



## **SIR ROBERT PATTINSON ACADEMY**

# **CAREERS EDUCATION, GUIDANCE AND WORK-RELATED LEARNING PROTOCOL**

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**May 2020**

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**18 May 2020**

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**May 2023**

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## **CAREERS EDUCATION, GUIDANCE AND WORK-RELATED LEARNING PROTOCOL**

This protocol incorporates Careers Education, Information, Advice and Guidance, Work Related Learning (including Enterprise) and The Gatsby Benchmarks. It acknowledges the statutory requirement that Schools must provide a planned programme of careers education within the curriculum in Years 7 to 13 and includes work related learning within the curriculum for all students at KS5. It has been written in conjunction with the following documents:

- CDI framework for career employability and enterprise education 7-19
- Securing Independent Career Guidance DfE 2012
- Careers Guidance and access for education and training providers (Statutory Guidance for Governing Bodies, School Leaders and School Staff) DfE January 2018.
- Careers Strategy: Making the most of everyone's talents. DfE December 2017
- The Education Act 2011 Duty to secure independent and impartial careers guidance for young people in schools- statutory guidance for head teachers, school staff, governing bodies and local authorities – DfE March 2012
- Raising the Participation Age: supporting local areas to deliver 2009 December 2009
- DfE Careers Guidance and Inspiration in schools April 2014
- DCSF 2009 Statutory Guidance: Impartial Careers Education
- DCSF Quality Standards for Young People's Information, Advice and guidance;
- Career Mark 7
- DCSF The Work-related Learning Guide – second edition
- Every Child Matters
- OFSTED: Learning to be enterprising
- OFSTED: Moving through the system – information, advice and guidance;
- QCA Programme of Study for Citizenship at KS3 and 4
- QCA Programmes of Study for PSHE education at KS3,KS4 and KS5
- QCA Economic wellbeing framework 11-19; career, work-related learning and enterprise

For the purposes of this protocol we are using the following definitions:

### **Careers Education**

Helps young people develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. (Gatsby Benchmark 1)

### **Careers Guidance**

Enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.(Gatsby Benchmark 7)

### **Guidance**

The provision of independent and impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress. (Gatsby Benchmark 7)

### **Advice**

The provision of advice through activities that help young people to gather, understand and interpret information and apply it to their own situation.

### **Information**

The provision of accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice and how to access it.

### **Work Related Learning**

Is defined as planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning about working practices and learning the skills for work. (Gatsby Benchmarks 5&6)

### **Enterprise**

Enterprise capability is innovation, creativity, risk management, risk taking and 'can do' attitude – and the drive to make ideas happen.

*It is supported by(a) financial capability which is the ability to manage one's own finances and to become questioning and informed consumers of financial services; and (b)Business and Economic understanding is the ability to understand the business context and make informed choices between alternative uses of scarce resources.*

## **CONTEXT WITHIN THE SCHOOL AND COMMUNITY**

Sir Robert Pattinson Academy is a large 1190 student academy with specialisms in Languages, Science and Mathematics. The catchment area is a mix of rural and urban and at present predominantly white British. It caters for a wide range of needs and abilities.

## **INTENT**

- To help students 11-19 to prepare for working life
- To help students, particularly from vulnerable groups, in managing changes and responding to challenges in their lives
- To help students achieve economic well-being
- To help students make a positive contribution
- To provide students with access to an independent and impartial CEIAG programme which will enable them to develop the skills and knowledge required for effective career planning.
- To develop a whole school culture of enterprise
- To raise student achievement by encouraging ownership of learning and an enterprising attitude leading to increased motivation.

## **IMPLEMENTATION**

### **ROLE OF PERSONAL TUTOR**

The Personal Tutor's role is to ensure students' well being and personal development and achievement by collaborating with other staff, parents and assisting where appropriate in work with external agencies.

The personal tutor is responsible for target setting and action planning with their students. (Gatsby Benchmark 3)

Information, Advice and Guidance (IAG) is available for individual students through the tutorial and monitoring system, which is the responsibility of the appropriate Heads of House

### **CURRICULUM PROVISION**

#### **YEARS 7/8**

- Every student receives a 60 minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. This lesson/ day consists of Careers, PSHE and British Values. (Gatsby Benchmark 1)
- The Language Department organise foreign visits, which incorporate financial capability learning.
- All departments support CEIAG by use of individual target setting.(Gatsby Benchmark 3)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- All students are involved in a variety of fundraising activities involving enterprising skills.
- Every student has the opportunity to visit a University and work with a wide range of employers (Gatsby Benchmark 3,5,7)
- All departments include and identify relevant work related learning in their schemes of work.(Gatsby Benchmark 4)

#### **YEAR 9**

- Every student receives a 60 minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. This lesson/day consists of Careers, PSHE and British Values.(Gatsby Benchmark 1)
- Every student should participate in a Skills Road Show which supports work related learning and CEIAG (Gatsby Benchmark 3,5)
- All departments support CEIAG by use of individual target setting.(Gatsby Benchmark 3)
- Identified and self-referring students may receive additional IAG from a bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3, 8)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- A range of resources and inputs are provided to support the option process.

- All departments include and identify relevant work related learning in their schemes of work.(Gatsby Benchmark 4)
- All students are involved in a variety of fundraising activities involving enterprising skills.
- All students have the opportunity to visit a University to attend a lecture, take part in a campus tour and sample life as a University student. ( Gatsby Benchmark 3, 7)

## **YEAR 10**

- Every student receives a 60 minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. This lesson consists of Careers, PSHE and British Values (Gatsby Benchmark 1).
- Every student should participate in Workwise Day which supports work related learning.(Gatsby Benchmark 2,3,5)
- All departments support CEIAG by use of individual target setting.(Gatsby Benchmark 3)
- All departments should include and identify relevant work related learning in their schemes of work.(Gatsby Benchmark 4)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- All students are involved in a variety of fundraising activities involving enterprising skills.
- Identified students will visit local Further Education providers to take part in a taster day (Gatsby Benchmark 3,7)

## **YEAR 11**

- Every student receives a 60 minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. This lesson consists of Careers, PSHE and British Values (Gatsby Benchmark 1).
- Every student participates in work related learning activities to include Interview Skills, CV writing and Labour Market Information.(Gatsby Benchmark 2,3,5)
- All students will receive additional IAG from bought in independent and impartial Careers Guidance Practitioner(Gatsby Benchmark 3,8)
- All departments support CEIAG by use of individual target setting.(Gatsby Benchmark 3)
- All departments include and identify relevant work related learning in their schemes of work.(Gatsby Benchmark 4)
- Assemblies provide additional relevant input including opportunities to develop student enterprising capabilities.
- All students have the opportunity to speak to a range of Post 16 /18 providers at the Post 16 Market Place (Gatsby Benchmark 2,3,5,7)

## **YEAR 12/13**

- Every student receives a 60 minute Personal Development lesson once a fortnight delivered by their personal tutor and a Personal Development Day one per term. This lesson consists of Careers, PSHEE and Citizenship. (Gatsby Benchmark 1)
- At the end of the Year 11 courses all prospective sixth form students attend Induction/Taster days. (Gatsby Benchmark 3,7)
- All year 12 students attend the Careers and Apprenticeship Fair. (Gatsby Benchmark 2,3, 7)
- Every student in Year 12 will participate in a week of Work Experience, which supports work related learning. (Gatsby Benchmark 2,3,6)
- All students will be supported in accessing extended work experience/ volunteering placements in the community (Gatsby Benchmark 2,3,6)
- All students take part in volunteering in KS3 Personal Development lessons
- All departments support CEIAG by use of individual target setting.(Gatsby Benchmark 3)
- All departments include and identify relevant work related learning in their schemes of work. (Gatsby Benchmark 4)
- Identified and self-referring students may have provision of an IAG interview from a bought in independent and impartial Careers Guidance Practitioner (Gatsby Benchmark 3,8)
- Assemblies provide additional relevant input.
- There is a range of freestanding activities, which take place throughout the year to support students' progression e.g Planning for the Future Clinic. (Gatsby Benchmark 3,5,7)
- All Year 12 students will visit two universities (Gatsby Benchmark 3,7)

## **METHODOLOGY**

Personal tutors deliver a planned progressive and coherent programme of CEIAG and WRL. (Gatsby Benchmark 1) A wide variety of delivery methods are used that acknowledge the full range of learning styles. Effective delivery relies on clear learning outcomes as well as the deliverer having a range of flexible and active learning methods. Each activity is identified through schemes of learning (SOL).

Activities may be delivered working in partnership with other departments, an independent and impartial Careers Guidance Practitioner, Tony Crow Associates plus local employers and organisations. (Gatsby Benchmark 3,5,6,8)

## **IMPACT**

### **ASSESSMENT, RECORDING AND REPORTING**

In KS3, KS4 and KS5 regular termly review and reflection sessions are built into the Personal Development programme using UNIFROG and can be shared with tutors and parents (Gatsby Benchmark 3).

All students have the opportunity and are encouraged to complete their Work Experience Record Book during their work experience week. On successful completion, students receive a certificate at the appropriate level. This is tracked and awarded by the academy. (Gatsby Benchmark 3)

The academy operates a detailed system of tracking student destinations from Year 11-13. (Gatsby Benchmark 3)

## **MONITORING, REVIEWING AND EVALUATING**

An Assistant Head responsible for personal development within the School line manages the Careers & Employability Co-ordinator, who is responsible for the statutory programme of CEIAG for Yrs 7-13. Mrs A Braithwaite is the identified governor link for personal development and CEIAG/WRL.

### **MONITORING**

#### **CEIAG**

The Careers & Employability Coordinator monitors the delivery of Careers Education in a variety of ways: At KS3/4/5 there are lesson observations and student feedback. (Gatsby Benchmark 1)

The Assistant Head responsible for personal development and CEIAG/WRL will monitor the provision of guidance to students to support the transition process at the end of KS3 and 4. (Gatsby Benchmark 3)

In KS4 the Careers & Employability Coordinator completes a data collection record of students planned destinations. This information is shared with the governors, Senior Leadership Team, Heads of House and Lincolnshire County Council Post 16 participation team. (Gatsby Benchmark 3)

In KS5 students complete a letter of intended destination which is then collated and recorded by the Pastoral Lead of the Sixth Form. This information is passed to Head of Sixth Form and the Careers & Employability Co-ordinator, then shared with Lincolnshire County Council Post 16/18 participation team. (Gatsby Benchmark 3)

#### **Reviewing and Evaluation**

The programme is reviewed annually by the Careers & Employability Coordinator in partnership with all key players according to internal need and in relation to external changes. The co-ordinators use the monitoring systems to formally and informally evaluate schemes of work and various activities. Programmes are then modified as appropriate. Evaluation can be in a variety of forms e.g. evaluation forms, meetings, informal feedback. (Gatsby Benchmark 1)



## **RESOURCES**

### **Budgets**

The Academy's Director of Finance ensures that CEIAG is adequately resourced.

### **Careers Library**

As part of the annual budget the Careers & Employability Co-ordinator maintains the Careers Hub. The contents are reviewed and maintained by the Careers & Employability Co-ordinator.

The teaching resources for CEIAG/WRL/Enterprise are reviewed and maintained by the appropriate co-ordinator regularly and are kept in the hub and made available to staff when required.

## **STAFF DEVELOPMENT**

The Academy operates a performance management system. Staff are requested to select targets based on School, Department and Personal. In addition, staff are required to have a target for their area of responsibility. This allows any member of staff to identify CEIAG/WRL/Enterprise as a training need.

Staff with responsibilities can identify areas where training is required with the appropriate senior leader and identify the appropriate training provided.

## **ADVICE AND GUIDANCE**

*'Advice is a brief consultation to provide someone with appropriate and accurate information, and give "suggestions" about how to act upon that information' (Russell, J et al 1992)*

*'Guidance is a process not a product, a means not an end: at its' heart is not meeting people's immediate wants, but helping them to clarify their longer term needs.'* (Watt, A G 1999)

### **Advice**

The Academy has in place a series of systems to give advice to students. These include the R2L tutor, the House system, Careers & Employability Coordinator, teachers, other staff and referral to independent & impartial IAG from a bought in Careers Guidance Practitioner (Gatsby Benchmark 3,8)

### **Guidance**

The CEIAG programme and tutorial input should contribute to this process. There is a system of referral to for in-depth one-to-one impartial guidance from a bought in independent and impartial Careers Guidance Practitioner and staff are aware of other appropriate specialists. ( Gatsby Benchmark 3,8)

Careers & Employability Coordinator – to have appropriate qualifications in CEIAG. Their role is to be involved in the planning of statutory CEIAG throughout the School; to keep up-to date with developments in CEIAG; to devise, review and update SOL for the age and ability range of all students studying CEIAG; to monitor and co-ordinate the work of staff involved with CEIAG throughout the Academy; to provide general assistance and support to the Personal Development Lead; to be responsible for the upkeep of records and the careers hub. The Careers & Employability Co-ordinator acts as a point of contact for students and is also responsible for contacting outside agencies and liaising with bought in independent and impartial Careers Guidance Practitioner.

The Careers & Employability Coordinator works with Assistant Head (Personal Development) in the coordination of Skills Road Show programme which is delivered annually to Y9 students. This event, plus other activities throughout the year enables students to experience STEM activities which are delivered by Academy staff and visiting speakers.

### **HANDLING SENSITIVE AND CONTROVERSIAL ISSUES**

The Academy has Equal Opportunity and Child Protection Policies. Staff have been trained to deal with these issues. The Academy uses Safe Guarding Officers to support staff and students with these issues.

### **PARTNERSHIP WORKING**

Sini Thorpe Guidance Practitioner – Impartial information, advice and guidance on individual basis and within the curriculum.

Complete Careers – Careers & Employability Coordinator works with the CEIAG Curriculum adviser as appropriate. Training is offered to staff both locally and centrally.

University – Provide a course for 14-17 year olds as well as a range of curriculum inputs and support for internal events. (e.g. Bishop Grosseteste University First Steps for Study).

Partnerships at KS4 e.g. Pilgrim Hospital School.

The Forces – Provide support for various events.

Local Employers - Support students in a number of ways but particularly in relation to the whole school enterprise activities, “Workwise,” Interview Skills Day and Curriculum subjects.

Vocational Education - Assistant Heads for Curriculum and IAG are responsible for the overall curriculum development. The Quality Nominee is responsible for BTEC programmes within the school.

## **QUALITY STANDARDS**

The Assistant Head (Personal Development) and Careers & Employability Coordinator meet on a fortnightly basis to ensure students have a coherent quality programme. The School holds the Quality in Careers Standards- Career Mark 7 quality award and has achieved platinum status having recently been revalidated for the 5th time in July 2019

## **RELATED POLICIES**

Inclusion	SRE
Child Protection & Safeguarding	Complaints
Professional Learning	Positive Behaviour Management
	Single Equality Policy

## **CONSULTATION DISSEMINATION AND REVIEW**

To include everyone in the consultation process, this protocol will be displayed on the VLE for viewing prior to ratification by the Governors. A notice will be displayed on the Academy website inviting all parties i.e. staff, parents/carers, students, governors and other interested partners to view and comment prior to the Governors meeting. Once all these consultations have taken place a final policy will be adopted by the Academy and this will be available to all via the website and Staff Handbook.