

Manchester Communication Academy

Careers Guidance Policy



with you, for you, about you.

Revision Information

This document has been approved for operation within	Manchester Communication Academy
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Owner	Local Governing Body (MCA)
Signature of Approval	<i>Signed copy on file</i>

Revision History

Review Date	Changes Made	By Whom

Equality Statement: Under the public sector equality duty (PSED), all schools/academies must have due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010. To advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. This means schools/academies must take into account equality considerations when policies are being developed, adopted and implemented. Manchester Communication Primary Academy (part of Greater Manchester Academies Trust) regularly reviews all policies and procedures, which are recommended to schools/academies to ensure compliance with education and employment legislation including the Equality Act 2010.

Contents

1. Purpose of the policy.....	3
2. Principles and values.....	3
3. The aims of careers education, information, advice and guidance (CEIAG).....	4
4. Implementation of CEIAG.....	4
5. Leadership and management of CEIAG.....	4
6. The elements of the CEIAG curriculum.....	5
7. Statutory duty and the role of Governors.....	6
8. Monitoring and evaluation of CEIAG.....	6
APPENDIX 1	7

1. Purpose of the policy

Manchester Communication Academy (MCA) is fully committed to delivering an effective, structured careers model with the aim of ensuring that all students acquire the skills, knowledge and aptitudes to manage their learning and to make fully informed, aspirational decisions about their future pathways. At MCA, we recognise that the landscape for careers is both complex and ever evolving. We seek to address and prepare our students to challenge this, through a fully comprehensive careers rich curriculum from years 7-11 that considers a broad range of ambitious careers and bespoke independent advice and guidance. The curriculum and associated activities will ensure all students are equipped with relevant and current insight to labour market information, highlighting local and emerging industries and the post 16 qualification framework including A levels, Apprenticeships and T Levels.

2. Principles and values

At MCA, we actively encourage all students to seek to have the highest aspirations and to achieve their personal best. With a wealth of impartial, independent guidance and collaborative partnerships with industry, students are exposed to a wide range of opportunities that ultimately supports every student in making the most appropriate and relevant post 16 choices.

Careers education at MCA does not just mean informing students about their options post 16 but most importantly how their school career, performance and commitment will impact their futures. By supporting students with decisions at crucial stages of their school life e.g. GCSE options and exposing them to a high number of interactions with employers and the workplace, we aim to nurture aspirations, develop skills and qualities that best prepares our young people for the demands and challenges of the world of work regardless of which pathway they choose.

Given the breadth and diversity of post 16 opportunities available to students, it is essential that we support their understanding and interpretation of how these choices will impact their future. The Academy Careers Plan sets out strategically how the Academy accommodates this from Year 7-11 and we equip students with the knowledge, inspiration and ability to take ownership of their own career journey which will enable them to succeed in their chosen pathways.

The Academy careers plan and associated provision supports the achievement of fully meeting the eight Gatsby benchmarks that define high quality careers education (APPENDIX 1)

3. The aims of careers education, information, advice and guidance (CEIAG)

MCA believes that careers education, information, advice and guidance (CEIAG) should:

- Contribute to strategies for raising attainment
- Support each stage of our students' personal and academic achievement
- Support inclusion, challenge stereotyping and promote equality of opportunity
- Support successful transition to the next stage of education and employment
- Encourage participation in continued learning including higher and further education
- Develop enterprise and employment skills
- Meet the needs of all of our students through appropriate differentiation
- Focus students on their future aspirations
- Involve parents and carers.

4. Implementation of CEIAG

- MCA delivers CEIAG in partnership with local and national agencies, educational establishments, training providers and employers via one to one support, intensive support, mentoring, through curriculum delivery, visits to organisations and visiting speakers.
- MCA recognises its responsibility to ensure that students are clear that if they do not achieve a grade 4 or better in GCSE maths or English by the end of Key Stage 4 they will be required to continue to study these at school, college or as an apprentice.
- MCA ensures that students understand that a wide range of career choices require good knowledge of maths and the sciences and ensures that through the CEIAG programme and the work of the STEM Coordinator, students are exposed to a diverse selection of professionals from varying occupations which require STEM subjects.
- MCA ensures that all students are aware of out of school opportunities that could help them with their careers aspirations and works closely with the National Citizen Service and other voluntary and community organisations.

5. Leadership and management of CEIAG

The CEIAG Strategic Lead is required to:

- Prepare and implement a whole school strategy underpinned by effective leadership and a shared vision of CEIAG across the academy
- Prepare and implement a CEIAG development plan in line with the vision of the Trust
- Produce accurate and timely analysis, tracking and review of destination data
- Forge, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- Commission and negotiate SLAs with partners/employers for high quality interactions/ interventions with students
- Quality assurance and analysis of student participation and access to independent and bespoke personal careers guidance
- Promote careers across the curriculum; liaise with PSHE lead and directors of subject areas to seamlessly embed careers amongst the curriculum

- Chair a stakeholder leadership group which regularly reviews ‘RONI’ students from Y9-11 and effectiveness of interventions
- Brief and support staff involved with delivery of CEIAG
- Review and evaluate CEIAG (Quality assure CEIAG)
- Maintain own CPD in line with changes
- Report to SLT and Governors on CEIAG and emerging developments.

The CEIAG Programme Lead is required to:

- Liaise with Progress Leaders, Head of Years, SENCO to identify and support students with careers guidance
- Produce schemes of work for careers education in aspire, with regular researching and utilizing of innovative careers resources
- Lead on in-house training with progress leaders
- Promote careers across the aspire curriculum; liaise with PSHE lead
- Record and evaluate encounters with employers, education and training providers
- Extra-curricular and enrichment analysis
- Co-ordinate careers education at Key Stage 3 and 4 (Aspire lessons), ensuring student and staff voice is captured and evaluated
- Coordinate careers guidance interviews for KS4 students
- Facilitate work safari programme
- Deliver an effective transition programme to post 16 for NEET vulnerable students
- Input data to the local authority portal as per the request e.g. RONI, September Guarantee, Moving on Report
- Termly review of CEIAG (Challenge Meetings with Strategic Careers Leader).

6. The elements of the CEIAG curriculum

Key Stage 3 ([Link to Gatsby benchmark](#))

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves (1,3)
- Students have opportunities to engage with a range of local business (1,2,4,5)
- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages (1,2,3)
- Students link curriculum areas to careers to help prepare them for choosing their GCSE pathways (1,3, 4)
- Students are encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness (1,2,3)
- Students are encouraged to challenge stereotypes within the world of work and traditional job roles (1,2,3)
- Students have optional access to independent and impartial advisers via drop in sessions and a booking/referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers (1,2,3,8)
- Students have to engage with a range of local businesses, FE and HE providers (1,2,3,5,7).
- Students link curriculum areas to careers to help prepare them for choosing their GCSE pathways (1,3, 4)
- Targeted interventions begin with ‘risk of NEET’ students (3).

Key Stage 4 ([Link to Gatsby benchmark](#))

- Students explore post 16 pathways, including A-Levels, BTEC’s, T-Levels and Apprenticeships (7)
- Students have opportunities to engage with a range of local business, FE, HE and training providers (5,7)

- Students complete the GM Higher programme; learning about how post 16 options affect HE routes, career pathways, workplace behaviour/expectations, preparing a CV, preparing for interview (1, 2, 7)
- Economic awareness is developed further and students are encouraged to think about employability, which careers appeal to them and to identify and set themselves realistic future goals (1,3)
- Students have optional access to independent and impartial advisers via a booking/referral system. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers (8)
- Students complete work experience/work safari (6)
- Students develop interview techniques and complete a mock interview with a local employer (1,3,5)
- Targeted interventions with a career focus for ‘risk of NEET’ students (3)
- All students have a one to one guidance interview with a personal advisor (L6 qualified) (8)
- Students use careers interviews to help understand different career pathways and entry requirements and are encouraged to make contingency plans should results be better/worse than expected and set personal targets for development (8)
- Students have optional access to additional independent and impartial advice via drop in sessions. They are also encouraged to use careers resources available and they are informed where to find out more about specific courses/careers (3,8)
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers, including those hosted by MCA (5,7)
- Students are assisted with CV writing and encouraged to have a completed a CV and cover letter (1,3)
- Students are kept up to date with post 16 deadlines, open evenings and appropriate internal and external careers events (7)
- Vulnerable students are referred to appropriate support agencies and transition plans are shared with relevant post providers (3).

7. Statutory duty and the role of Governors

MCA Governors recognise the statutory duty which requires them to ensure that all registered students are provided with independent careers guidance from Year 8 onwards.

Governors recognises their role in ensuring that careers guidance is:

- Presented in an impartial manner
- Includes information on the range of education or training options
- Guidance that the person giving it considers will promote the best interests of the students to whom it is given.

8. Monitoring and evaluation of CEIAG

It is the responsibility of the designated senior leader to oversee and organise the monitoring and evaluation of CEIAG, in the context of the overall school plans for monitoring the quality of teaching and learning. They will report to the Headteacher(s), Governors and Trustees.

APPENDIX 1

The Gatsby Benchmarks

- Benchmark 1: A Stable Careers Programme Every school and college should have an embedded programme of career education and guidance that is known and understood by Students, parents, teachers, governors and employers.
- Benchmark 2: Learning from Career and Labour Market Information Every Student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
- Benchmark 3: Addressing the Needs of Each Student Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each Student. A school's careers programme should embed equality and diversity considerations throughout.
- Benchmark 4: Linking Curriculum Learning to Careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.
- Benchmark 5: Encounters with Employers and Employees Every Student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- Benchmark 6: Experiences of Workplaces Every Student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.
- Benchmark 7: Encounters with Further and Higher Education All Students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- Benchmark 8: Personal Guidance Every Student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all Students but should be timed to meet their individual needs.