



## **Careers Education, Information, Advice & Guidance (CEIAG) Policy**

### **The Gatsby Benchmarks - Quality Careers Provision**

Both Values Academy schools have a planned careers curriculum. Careers education became a statutory requirement in January 2018 and we have worked to ensure we have a wide variety of opportunities both in and out of school to help us to prepare all our young people for their future working lives.

To help us with our planning we follow a set of core guidelines called The Gatsby Benchmarks. These are 8 key areas that contribute to effective careers provision. Each term we complete an evaluation using a system called 'Compass' this allows us to rate our provision against each benchmark and indicates what our focus needs to be. Our aim is for 100% in all 8 benchmarks!

### **Here are the Gatsby Benchmarks**

#### **1. A stable careers programme**

At Values Academy, our schools follow a planned careers curriculum which is delivered through our PSHE curriculum. The staff that deliver this programme are supported with well-planned and fully resourced careers lessons and also receive some CPD to support their delivery.

This programme planned jointly by the schools includes key elements designed to help the students to explore and find out all about careers they are interested in as well as address key issues which are important when looking at careers such as stereotyping, social media and important work-related skills. Information about future study options and the labour market is available to students at Careers Events, through taster sessions that we hold for students, some in school and others at local post 16 providers, and through independent careers advice from Prospects Services, SEN Team Coventry and Warwickshire who are qualified to give impartial advice on careers and future opportunities.

To identify students' guidance needs, we ask them to complete a brief questionnaire at the beginning of the academic year or at their Annual Review, with their interests and future career path ideas on. This information is then collated and helps us can target particular students for specific events that may be of interest to them and their future career path.

We provide a wide range of opportunities within each school for students to have direct contact with employers whether it is specific career related activities in school or out at a place of work.

#### **2. Learning from career and labour market information**

To identify the needs of our students with regards to careers guidance, we encourage and document attendance to appointments. Every Year 11 student has at least one interview

with Prospects Services and receives an agreed action plan to support their career planning. To remain impartial, we ensure that Prospects Services arranges appointments with all of the students who are unsure of their future path.

### **3. Addressing the needs of each student**

To address the needs of our students, we complete our Compass Plus which allows us to track the encounters with employers over a school year. This tracking can also allow us to add information to a students' area so we can target support and opportunities. We are keen to be inclusive and support students of all abilities and interests. For this reason we look at intended destinations appropriate to each individual and support access to appropriate post 16 choices so the transition from school is as supported and smooth as possible, in partnership with the Local Authority responsible for the student's Education Health & Care Plan.

### **4. Linking curriculum learning to careers**

To ensure that careers are incorporated into the curriculum learning of students we have worked with all our subject staff encouraging them to promote work ready skills as part of their everyday teaching. We want our students to see that alongside their academic studies we are developing their work ready skills to support a successful start at work. We have subject specific displays around the school sites which show the students how the curriculum they are studying can link to future jobs and careers. Both School Leaders and all teaching staff are experienced in helping our students know and understand the importance of raising aspirations linked to careers.

### **5. Encounters with employers and employees**

When appropriate, our students have a range of planned encounters with employers and employees. We document all of the encounters that the students have, so that we can target students who may not have engaged in any activities and events. We invite parents/carers to be involved if they can offer a visit to a work place and also involve them in feedback on events so we can continually improve our offer.

### **6. Experiences of workplaces**

Some students may get the opportunity for a formal work experience and we encourage all students to look for holiday placements through connections they may have through family and friends. We take advantage of opportunities such as the Warwickshire *World of Work* which is a programme aimed at Year 10 students in which a range of workshops are delivered to help young people develop confidence and 'work ready' skills.

### **7. Encounters with further and higher education**

Values Academy invites a range of education and training providers in to talk to students about approved technical education qualifications or apprenticeships. The providers will discuss with students a number of apprenticeships in many sectors and industries. We work with North Warwickshire and South Leicestershire College who support us by providing several opportunities throughout the year to visit different sectors and gain up to date information on many Post 16 options.

### **8. Personal guidance from an appropriately trained careers adviser**

Prospects Services work takes place in both of our schools and provides one to one appointments, group session working closely with parents/carers to support and help raise aspirations.

The Gatsby benchmarks are under continual review and are monitored each half term through the use of Compass. This helps us to see where we are and identify what we need to do to improve each benchmark even further.

**Review Date: September 2021**