

Manchester Communication Academy

Careers Guidance



with you, for you, about you.

This document has been approved for operation within	
Date of last review	New Policy
Date of next review	August 2021
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Date of Trustee Approval	September 2018
Status	
Person Responsible for Policy	
Owner	Manchester Communication Academy
Signature of Approval	John Rowlands

Aims

This policy aims to set out our Academy's arrangements for ensuring our students receive the careers information, advice and guidance needed to progress onto their future pathway. It sets out:

- Which staff are responsible for leading careers
- Details of our careers program
- Careers support on offer
- How the Academy meets each of the Gatsby benchmarks

Statutory Requirements

Academies are required to ensure that there is an opportunity for a range of education and training providers to access students in years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Academies must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students. Refer to the Provider Access Statement.

This is outlined in section 42B of the [Education Act 1997](#).

Academies from September 2018 are also required to publish the name of their careers advisor and publish details of the careers program.

Careers at MCA

Careers Lead

Our Careers lead is Ailsa Whiting who can be contacted on ailsa.whiting@mca.manchester.sch.uk and careers@mca.manchester.sch.uk The careers lead has the responsibility of ensuring all students receive a high quality careers education with the advice and guidance they require. Our careers lead runs drop in sessions at lunch times, during parent evenings and completes follow up 1:1 session with Year 11 where needed.

Independent Careers Advisor

Our independent advisor, Colette Torkington, is provided by Careers Connect and is level 6 trained.

She is line managed by our careers lead to ensure there are clear lines of communication and support for students at the appropriate time. Colette will also run career drop ins at lunches for all year groups and will meet year 11 on a 1:1 basis to offer independent advice.

Progress Leaders

Each student in each year has a progress leader who will meet with them on a 1:1 basis three times a year to discuss their progress in line with their chosen career. This information is tracked and monitored by the careers lead and support is offered where needed. Progress leaders can also refer students to both the careers lead and careers advisor by emailing careers@mca.manchester.sch.uk.

Assistant Principal Partnership Lead

At Manchester Communication Academy we believe that the best way to support careers development is to ensure our students have as many employer interactions as possible. Martin Roberts is our lead on partnerships, during the school curriculum and events, including work experience. Martin is the lead contact for providers wishing to speak with our students. Refer to the Provider Access Statement.

Vice Principal

Cheryl Drury line manages the careers lead to ensure all aspects of the careers program are met and support is provided where needed.

MCA Graduate Passport

The Graduate Passport has been devised new for 2018 following consultation with a group of staff, including the careers lead and using student voice. This provides all students with a framework to enhance their CV with experiences, skills and strong academic results. It has been based on the local labour market information and the intelligence we have on our students and the area in which they live. The students are provided, through the curriculum, with the opportunities to achieve each of the points on the passport. Their progress is recorded in their personal portfolio and tracked by their progress leader.

The graphic is titled "MCA Graduate Passport" and is divided into five vertical columns, one for each year from Year 7 to Year 11. Each column has a header with the year and a sub-header "Achieve at least 97% attendance." Below each sub-header is a list of activities. The background of the columns is a gradient from light blue at the top to dark blue at the bottom.

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none">- Give a speech in front of classmates- Read and review 3 books- Complete 20 hours on the Pixl Maths table app- Attend a trip outside of Manchester- Complete a bike-ability course- Complete an E-safety and digital literacy course- Complete a first aid course- Cook 5 healthy meals- Evidence resilience, team work, communication and self management employability skills.- Learn to play a musical instrument or engage in singing lessons	<ul style="list-style-type: none">- Lead part of a lesson, FSA or assembly.- Read and review 4 books.- Complete 20 hours on the Pixl Maths table app- Participate in a debate.- Volunteer at an Academy event or in the Community- Attend options evening and research 5 careers.- Raise money for a charity- Evidence problem solving, leadership, decision making and enterprising employability skills- Play a musical instrument or sing for an audience.- Complete 5 random acts of kindness	<ul style="list-style-type: none">- Write a letter to students in another country.- Read and review 5 books.- Complete 20 hours on the Pixl Maths app- Complete a finance course- Participate in an Enterprise event- Research 5 careers using labour market information- Attend the careers exhibition- Have at least 3 employer interactions- Complete a certification in coaching or Duke of Edinburgh- Represent the Academy	<ul style="list-style-type: none">- Participate in at least 10 hours of work experience- Read and review 5 books- Complete 20 hours on the Pixl Maths app- Take on a leadership role within the Academy.- Visit a college and university- Complete a driving theory course- Gain an academic qualification- Gain a work related learning certification- Achieve at least Bronze Duke of York qualification- Attend Careers Skills show and have at least 5 employer interactions.	<ul style="list-style-type: none">- Complete an employer interview- Read and review 3 books- Complete a Post 16 finance course- Complete a fitness challenge and mindfulness session.- Attend an independent study training session- Write a CV, Personal statement and Career Action Plan- External 1:1 careers support meeting- Attend a Post 16 Workshop- Complete a Post 16 interview- Complete a Post 16 Application

In addition to the MCA Graduate Passport, students every two weeks will participate in the VotesforSchools program. This encourages all students make decisions on topical issues and be able to communicate their opinion effectively. It also links each topic to a career, exposing the students to a wider variety of careers. Students are required to make a log of this learning in their personal portfolio.

Aspire lessons are weekly; they develop the student so they are healthy individuals that can make appropriate decisions about their own futures.

In Year 7 we cover;

- Digital Literacy and e-safety
- Rebounding, zumba and aerobics
- Hygiene
- Diet
- Smoking, drugs and alcohol
- Self defence
- Cycling
- CPR, the recovery position and the treatment of minor injuries
- Diversity, body image and medical conditions
- Post 16 pathways
- How and where to research careers

In Year 8 we cover;

- Digital literacy
- Swimming
- How to revise
- Tai Chi, Yoga and Pilates
- Mental health, stress, self-esteem, coping strategies and mindfulness
- Relationship and Sex Education
- Enterprise for Chairty
- Anti-bullying
- Team building
- Post 16 pathways and Labour Market Information
- How and where to research careers
- Oxbridge requirements

In Year 9, students will participate in a careers day once a term and for a full week in June rather than weekly lessons. We will cover:

- Wellbeing
- Finance
- Employability and enterprise skills
- Interview skills
- Work related learning experience, including STEM
- Post 16 pathways and Labour Market Information
- How and where to research careers
- Oxbridge requirements

In Year 10 we cover;

- Work related learning with all students completing a certified course and work experience
- Digital literacy through the Duke of York award
- Safe travel through the theory driving course
- Wellbeing and how to revise
- Post 16 pathways
- Post 16 finance
- Labour Market Information
- How and where to research careers
- The personal careers investigator
- Employability skills with students attending the careers skills show
- Oxbridge requirements

In Year 11 we cover;

- CV writing
- Personal statements
- Applications
- Interviews
- Post 16 pathways, including Universities and Oxbridge

- Post 16 finance
- Labour Market Information
- How and where to research careers and post 16 establishments
- Wellbeing, mindfulness, meditation, diet and exercise
- How to revise and academic tuition

Events

A number of events, integrated into our careers programme, will offer providers an opportunity to come into the Academy to speak to students and/or their parents/carers. These include, but are not limited to;

- Careers exhibition
- Parents Evening
- Options Evening
- Careers week
- Post 16 Information Evening

Club 79

This group provides students working towards grades 7-9 with additional university experiences, linked to their specific career of choice. Providers are also encouraged to come into the Academy and speak to these students from 1-2pm on a Friday.

Training

A staff and governor questionnaire is used once a year to inform the training needed. Governor training is arranged once a year and staff training is offered through half termly breakfast blasts, fortnightly staff briefings and through lunch time drop in sessions.

NEET Strategy

To ensure no students at Manchester Communication Academy become NEET (Not in Education, Employment or Training) we continue to provide careers information, advice and guidance for our students once they have left the Academy

- Prior to the exams starting, all students will have a pathway arranged, which is tracked by the progress leader and monitored by the careers lead. Pastoral staff will support with the attendance of students to interviews if needed.
 - Following the exams and prior to results day, the careers lead will arrange projects in the local community for our students to engage in and will keep in contact with our most vulnerable students at risk of NEET.
 - On results day, the careers lead will speak to students who are at risk of not meeting their post 16 offer requirements.
 - Students are given the careers email in case support is needed.
 - The careers lead will liaise with providers to ensure all students are enrolled on courses and if not, meet the students to support with their enrolment.
 - In September, the first Alumni event invites students to share how they have settled onto their new courses. Any students at risk of leaving their course is offered support. These will be repeated each term.
 - At the certificate evening, the careers lead will address the students as a group, informing them of where to find additional support if needed and of the next steps in their career.
 - The careers lead will make regular contact with providers to ensure our students remain on the courses and update the record.

SEN and EAL Strategy

Students with additional needs or who speak English as an additional language may need more support when finding the most appropriate pathway post 16.

- The careers lead will liaise with the SENCo and EAL co-ordinator to ensure each of these students needs have been considered.
- The careers lead will also have additional 1:1 sessions with these students following their independent careers meeting, during these, a TA may be present to support with communication.
- Visits to the new providers may be arranged to support with transition
- The careers lead, EAL co-ordinator and SENCo may accompany the students to their interviews and enrolments.

Gatsby Benchmark

The Gatsby benchmarks are used to ensure the career provision in schools and Academies is fit for purpose. By 2020 it is statutory that all the following benchmarks have been met. At Manchester Communication Academy we have already taken steps to meet each benchmark, which will be built upon in the forthcoming years.

Benchmark 1: a stable careers programme with a careers leader

The careers programme is outlined in section 3 and is lead by Ailsa Whiting as the careers lead. This is supported by the Senior Leadership team and is published on the Academy website for all stakeholders.

Benchmark 2: learning from career and labour market information

By the age of 14, all of our students have accessed and used information on career paths and labour market information as outlined in section 3.

Parents are encouraged to share in this information through an annual careers information booklet, Parents evenings, termly report, careers exhibition and post 16 evening.

Benchmark 3: addressing the needs of each student

All students have independent 1:1 meetings with a career advisor and three 1:1 meetings with their progress leader. The outcomes of these meetings and post 16 destinations are tracked centrally and monitored by the careers lead. Careers information is also shared with students and parents on a termly report. Additional support is offered where needed as outlined in section 5.

Benchmark 4: linking curriculum learning to careers

The curriculum at MCA is based around the core Ebacc subjects and students can study these at GCSE where appropriate. Students are also made aware through careers, assemblies and lessons that grade 5`s in English and Maths are needed, with them having to repeat these subjects if less than a 4 is achieved. The curriculum outlined in section 3 alongside our work with our partners ensures there are opportunities to bring work related learning into the classroom. We have a designated member of staff leading on STEM and this is a focus for a full day in Year 9.

Benchmark 5: encounters with employers and employees

As section 3 outlines, our students each year will have the opportunity to have meaningful encounters with employers through exhibitions, visiting speakers, work experience, work related learning links and the careers week workshops. Our Assistant Principal leading on partnerships will co-ordinate these.

Benchmark 6: experiences of workplaces

Our students in Year 10 participate in work experience.

Benchmark 7: encounters with further and higher education

As section 3 outlines, students as part of their careers program will experience a full range of post 16 provisions with visiting speakers.

Benchmark 8: personal guidance

All students have access to an independent level 6 trained careers advisor during career lunch drop ins and Year 11 have a 1:1 interview.

Links to other Policies

- Safeguarding/child protection policy
- Curriculum Policy
- SEN Policy
- Provider Access Statement

Monitoring and Evaluation of Careers Education, Information and Advice

It is the responsibility of the Vice-Principal (Student Outcomes) and Assistant Principal to oversee and organise the monitoring and evaluation of Careers Education, Information, Advice and Guidance, in the context of the overall school plans for monitoring the quality of teaching and learning. The impact of the programme will ultimately be measured via destination data from the Department for Education and real time information from Manchester City Council CCIS data team. Our aim is to ensure all our students are EET (in Employment Education & Training) after leaving MCA. The destination data will be evaluated thoroughly to monitor both the destinations of choice for our students and the choices made by more vulnerable cohorts. Termly and annual reports are produced to the Local Governing Body.

Measuring and Assessing Impact

The Academy measures & assesses the impact of the careers programme on students by;

- Using the 'Compass evaluation tool' annually to assess progress towards meeting the eight Gatsby Benchmarks by 2020 (DFE target)
- Producing a termly review of the objectives of the programme with a focus on; employer engagements, experiences of the work place and personal guidance
- Annual review of the delivery of the programme and evidence of impact on; students progression into further education & training (destinations data) and NEET reduction
- Collating evidence from all stakeholders e.g student voice, staff, parents, governors and employers

Policy Review

The policy will be reviewed on an annual basis. If new guidance becomes available it may be necessary to review this policy at an earlier date.