



# **DAYSPRING TRUST**

## **Venerable Bede CE Academy**

### **Careers Policy**

Ratified by: Executive Headteacher

Date of review: September 2019

Date of next review: September 2020

The Dayspring Trust aims to serve its community by providing an education of the highest quality within the context of Christian faith and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils. We believe that our Christian values spring from the two great commandments, 'Love God and love your neighbour'. We seek to live this out through the power of the Holy Spirit. St Paul reminds us in Galatians 5.22-23 that the fruit of the Spirit is "Love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control". These are also underpinned by the Old Testament injunction to "Do justly, love mercy and walk humbly with our God" Micah 6.8. These values rooted in the Christian Faith come as a package and we aim to embed them in the life of our academies in a worked out way. We recognise that at times we may highlight particular values to bring them into greater prominence within our academies and these are currently the five values of Forgiveness, Hope, Joy, Perseverance and Wisdom. We believe these values to be in accordance with British values springing from our Judeo-Christian roots. Collective worship will play a major and vital part in assisting with this process of embedding these values in the life of our academies.

The Multi Academy Trust Members and Directors are aware of their responsibilities in law and are committed to the provision of an excellent education within its academies in accordance with our Anglican foundation. This is embraced in our Dayspring Trust vision statement:

- **Forge a supportive and challenging family of academies**
- **Provide excellent education within a strong Christian community**
- **Resource our pupils for wise and generous living**

In addition, each academy also has its own distinctive mission statement, flowing out from the vision statement of the Dayspring Trust.

**At Ian Ramsey CE Academy:**

"Together to learn, to grow, to serve."

This is embodied in scripture:

*'Each of you should use whatever gifts you have received to serve others, as faithful stewards of God's grace in various forms.'* 1. Peter 4.10

**At Venerable Bede CE Academy:**

"Soar to the heights together"

This is embodied in scripture:

*'But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.'* Isaiah 40:31

This policy has been developed to take into consideration our ethos as well as local and national policy and guidance.

*‘For surely I know the plans I have for you, says the LORD, plans for your welfare and not for harm, to give you a future with hope’ (Jeremiah 29:11)*

<b>Staff responsible for this policy:</b>	<b>Careers Lead</b> Tori DaGama (AHT & T&L Lead)
<b>Contact:</b>	<a href="mailto:victoria.dagama@venerablebede.co.uk">victoria.dagama@venerablebede.co.uk</a> T: 0191 5239745
	<b>Careers Co-ordinator</b> Holly Pestell
<b>Contact:</b>	<a href="mailto:holly.pestell@venerablebede.co.uk">holly.pestell@venerablebede.co.uk</a> T: 0191 5239745
<b>Created:</b>	September 2019
<b>Next review</b>	September 2020

## Careers Policy

### Introduction

Careers education, information advice and guidance (CEIAG) is an essential and statutory part of the support we offer to all pupils at Venerable Bede CE Academy.

The Academy recognises the essential part careers education and guidance can play in helping our young people prepare for the opportunities, responsibilities and experiences of life.

This policy sets out the Academy’s commitment to careers education and guidance and what stakeholders can expect from this.

### Aims and objectives

The Venerable Bede Academy careers programme uses both statutory guidance and the Gatsby benchmarks as its core, as well as the importance of knowing our pupils well and what they may need to succeed in later life.

The careers programme is planned to:

- Encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations through their life at school
- Ensure pupils’ readiness to take their next step in their learning or career
- Give a firm foundation in careers learning from Year 7 to ensure pupil learn about themselves, their skills, their interests and how this fits into future qualification choices and learning pathways
- Help pupils understand the changing world of work
- Ensure the needs of all pupils are met for their transition onto their next stage
- Facilitate meaningful encounters with employers for all pupils
- Support positive transitions both from KS3-KS4 and from KS4-Post-16
- Enable pupils to develop the research skills to find out about opportunities available to them
- Help pupils develop the skills, attitudes and qualities to make a successful transition into the world of work
- Give pupils at least one personal experience of the world of work and the work place

- Encourage participation in continued learning, including further and higher education, apprenticeships and other approved technical qualifications
- Support inclusion, challenge stereotypes and promote equality of opportunity
- Contribute to strategies for raising achievement, particularly by raising motivation and aspiration
- Promote the RPA agenda (raising the participation age) and show the importance of maths and English in all aspects of employment
- Give pupils at least one opportunity to access face-to-face, personal careers advice from a qualified careers advisor
- Support and equip parents with careers information, including pathway choices, provider information and support at key transition points.

### **Pupil entitlement**

All pupils are entitled to be fully involved in an effective careers programme.

The Academy makes the commitment that the careers programme will be delivered in school hours and where further enrichment activities occur outside of the careers programme, which in turn may benefit pupils' careers education, these will be clearly advertised in advance to both pupils and parents/carers.

### **Parental involvement**

Young people do not make decisions about their future careers pathways in isolation. Parents/carers can have a substantial impact on the decisions young people make, as well as a clear interest in ensuring the right outcomes for their young person. The Academy is committed to involving parents as much as possible, wherever possible.

### **Events/ information for parents**

Parents and carers are invited to attend school on their child's parents evening to discuss face to face with teaching staff regarding their progress and attitude to school life.

At relevant parents' evenings, the Academy's careers advisor (Youth Direction) will be available to answer questions and give information regarding any specific questions or queries related to future pathways which may arise.

Local colleges will be present at many events throughout the year.

The Academy will ensure that the school website gives information regarding gaining further information around careers events and future pathways, including apprenticeships and approved technical qualifications.

The academy provides continuous access to help with careers education and guidance for parents/carers. Please email [holly.pestell@venerablebede.co.uk](mailto:holly.pestell@venerablebede.co.uk) with any questions and a member of staff will get back to you as soon as possible.

## **Delivery of the careers programme in line with our DEEP curriculum and Christian values**

### **Year 7 – Discussion**

Pupils will be introduced to working with guest speakers to gain the most out of these experiences. Pupils will be encouraged to express their interests and opinions through discussion work. Lessons will cover an overview of what is a career, stereotyping, discrimination and workplace expectations.

### **Year 8 – Exploration**

Pupils will be encouraged to be inquisitive towards all career pathways. Lessons will be implemented to boost an awareness of GCSE options and the importance of exploring all avenues. Lessons will cover tips for choosing options, an overview of options subjects that are new to the pupils and labour market information.

### **Year 9 – Refinement**

Pupils have now begun their options and have started to refine their interests to suit themselves. Lessons will be driven towards making pupils more employable, different learning pathways and labour market information.

### **Year 10 – Implementation**

Pupils are now fully embedded into their GCSE courses and focusing on success and implementing learned skills. Lessons will be based around study skills, applying for work experience, CV writing and employment rights and responsibility. Opportunity will be offered to visit further education provisions.

### **Year 11 - Preparation**

Pupils are now gearing towards the end of their GCSE experience and it is important that they start to plan and prepare for life after Venerable Bede Academy. Sessions will be available for pupils to interact with colleges, sixth forms and apprenticeship options.

### **Careers information**

To be relevant, careers information must be up to date and reflect the nature of both local and national workforce trends. Paper resources can be useful, however online information gives continuous up to date advice and guidance for both pupils and parent/carers.

It is important that all parties have access to this information and a list of useful websites will be published on the school website to help in careers exploration and decision making.

### **External providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations or ambassadors, employers, school alumni or staff from other projects. In all cases, such staff and organisations will be vetted for suitability by school staff and appropriate safeguarding and evaluation measures will always be in place.

*For external providers looking to visit school to share information with pupils regarding careers education, please see the 'provider access' section at the end of this policy for more details.*

### **Management and staffing**

The careers programme for Venerable Bede CE Academy will be strategically overseen by the Academy's designated careers lead. The day to day running of the programme will be overseen by the Academy's careers co-ordinator.

All one-to-one careers advice is provided by the Academy's qualified careers advisor from Youth Direction.

Support will also be given by the Academy's leader of Personal Development, Heads of Year and Form Tutors.

### **Staff development**

Any training deemed necessary for staff delivering careers education by the Academy's careers team will be facilitated, to ensure delivery is high quality and informed.

### **Employer links**

Links with employers, businesses and other external agencies continues to grow and the Academy has its own independent enterprise advisor with links to local employers and employees.

### **Equal opportunities**

The Academy is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. In collaboration with other staff, the Academy practises early identification of pupils requiring additional support, with no limit on how many times these pupils may access a careers advisor. Through Youth Direction, the careers programme works with the SENDCo to ascertain pupils requiring additional support and plan for successful transition at every stage.

Role models, including alumni and other speakers will be used when available to demonstrate what is possible after pupils leave the Academy.

### **Monitoring of destination data**

The Academy actively uses destination data to analyse the effectiveness of the careers programme and adapts where required.

### **Monitoring and evaluation**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils.

The careers programme is evaluated in a number of ways including:

- Pupil voice
- Staff feedback on careers lessons and activities
- Gathering informal feedback from external providers and parents
- Destination figures post-16
- Compass evaluation against Gatsby Benchmarks

Venerable Bede CE Academy is committed to working towards the Quality in Careers standard, the national award for schools in evaluating careers education and provision.

## **Provider access statement – management of provider access requests**

### **Procedure**

A provider wishing to request access should contact the careers lead using the information given at the beginning of this policy.

### **Opportunities for access**

A number of events which are integrated into the school's careers programme will offer providers an opportunity to come into school to speak to pupils and/or their parents.

Opportunities include:

- Personal Development lessons (all year groups, once per week on Wednesday 9-10am)
- Year 10 careers week (dates TBC)
- Parents evenings and other school evening events (see school website for details)

Other events may be available as the careers programme for Venerable Bede Academy develops further. Please speak to our careers lead to identify the most suitable opportunity for you.

### **Premises and facilities**

The Academy has various spaces which may be appropriate for external provider information sharing such as the main hall, the activity hall and classrooms and private meeting areas.

The school will facilitate all IT requests where possible and where equipment is available. This will be discussed and agreed in advance with the careers lead.

Providers are welcome to leave a copy/copies of their prospectus or other relevant literature with the careers lead who will ensure pupils have access to it.

Please note the Academy does not encourage pupils to apply for courses with any providers on the day of contact. Any applications to any providers must be considered with parents/carers and independently submitted once further discussion has taken place.