the cell below. **After this session, add it as an Interaction for all students.**	Set this as a task on Unifrog (attaching the 'What are skills?' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Set this as a task on Unifrog (attaching the 'Interests quiz' distance learning lesson) using the Interactions tool and set a date for completion. Instructions on how to do this can be found on the FAQs tab.	Students complete the 'Recording activities' mind map and consider why recording their activities is important.	Spot check students' progress from the previous sessions throughout the programme, and contact students to catch up on the work ahead of this session. Deliver the session in the cell below. **After this session, add it as an Interaction for all students.**
Tasks for students	- Get logged into Unifrog - Complete a short treasure hunt using the Careers library - Complete the Careers library challenge	- Get logged into Unifrog - If using the remote lesson, download the 'What are skills?' distance learning lesson - Students complete four tasks: **1)** Recognise the difference between hard and soft skills and list three of each. **2)** Highlight their best three competencies. **3)** Interview a family member or friend who has a job and ask them about their best skills. **4)** List their top three competencies on the Unifrog Competencies tool.	- Get logged into Unifrog - If using the remote lesson, download the 'Interests quiz' distance learning lesson - Students complete four tasks: **1)** Read the Know-how library guide on Holland Codes and guess which personlity type they might be. 2) Take the Interests quiz on Unifrog. 3) Research careers associated with their Interests profile results. 4) Discuss results with a family member and answer questions on their findings and upload them to their Locker.	Get logged into Unifrog- If using the remote lesson, download the 'Recording activities' distance learning lesson . Students complete four tasks: **1)** Answer questions on activities and why they are important. 2) Create a mind map of their activities. 3) Identify good, bad and brilliant examples of activities. **4)** Log their own example of an activity.	- Get logged into Unifrog - Work through the lesson using the worksheet provided - Reflect on Unifrog progress throughout the year - Record competencies and activites throughout the summer before starting Year 8

Tracking progress on Unifrog	Advanced view > Sort by > Last login Spot-check favourited resources by clicking a student's name > Overview tab > Favourites	Advanced view > Sort by > Competencies	Advanced view > Sort by > Interests quiz	Advanced view > Sort by > Activities	Advanced view > Sort by > Competencies Advanced view > Sort by > Activities
Gatsby Benchmarks	1,3	1, 3, 5	1, 3	1, 3	1, 3
CDI Framework	5, 7,14,	1, 11,	7, 10, 14, 15,	1, 2, 3, 11, 12,	1, 2, 3, 4, 5, 7, 10, 11, 12, 14, 15,
Career Education Standards (Scotland)	Developing work skills Careers profiling	Developing work skills Careers profiling Enterprise, entrepreneurship, self employment	Developing work skills Careers profiling	Developing work skills Careers profiling	Developing work skills Careers profiling

The eight Gatsby benchmarks of Good Career Guidance	What we already do at KLA
1. A stable careers programme	• Year 7 induction week and greeter system- aligned flight paths (Years 7-11) • Operation Reset with career focus • Concept of World of Work aligned with contributing to successful citizens and social mobility • Beautiful work with inclusion of 'My World of Work journey' • 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).

2. Learning from career and labour market information	• In-house talks every learning cycle on subject based careers Guest • speakers every learning cycle based on student survey feedback and LMI (medicine, engineering, sport) • Research tasks in ASPIRE curriculum to gain awareness of career market • All students take part in the Careers Week activities each learning cycle – promotion of digital sector, STEM and challenging stereotypes
3. Addressing the needs of each pupil	• Mentoring notes for tutors to monitor and address career options • Priority students with career disengagement are referred and support provided to stage intervention • 1:1 career appointments when needed with careers liaison

	• Regular WoW feedback surveys and adaptations to programme based on needs • Career readiness surveys to be completed before and after career events to measure impact
4. Linking curriculum learning to careers	• Using lead practitioners as subject experts in careers • Linking life skills (such as budgeting, cooking, finances) in ASPIRE curriculum • SOW to have an element of career focus promoted by Wow Subject Champions • Subject champions to promote links between curriculum learning and careers • Staff training to upskill all on how to link curriculum to careers
5. Encounters with employers and employees	• Year 7 and 8 Business Enterprise Days
6. Experiences of workplaces	• If students are interested in an industry which we already have contact, workplaces could be arranged through Wednesday enrichment
7. Encounters with further and higher education	• Universities working with students on revision and wellbeing • Using employer links to support vocational courses
8. Personal guidance	• Mentoring notes for tutors to monitor and address career options • Tutors to target/identify students at risk of being NEET • Tailored guidance given to student from Careers Leader and support from external providers also available • 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

- Promoting National Citizen Service to develop student skills to strengthen employability skills such as team work, decision making

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		

Year 9	Learning Cycle World of Work Carousels	My WoW journey in Beautiful work Options night for year 9	Business Visits and University visits/career focus	Learning Cycle World of Work Carousels	My WoW journey in Beautiful work Options night for year 9

Please speak to our careers leader to identify the most suitable opportunity for you.

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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