



Careers Education, Information, Advice and Guidance (CEIAG)

Halewood Academy

Rationale

Halewood Academy careers education programme provides our pupils with the opportunity to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It promotes equality of opportunity, celebrates diversity and challenges stereotypes. It is designed to meet the Gatsby benchmarks and conforms to statutory requirements.

Context

For the past 4 years 97% of our pupils go on to post 16 higher education, employment or training. At each point where we deal with transitions, we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Halewood Academy is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

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Aim

Our aim at Halewood Academy is to support pupils by providing pupils with excellent careers guidance, that is motivating. By giving pupils a variety of opportunities, it will connect their learning and futures, allowing pupils to make informed decisions about their career route.

Objectives

To ensure that pupils;

- Grow throughout life by learning and reflecting on themselves, their background, and their strengths.
- Explore the full range of possibilities open to them and learn about recruitment processes and the culture of different workplaces.
- Manage their career actively, make the most of opportunities and learn from setbacks.
- Create opportunities by being proactive and building positive relationships with others.
- Balance their life as a worker and/or entrepreneur with their wellbeing, other interests and their involvement with their family and community.
- See the big picture by paying attention to how the economy, politics and society connect with their life and career.

Provision

KS3

Year 7 outcomes - Be able to explain the difference between a job and a career. Challenge commonly held stereotypes and misconceptions related to specific jobs or careers. Recognise how the skills used in their core lessons relate to those used by professionals in the workplace. Start to recognise a range of careers, employers and employment sectors within their local area.

Year 8 outcomes - Recognise the transferable soft skills that employers are looking for. Hear directly from a range of local and national employers. Explain why these skills are desirable to prospective employers. Evaluate their own skills to identify areas of strength and areas for development. Identify practical ways in which they can develop and improve these skills whilst at school.



Year 9 outcomes - Identify the different pathways into employment including university, apprenticeships and self-employment. Challenge commonly held stereotypes and misconceptions about Higher Education and apprenticeships. Develop transferable soft skills through the completion of the My Perfect University Challenge. Develop a concept for their own perfect university linked to local labour market growth sectors. Complete their own Destinations Roadmap which identifies the steps that they will take to realise their future career goal. Be clear where they can seek additional careers IAG if required.

KS4

Year 10 outcomes - Identify current trends within their local labour market. Learn more about employment and training opportunities within 4 key growth sectors. Identify the skills that local employers are looking for across each industry sector. Demonstrate these skills through the completion of an industry-linked task. Re-visit their Destinations Roadmaps to consider what specific steps they could take to develop the sector specific skills to work in their chosen industry.

Year 11 outcomes - Identify their own personal skills and qualities. Identify the key characteristics of an effective CV, letter of application and application form. Complete their own CV. Understand how social media can be an effective tool when seeking employment in the future. Understand what employers expect to see in an effective interview. Take part in a mock interview process.

Opportunities for Access

Throughout the academic year a number of events, are integrated into the school careers programme. We host an annual schools' careers event that includes employers, employees, universities, apprenticeships and further education providers. Our connections include former pupils, parents, local employers and providers. At Halewood Academy our careers programme is designed to celebrate all enrichment opportunities. Assemblies and pop up careers stands at lunch and break times will be utilised throughout National Careers Week, National Apprenticeship Week and STEAM Week.

In Years 10/11 pupils will be given the opportunity to undergo a full timetabled week to experience the World of Work. Pupils will have access to over 40 employment sectors, they will discuss their future on a 1-2-1 level with employers and they will have specific career/business workshops, in addition to a full day taster session at Cronton College.

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World of Work Week will then be followed up by work experience in Year 11

The objective of work experience is to;

- Prepare students for the world of work.
- Give students the opportunity to learn from employers, experience employment and develop the skills that are valued in the workplace.
- Give students first hand experience of the work place to help their exploration of careers opportunities, and expand their networks.
- Expose students to the workplace to enhance their communication skills and build their confidence.
- To equip students with realistic expectations of the work place and to highlight the expectations of employers.
- To highlight the importance of the link between study and the world of work which will in turn motivate students and raise attainment and aspirations.
- Give students an insight into a potential career path.

To prepare pupils for their work experience, pupils attend an assembly delivered by Elevate-EBP. Elevate-EBP are a company who are committed to connecting with young people, educators and business professionals across the Liverpool City Region. Pupils will be given selection forms to decide their top 4 choices for where they would like to be placed.

Everton in the Community - Pathway to construction

Year 10/11 pupils will be enrolled in a pathway to construction.

Target Outcomes for this programme:

- Participants develop their skills and knowledge
- Participants have improved Confidence and Self Esteem
- Participants feel inspired and engaged
- This programme helps progress participants into FE, Employment or Training

The purpose of this programme is to raise awareness of the various roles in construction both on and off site. By delivering meaningful sessions both in school and at Employer's premises the young person will gain knowledge of the sector, therefore raising awareness, confidence and aspirations.

The insight from this programme will help the groups choose to continue with a follow-on programme in Year 11 which will include more employer activities and employability skills helping to move them nearer to the jobs market.



Everton in the Community - Pathway to Health and Social Care

This programme will give Year 11s an insight into the Health and Social care sector to help them make some choices about their future career. They will meet real people from the sector and hear about their personal journeys and gain an insight into the wide range of opportunities in the sector, the eligibility criteria and the bespoke application process in the NHS.

Target Outcomes for this programme:

- Participants develop their skills and knowledge
- Participants have improved Confidence and Self Esteem
- Participants feel inspired and engaged
- This programme helps progress participants into FE, Employment or Training.

Roles and Responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between higher education providers and employers are embedded to support the curriculum through KS3 and 4.

Careers Team

Gareth Harrison: Vice Principal – Personal Development

Alice Gallen: Careers Leader

Faye Rafferty: Independent Careers Advisor

Chelsea Jones: Aspirations Coordinator

James Campbell: STEAM Coordinator



Monitoring, Recording and Evaluation

Monitoring, recording and evaluation built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as work experience and mock interviews.

Throughout both key stages pupils develop a profile on Launch Your Career and Unifrog. Their activities and skills development can be recorded and monitored by staff including form tutors and the careers team. All careers encounters including, assemblies, trips and visits, guest speakers, career fairs etc. will be recorded on Unifrog for pupils who have attended.

All participants in any programme will complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed by the careers team.

Careers and SEND Provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.

Pupils with SEND have an interview with the internal careers adviser before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations.

Year 9 pupils who have SEND will attend the National Apprenticeship and Education Event in Birmingham. This event is to give pupils a further insight in to the different opportunities available to them across the nation, and it will be used to help inform their choices when selecting their options later in Year 9.

Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service. The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.



Parents

Parents and carers play a vital part in ensuring their child gains the best information, advice and guidance to prepare them for life once they leave Halewood Academy.

To support parents, we use Unifrog for Y7-11, this is used to help research and document their CEIAG progress. For parents, there are many tools on this platform that they may wish to use with their child to help them make decisions and promote career discussion at home. The 'shortlist' tools on Unifrog are also very helpful when supporting your children to find the right college, university or apprenticeship. These options are all updated regularly, and the apprenticeship shortlisting tool is updated every 24 hours with apprenticeships from across the country. Parents are sent a Unifrog parent pack to explain everything the platform has to offer and how they can access it to support and track their children's progress.

As well as Parent's Evenings throughout the school year, there are CEIAG specific events that parents and carers should be aware of, such as Year 9 options evening. We will of course notify you of the specific times and dates of these events if they are relevant to your child.

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