

**Careers Education, Information,
Advice and Guidance Policy
Smith's Wood Academy
Part of Fairfax Multi-Academy Trust**

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1.0 School Vision

1.1 Smith's Wood Academy seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college.

'knowledge, skills and attributes that Smith's Wood Academy students need to lead successful and happy lives'

1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.

2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff: [Careers Guidance and Access for Education and Training Providers](#)

2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at *Smith's Wood Academy* are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor. This policy will be shared with all staff at the start of each academic year by the careers lead.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

- 4.1 The school has a series of statutory duties:
 - 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11

- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- 4.1.3 This advice must cover a range of education or training options
- 4.1.4 This guidance must be in the best interests of the pupil
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. There is no appendix 3? This policy and these arrangements must be published
- 4.2 The Academy will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy Section 3
- 4.3 Smith's Wood Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
- 4.4 The Academy will continuously monitor its CEIAG through self-assessment via the Compass+ tool and offer and seek further improvement by obtaining feedback from students, parents, external providers and teaching staff. This will also be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. LA, School Improvement Partner or Ofsted)

5.0 Associate Responsibilities

- 5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
 - 5.1.1 based on the eight Gatsby Benchmarks
 - 5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

- 6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.
- 6.2 All pupils in years 7-11 are entitled:
 - 6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
 - 6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
 - 6.2.3 to understand how to make applications for the full range of academic, vocational and technical courses.

- 6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
- 6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1 The Principal will ensure that:

7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey.

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted.

7.2.2 The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The Associates of Smith's Wood Academy will review this policy every three years.

The Gatsby Benchmarks Appendix 1

[gatsby-careers-4-pager-updated.pdf](#)

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.
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 best use of available information.
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.
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 future career paths.
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.
6	EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
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.
8	PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career 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.

Smith's Wood Academy Careers Charter

Appendix 2

Careers Provision 2024/2025

<p>Year 7</p> <ul style="list-style-type: none"> • Introduction to learning journey. • Introduction to University via Access to Aston Programme • Aim Higher Programme • Skills Builder Partnership Programme • Introduction to Careers Zone/Virtual Learning Centre. • Introduction to Careers Advisor • Visual displays – posters in Careers Zone and around Academy • Introduction to Careers Futures Questionnaire emailed to students (CEC) 	<p>Year 8</p> <ul style="list-style-type: none"> • Attendance at Parents Evening • Skills Builder Partnership Programme • Aim Higher Programme • Access to Aston Programme • 1:1 careers interview for identified vulnerable students as identified by excellence leaders and attendance team • Careers Future Questionnaire emailed to students(CEC) 	<p>Year 9</p> <ul style="list-style-type: none"> • Aim Higher & Aim Higher Mentoring to include University visit for identified students • Assemblies with guest speakers • Skills Builder Partnership Programme • Careers Fair • Careers interviews for SEN EHCP students. • Attendance of Careers Advisor at Parents Evening • Attendance of Careers Advisor at GCSE Options Evening • Careers information emailed to students • 1:1 careers interview for identified vulnerable students as identified by excellence leaders and attendance team • Careers Future Questionnaire emailed to students(CEC)
<p>Year 10</p> <ul style="list-style-type: none"> • Careers Fair • Aim Higher • Assemblies with guest speakers • Assemblies with local Sixth forms/colleges • Next steps assembly • T Level Assembly • Introduction to apprenticeships • Off-site work experience (July) and virtual work experience • Attendance of Careers Advisor at Parents evening • Oxbridge University visit • 1:1 careers interview for SEN students EHCP and others with additional needs by SMBC Skills for Success team • 1:1 careers interview for identified vulnerable students as identified by excellence leaders and attendance team • Year 10 Career Planner (CEC) questionnaire. • CV writing in PSHE • Careers information leaflet-websites • UNIFEST • Careers information emailed to students • Careers Future Questionnaire emailed to students(CEC) 	<p>Year 11</p> <ul style="list-style-type: none"> • 1-1 careers guidance interviews all students with action plan • CV writing support during PSHE • Careers group sessions for identified students for ONLINE College & Sixth Form application forms • Sixth Form and College assemblies • Post 16 Open Day/Evening board outside Careers Zone • Careers Fair • College/Sixth Form visits for SEN/vulnerable students • Motivational Speaker. • Aim Higher Workshops- Exam success, well-being, revision sessions • Next steps leaflet distribution. • Attendance at Parents evening • Careers information emailed to students. • Apprenticeship vacancies and school leaver roles sent to parents via MCAS • Careers Future Questionnaire emailed to students(CEC) 	<p>All year groups will participate in National Careers Week and national Apprenticeship Week which includes whole school drop-down-days (collapsed timetable)</p> <p>Assemblies & Careers focus embedded in subject areas in lessons.</p> <p>The Careers Zone is accessible for all students at break time and after school.</p> <p>Students and parents can request a careers interview with the Academy Careers Advisor via email.</p>

Appendix 3 – Provider Access Policy

Policy Statement on Provider Access

Smith's Wood Academy: Provider

Access Policy Introduction

This policy statement sets out the school's arrangements for managing the access of providers to the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-11 are entitled:

- ✚ to find out about technical education qualifications and apprenticeships opportunities, as part of a careers program which provides information on the full range of education and training options available at each transition point.
- ✚ to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- ✚ to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 7 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11).

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- ✚ share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers.
 - ✚ explain what career routes those options could lead to
 - ✚ provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- ✚ answer questions from pupils.

Meaningful provider encounters

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the [Making it meaningful checklist](#).

Meaningful online engagement is also an option, and we are open to providers that can provide live online engagement with our pupils.

Previous providers

In previous terms/years we have invited the following providers from the local area to speak to our pupils:

- ASK Apprenticeships
- HSBC Bank
- KPMG
- Matt Franks Business School
- Ministry of Justice
- Balfourbeattyvinci
- Wilmott Dixon Construction
- Local Colleges and Sixth Forms
- Aston Villa Football Club
- Birmingham City Football Club
- NHS

Destinations of our pupils in 2023-2024

Last year our year 11 pupils moved to range of providers in the local area after school:

Sixth Form Pathways = 44%

- John Henry Newman
- WMG Engineering Academy
- Solihull Sixth Form
- Park Hall School and Sixth Form

College Pathways = 46%

- Birmingham Metropolitan College
- University College Birmingham
- Solihull College Woodlands
- Solihull College Blossomfield

NEET (referrals to SMBC) = 10%

- Students looking for apprenticeships or employment opportunities.

Management of provider access requests**Procedure**

A provider wishing to request access should contact Dee Long (Careers Lead) on d.long@smithswood.fmat.co.uk or Louise Ellis (Assistant Principle) l.ellis@smithswood.fmat.co.uk

Opportunities for access

The school offers the students 10 provider encounters across their school life, required bylaw and several additional events integrated into the school careers program. We will offer providers an opportunity to come into school to speak to pupils or their parents or carers.

Please speak to our Careers Lead to identify the most suitable opportunity for you.