Sir Thomas Wharton Academy

Careers Education, Information and Guidance Policy (CEIAG)

STWA CAREERS

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Introduction:

At Sir Thomas Wharton Academy we believe that young people require high-quality Careers support and education in order to maximise their opportunity for a rewarding future, we have high ambitions for our students and endeavour to develop the knowledge, understanding and skills of all of our students, preparing and equipping them appropriately to grasp opportunities and prepare them for their futures.

Purpose:

At Sir Thomas Wharton Academy we want our students to be able to make informed choices about their future learning and career pathways. We are keen to see our students move into post-16 and post-18 pathways that suit their skills, interests, personality, and values, and which take account of their motivations. We recognise that effective careers guidance contributes to raising aspirations, improving motivation, and overcoming barriers to success. Our expectations are high, including for our most vulnerable students and those with special educational needs, so that every child is challenged appropriately and acquires the knowledge, skills, and attitudes for lifelong learning that employer value.

Sir Thomas Wharton has several statutory duties in relation to careers guidance (DfE Careers guidance and access for educations and training providers, the education (Careers Guidance in Schools) Act September 2023).

This includes the following:

- An obligation to provide independent careers guidance from Years 8 to 13.
- Ensure there is an opportunity for a range of education and training providers to access all students in Years 8 – 13.
- Use the Gatsby Benchmarks and Maturity Model to improve careers provision.
- Appoint a named person to the role of Careers Leader (Mrs E Pickering - Full time appointed in September 2025).
- To publish details of the careers programme for young people and their parents.
- Publish a provider access policy so measures are in place to allow a range of education and training providers to access all students in years 8 to 13 to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements are published (the legal requirements of the 'Baker Clause' & Provider Access Legislation, Jan 2023).
- An obligation to provide 2 encounters with employers, 2 encounters with Higher Education, 2 encounters of apprenticeships in Year 8-13.

As well as:
The Department for Education's Statutory Guidance (issued in March 2015) identifies the need for schools to: "have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for students." (Para 10, p.4)

Careers Guidance will be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping, and actively promote equality and diversity.

Sir Thomas Wharton Academy aims to follow –

- Careers guidance and access for education and training providers (DfE, 2017, update Jan 2023)
- CDI Framework for careers, employability, and enterprise education (2015)
- The Foundation Code (ASCL, AoC, 157 Group, ATL, AELP, SFCA, NFER, March 2015)
- Any other relevant guidance or updates from DfE, QCA and Ofsted as appropriate.

Our commitment:

The academy is committed to promoting high-quality careers, education, information, advice and guidance as an integral part of every student's education. It will seek to ensure that the provision is appropriate to the age, ability, and educational needs of the individual and is underpinned by equality of opportunity.

We intend for our students to:

- Develop a broad understanding of the world of work and the ability to respond to changing opportunities.
- Develop independent research skills so that they can make good use of information and guidance.
- Develop and use their self-knowledge when thinking about and making choices.
- Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.

We recognise that the process of making career decisions is a lengthy one and that choices made whilst at Sir Thomas Wharton Academy will form the first step on a career journey which students will add to, as they move on to college, university, and work.

We are committed to working towards the 'Quality in Careers Standard', underpinned by the eight benchmarks for providing "Good Career Guidance" (Gatsby Report) and due for re-application in November 2026.

Statutory Responsibilities of the Governing Body

The statutory duty requires the governing body to ensure that all registered students at the school are provided with independent careers guidance from Year 8. The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner;
- includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Guidelines:

Ofsted's Common Inspection Framework identifies the following requirements: Personal development

214. Providing an effective careers programme in line with the government's statutory guidance on careers advice that offers students: −

- Unbiased careers advice − experience of work, and − contact with employers to encourage students to aspire, make good choices and understand what they need to do to reach and succeed in the careers to which they aspire.
- Supporting readiness for the next phase of education, training, or employment so that students are equipped to make the transition successfully.

Independence is defined as external to the school.

External sources of careers guidance and inspiration could include employer visits, mentoring, and website and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

Impartial is defined as showing no bias or favoritism towards a particular education or work option.

Objectives

- Every student, and their parents/carers, should have access to good quality information about future study options and labour market opportunities.
- Opportunities for advice and support need to be tailored to the needs of each student.
- All teachers should link curriculum learning with careers.
- 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.
- Every student should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- 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.
- Every student should have opportunities for guidance interviews with a career adviser, who could be internal or external, provided they are trained at an appropriate level. These should be available whenever significant study or career choices are made.

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

Employer & Community Engagement:

We are committed to engaging with our local employers and wider professional community to ensure that our students have access to high-quality employer engagement activities as well as access to a range of activities that inspire them, including employer talks, trips, careers fairs/events, motivational speakers, college and university visits and access to coaches and mentors.

This will include:

- Links with local employers, to help boost attitudes and employability skills, learn about the range of roles and opportunities available.
- Work 'experiences' provision in Y7, 8 and 9 through the work shadowing and elective offer, as well as Y10 & Y12 through the more traditional placements where appropriate and beneficial.
- Meaningful encounters with employers, helping all students learn about what work is like or what it takes to be successful at work.
- Access to advice on options available at Post-16 and Post-18 including apprenticeships, technical providers and entrepreneurialism, and opportunities available from other post-16/18 providers.
- Face to face advice and guidance to build confidence and motivation.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Access to the voluntary sector partners such as Thorne Rural Lions, Bernardos and Helping Hands for work experience opportunities.
- Information on the financial support available to them post-16/post-18

- Information, including local Labour Market Information from a range of agencies to develop a smoother pathway between education and work.
- 24-hour access to careers advice from trained specialists at UniFrog.
- The opportunity to book a careers appointment with a trained specialist at school. This opportunity is available to all students in every year group.
- Activities during form time and Life Skills in all year groups that promotes awareness of a wide range of career opportunities and progression routes.
- Tailored support for all EHCP/LAC students through progression and transfer reviews, and individual meetings.
- Access to Careers Fairs and Careers Networking Events.
- Access to FE and HE providers.

Management of provider access requests:

Opportunities for access

Several events, integrated into the academy careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. For more details, please refer to our provider access policy found in the careers section of our website.

Procedure

A provider wishing to request access should contact Mrs E Pickering, Careers Manager responsible for CEIAG.
Email: e.pickering@stwacademy.com

Premises and facilities

The academy will make the main hall and/or classrooms available for discussions between the provider and students, as appropriate to the activity. The academy will also make available AV and other specialist equipment to support provider presentations; this will be discussed and agreed in advance of the visit.

Providers are welcome to leave a copy of their prospectus or other relevant literature course at the main reception. These will be placed in the Careers Library and Sixth Form Centre for both students and staff to access.

Equality and Diversity

Sir Thomas Wharton is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers' education is provided to all students, and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills, and strengths with the absence of stereotypes. All students are provided with the same opportunities, and diversity is celebrated.

Relationship with other parts of the curriculum and other policies:

Careers education is conducted in accordance with the school's equal opportunities policy and other relevant policies. The whole school remit of careers is recognised, and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

Implementation of the Policy:

The responsibility for CEIAG lies with the Head of Careers, who is responsible to the Careers SLT and Principal. She works closely with staff members to develop and embed the careers provision across the school, including as part of the life skills programme.

The Careers Guidance leadership and management team are responsible for:

- The CEIAG action plan, implementation of the careers strategy which will be developed each year, and which is linked to the school improvement plan.
- The Careers Guidance budget allocation and management of resources.
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities – in line with the Gatsby Benchmarks and CDI Framework.
- Enabling students to have access to career resources and drop-in careers sessions, and a careers section on the academy's website.
- Liaison with parents/carers and partners (e.g., commissioned IAG providers, local learning providers, Local Authority, local Employers, and members of the local business community).
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities.
- Providing an annual report to the governing body on Careers Guidance.

Monitoring and evaluating Careers Guidance Provision:

Provision is monitored through a range of processes including:

- Careers activity observations (for example lessons, career guidance activities/events, and work experience).
- Work scrutiny of students' work experience journals/files/exercise books.
- Scrutiny of sample careers interview action plans.
- Feedback discussions with focus groups of students, parents/carers, staff, and employer representatives.
- Participation and attendance data are recorded and monitored.

The effectiveness of guidance activities is evaluated through:

- Attainment and achievement key indicators at all transition stages
- Post 16 destinations for our students.
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- Observations and evaluations, and event dashboards.

We will know we have been successful when we have high numbers of students progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or further education and high education providers.

What is 'destination data'?

Destination data is information on where students have moved to once they leave school. It is a legal requirement for young people to remain in education or training until they are 18. Therefore, the Local Authority, on behalf of the Government, has a duty to track where young people have moved so that they can offer assistance for families and young people if they are struggling to stay in education or training.

How will the information be gathered?

To achieve this, schools are required to gather data at various points throughout Year 11 and share with the Local Authority. The latest Government careers guidance identifies good practice as schools tracking this destination data for a period of three years after a student has left.

For parents/carers and students, this does mean that the same question will be asked repeatedly, and you will be contacted by both the school and the local authority at certain points. Whilst this appears repetitive, it is a legal duty and the information helps us to track the career paths of students in case

they change their mind, can't get into their planned destination or switch from one provider to another. From September 2020 Trinity Academy will gather destination data as follows:

When?	Data	By	From	How?
All Years HT1	Your Childs Future	Careers Lead Compass +	Parents	Electronic
Year 7 HT1	FSQ	Careers Lead Compass +	Students	Electronic
Year 8 HT2	Work Shadowing	Careers Lead	Students/Parents/carers	Electronic
Year 10 HT1	Intended Industry	Careers Lead Tutors	Students	Electronic
Year 10 HT1	FSQ	Careers Lead Compass +	Students	Electronic
Year 10 HT3	Intended Pathways	Careers Lead Tutors	Students	Electronic
Year 10 HT6	The Work Ready Programme	Careers Lead Tutors	Students	Electronic
Year 10 HT2	W.Ex Launch	Careers Lead	Parents	Electronic
Year 11 HT1	Preferred destination	Careers Lead Tutors Careers Advisor	Students	Electronic
Year 11 HT3	Updated destination	Careers Lead Tutors Careers Advisor	Students	Electronic
Year 11 HT5	FSQ	Tutors Compass+	Students	Electronic
Year 11 Summer	Actual Destinations	School	Student/parents/carers	Results Day form, Telephone and Email
Year 12 HT1	Intended Pathways	Careers Lead Tutors	Students	Electronic
Year 13 HT2	Preferred destination	Careers Lead Tutors Careers Advisor	Students	Electronic
Year 13 Summer	Actual Destinations	School	Student/parents/carers	Results Day form, Telephone and Email

How will the data be used?

Throughout KS4 and specifically into Year 11 we will use the data on intended destinations to make sure that every student has access to post-16 education or training, that their choices are suited to their needs and to identify any student at risk of becoming NEET (Not in Education, Employment or Training). This data will enable us to implement interventions appropriate to the student's needs, such as arranging an independent careers advisor to help student's complete applications in school. Additionally, the data will help us to check that the careers provision we provide is meeting the needs of our students.

Information sharing (Oct 2018 DfE Statutory Guidance, page 22, point 46)

Schools have a duty to provide the local authority support services with basic information on each young person including name, address, date of birth, contact details and offers of post-16/post-18 or higher education places. This information is shared securely and is only for their use to collate data. The data that is published by the DfE and is required to be shown on school websites, only shows percentages and not individual student details.

Parents and Carers

Parental involvement is encouraged at all stages. Online resources have been specifically selected to help parents become more involved. All online resources are accessed through the careers links on the school website. Parents are kept up to date with careers related information through letters, leaflets and open evenings. We also endeavour to keep the local community informed through our school social media. Parents are welcome to attend careers interviews and where necessary are invited to attend with their young person.

Careers Guidance Leadership and Management Team

Nominated governor with responsibility for oversight of Careers Guidance:	Sonya Page
Senior Leadership:	Lucy Stuart
Careers Lead:	Emma Pickering