

# **PAIGNTON ACADEMY**

**(part of Bay Education Trust)**

## **Careers Department**

### **CEIAG Overview**

**June 2022**

**(Careers Education, Information, Advice and Guidance)**

***Believe and Achieve***



## TABLE OF CONTENTS

	Page
<b>Introduction and Summary</b>	<b>3</b>
<b>Rationale</b>	<b>3</b>
<b>OFSTED</b>	<b>3</b>
<b>Careers Development Plan</b>	<b>4</b>
<b>Gatsby Benchmarks</b>	<b>4</b>
<b>NEET</b>	<b>5</b>
<b>Destination Data</b>	<b>5</b>
<b>Auditing of Provision</b>	<b>7</b>
<b>1:1 Guidance Appointments</b>	<b>7</b>
<b>Information and Advice</b>	<b>8</b>
<b>Work Experience</b>	<b>8</b>
<b>Activities and Assemblies</b>	<b>8</b>
<b>Communication with Stakeholders</b>	<b>9</b>
<b>Staff Training</b>	<b>9</b>
<b>Membership / Awards</b>	<b>9</b>
<b>Student Council CEIAG Review</b>	<b>9</b>
<b>Evaluation and Monitoring</b>	<b>11</b>
<b>Appendices:</b>	
1. <b>Careers Development Plan</b>	<b>12</b>
2. <b>Subject Audit Summary 2021/2022</b>	<b>13</b>

3.	<b>Year Group Careers Overview 2022/2023</b>	<b>24</b>
4.	<b>CEIAG Policy</b>	<b>31</b>
5.	<b>Provider Access Policy</b>	<b>36</b>

## Introduction and Summary

▪

This document will help to explain what Careers provision looks like at Paignton Academy, the legal requirements of the Trust and the Academy and forthcoming challenges and opportunities of the Department.

## Rationale

▪

Helping to support students to plan their future and career is a high priority for the Academy. We value our students as individuals and place great emphasis on supporting and guiding our young people both personally and academically to ensure that they achieve their full potential. Central to an effective Careers Programme is the ability to inspire and motivate young people to accomplish their future ambitions.

### **Key Points**

- Where possible all careers-based activities are free to pupils.
- The Careers Department has a timetable of yearly employer and careers related activities.
- All Year groups have PSHE lessons which include careers sessions: Lesson Plans for these sessions are drawn up by the Careers Lead.
- Work Experience to be reintroduced September 2023.
- There is a focus on developing and enhancing students' independent research skills.
- Students are provided with guidance at key transition points.

## OFSTED

▪

Careers Education is a focus point for Ofsted, not only because it appeared in our recommendation report (November 2016), but also because of the UK's skill shortage and economic standing. They are particularly focused on careers being a focus point within lessons.

### **Compulsory**

- A named Careers Lead (Laura Hay).
- A Board member who monitors Careers provision and reviews it annually.
- CEIAG and Provider Access Policies must be formulated and displayed on the website.
- Guidance interviews must be provided by someone who is Level 6 trained.
- Must be working towards Gatsby Benchmarks.
- Must display destination data on the website.

- Must monitor destination data for 3 Years post 16.
- Must publish details of the Careers Programme for young people and their parents.
- Must ensure that pupils are provided with independent careers guidance from year 8 – 13.
- Provider Access Policy ('Baker Clause').

## Careers Development Plan

▪

The Careers Development Plan (Appendix 1) is part of the Academy's Development Plan.

### ***Improvement Area:***

Ensure personalised guidance supports students into successful transitions.

### ***Academy Priority: update via Derwyn***

Ensure that CEIAG is well coordinated across the curriculum in all Key Stages while equipping students with sufficient knowledge to make informed decisions prior to key transitions.

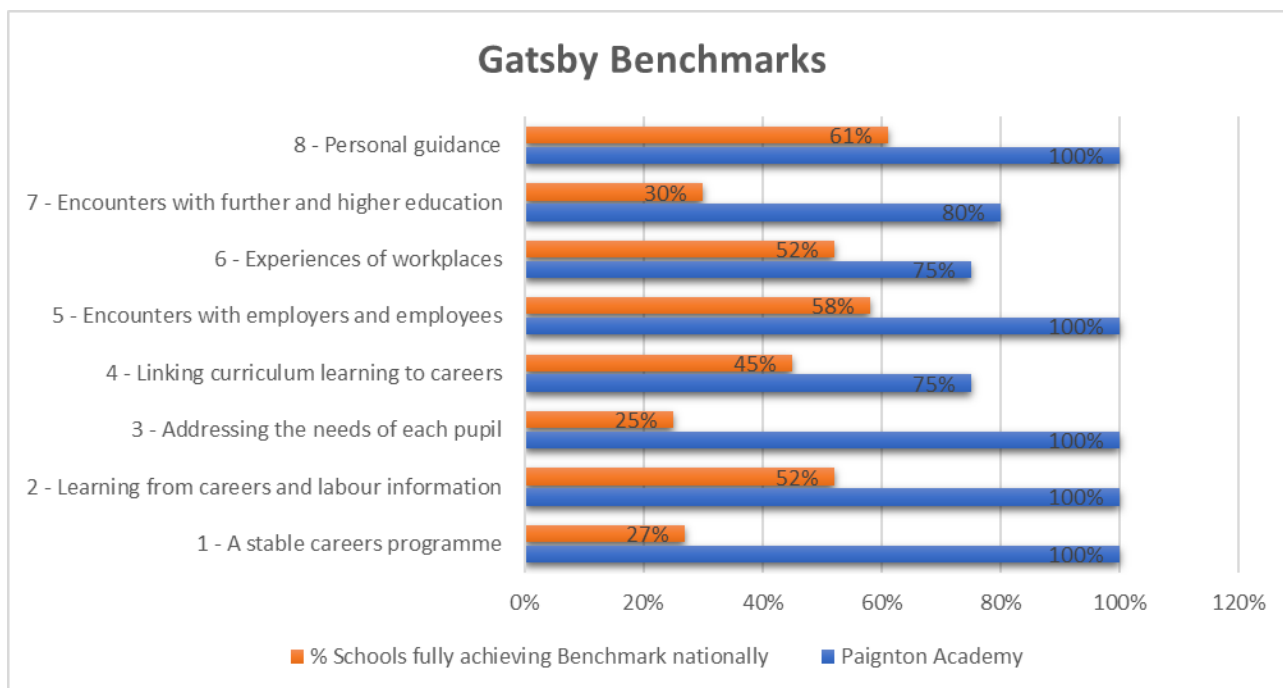
## Gatsby Benchmarks

▪

The Gatsby Benchmarks (below) are a framework of 8 guidelines that define the best Careers provision. Paignton Academy uses these benchmarks to provide a structured and appropriate Careers Programme.

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

Each benchmark has several performance Indicators linked to it: the Academy is making excellent progress in achieving all 8.



## NEET (not in education, employment or training) Students

All students must be in education, employment or training until they are 18 years old (Year 13). These are the key indicators that a young person may become NEET:

- Has attendance below 75% in the last 12 months.
- Is unlikely to achieve 5 grade 9-4 at GCSE – and working considerably below potential.
- Is a teenage parent or is pregnant.
- Has English as a Second Language.
- Is a Child in Care.
- Has been permanently excluded from school or has received multiple Fixed Term Exclusions (more than 2) in KS4.
- Is working with YISP/YOS (Youth Offender).
- Is a Young Carer.
- Has Special Educational Needs support.
- Is from a known Targeted Family (i.e. Supported Family for Torbay and/or Targeted Help in Torbay).

## Destination Data

- The Data Ofsted use is sustained destinations from September to March.
- There is a two-year lag in School Performance destination information (DfE website).
- Current analyses has reviewed known destinations in September not sustained.

<b>Year</b>	<b>2020</b>	<b>2021</b>
<b>Staying at School</b>	5.3%	2.2%
<b>Further Education College</b>	86.2%	86.9%
<b>Apprenticeship</b>	2.0%	5.6%
<b>Employment with other Training</b>	0.4%	0.4%
<b>Employed without Training</b>	0.4%	0.4%
<b>Preparation Training</b>	2.4%	3.3%
<b>Not Available</b>	0.4%	0.00%
<b>Unemployed</b>	2.4%	0.4%
<b>NEET</b>	2.8%	0.4%

#### *2022 Interventions*

<b>Details</b>	<b>Number</b>	<b>Percentage</b>
<b>Apprenticeship</b>	7	2.9%
<b>Exeter College</b>	14	5.7%
<b>South Devon College</b>	206	84.4%
<b>Bicton College</b>	1	0.4%
<b>Churston Grammar School</b>	5	2.04%
<b>KEVICS</b>	1	0.4%
<b>Eat That Frog</b>	1	0.4%
<b>Re Engagement Programme</b>	1	0.4%
<b>Out of Area</b>	3	1.2%
<b>Unconfirmed</b>	4	1.6%

## Findings

- We are below the National Average for NEETS at September start (+VE).
- We are above the Local authority Average for NEETS (-VE).
- NEETS have increased with known students (-VE).
- Increase in attendance to Further Education (+VE).
- Increase in the number of students studying Apprenticeships (+VE).

## Recommendations

Overleaf are the recommendations from the previous Report to the Board (February 2020):

Previous Board Report	Actions	Priority Areas for Development for 2022/2023
1. Targeted support provision to help inform students on options available and assist students in making smooth transitions Post 16.	<b><i>We would like to request the assistance of the Board in developing the introduction of a Mock Interview activity to Paignton Academy. To confirm your attendance please e-mail: <a href="mailto:christine.atkey@paigntonacademy.org">christine.atkey@paigntonacademy.org</a></i></b>	1. Personalised approach.
2. Inspiring Future Work Experience Project to support SEND students in Year 10.	Please see the Work Experience section.	2. Gatsby: HE encounters for every young person assuring 100% linking curriculum to Careers.
3. Continue to promote all Post 16 opportunities. Offer application workshops to Year 11 students who are seeking Apprenticeships.	<ul style="list-style-type: none"><li>• The 2022 Skills Act specifies schools provide at least six encounters with providers of approved technical education qualifications or apprenticeships.</li><li>• Two in Years 8 and 9, two in Years 10 and 11 (which are mandatory for all registered learners to attend).</li><li>• Two encounters in the same phase cannot be with the exact same provider.</li></ul>	

4. Reviewed sustained intended destination data for patterns.	New transition project supported by the National Careers and Enterprise Company (CEC) in association with SDC; externally funded.	3. Encounters with employers and employees.
5. Data exchange agreement with South Devon College.		

## Auditing of Provision

▪

The Academy is externally audited on its careers provision every 3 years to help aid improvement. The Academy is committed to developing and sustaining a culture of enterprise and work-related learning by providing students, across all key stages, opportunities to develop a range of useful life skills.

Despite the Pandemic the Academy has been externally audited (virtually) on its careers provision. In December 2020 we were awarded public certification demonstrating Paignton Academy is committed to:

***"working towards meeting the Quality in Careers Standard incorporating the Gatsby Benchmarks"***

## 1:1 Guidance Appointments

▪

- The Academy's 'most at risk' students receive more intense 1-1 preparation work regarding their next steps: this is run by our CSW (Careers South West) Adviser, Darren Baker. (Note: Pastoral Teams are asked for their input into agreeing this list in May/June of each year).
- All students in Year 11 will receive at least one guidance interview.
- 1:1 guidance appointments are available on request from Pastoral Teams for all students (Years 7 – 11.)
- All guidance notes are added onto students' SIMS accounts under the SEN section.

## Information and Advice

▪

- Drop-in careers advice sessions are offered weekly to all year groups.
- LMI (Labour Market Information) together with a list of any local employment events/ internal activities that are taking place are distributed via google classroom and e-mails to students.
- The Careers Hub, an internally built dedicated website, has a wealth of information for students and covers topics such as Work Experience, College/6<sup>th</sup> Form Open event dates, Apprenticeships, How to write CVs and Personal Statements and Finding a Job.
- Leaflets and Prospectuses can be found in the Careers area at both BRC and WRC Libraries.
- The staff in the Careers Office have a permanent 'open door' policy: any student can pop in for information or a chat from 8.00am until 4.00pm daily.
- Students can email the Careers Department with any queries or to gain information.
- Guidance Workshops are provided for students during key transitions (KS4 and Post 16).

## Work Experience

▪



- Work Experience has not taken place since 2018 due to the Pandemic. It will return in 2023 for Year 10 in preparation for the return of Activities Week in 2024.
- Following discussions at SLT level it has been decided that, from the 2022/2023 Academic Year, Year 10 students will be invited to go out on work placements in July 2023
- Historically 60% of students go into a placement.
- Students will be expected to secure their own placement. However, if they need help or assistance they can come and speak to a member of the careers team or send an email to the Careers Department. The Careers office has a list of 'warm leads' of companies who are open to Work Experience requests for placements.

## Activities and Assemblies

- 
- The majority of careers activities and assemblies are age appropriate as this creates a progressive programme.
- Each year activities will be reviewed and replaced with alternatives if required.
- **Next Steps South West:** The Academy is at present part of a collaborative programme which provides funding to help raise the aspirations of students who meet the POLAR3 and Q1/Q2 gaps.
- The Academy works closely with South Devon College, where the majority of our students go to at post 16: trips and taster sessions are arranged to the College and representatives visit the Academy to speak to students. All students visit the College in Year 10.
- We also have good working relationships with Exeter College and other 6<sup>th</sup> Form providers: visits take place and speakers come in to deliver assemblies to our students in Years 10 and 11.
- **NCS:** National Citizen Service is a three-week summer holiday activity provider for Year 11 students, NCS are invited into assemblies and workshops to highlight community engagement. This year has seen our highest application number to this scheme.
- Student participation is recorded onto the careers marksheet on SIMS.

## Communication with Stakeholders

▪

At the end of the Summer Term 2021 the department launched a half termly Careers Newsletter which is sent to all students, parents, the BET Board and other stakeholders. This Newsletter has been very well received and contains news items from the department, educational focus articles and much more. Also, past students of the Academy share their experiences since leaving school by writing for our Newsletter: this includes those who have gone onto College or University, those with Apprenticeships, those in the world of work and those who successfully run their own businesses.

## Staff Training

▪

- PSHE staff training on careers lesson delivery and Apprenticeship registration.
- ECT (Early Career Teacher) Careers Education – improving pupil outcomes.
- Careers in the Curriculum – all staff at a staff Non-Pupil Evening.

## Memberships / Awards

- 
- Next Steps South West NCOP Facilitator Funding.
- Heart of South West (Careers Hub) member.
- South Devon Business Partner.

## Student Council CEIAG Review

▪

### ***Term 1 (September 2021)***

- Review for Careers Assemblies to take place.

### ***Term 2 (January 2022)***

- Careers Hub

What they like:	<ul style="list-style-type: none"> <li>• They thought it was really good but did not know it existed.</li> <li>• Should be used in Tutor time for research and learning about new jobs.</li> </ul>
What they don't like:	<ul style="list-style-type: none"> <li>• Nothing.</li> </ul>
Any Area for Improvement:	<ul style="list-style-type: none"> <li>• School Logo and Careers Hub Logo.</li> <li>• More quizzes.</li> </ul>

### ***Term 3 (April 2022)***

- Review of Careers Provision.

Which site are you based on?	<b>BRC: 58.1%</b>			<b>WRC: 41.9%</b>	
Which Year Group are you in?	<b>7: 18.6%</b>	<b>8: 23.3%</b>	<b>9: 14%</b>	<b>10: 44.2%</b>	<b>11: Left</b>
Which House are you in?	<b>Broadsands: 32.6%</b>		<b>Goodrington: 32.6%</b>		<b>Elberry: 34.9%</b>
Do you think sending careers information to your school gmail account is useful?	<b>Yes: 39.5%</b>		<b>No: 30.2%</b>		<b>Maybe: 30.2%</b>
How many posters around the Academy are linked to careers?	<b>Some: 46.5%</b>		<b>None: 23.3%</b>		<b>Many: 30.2%</b>
Do your teachers talk about careers/life experiences that	<b>Yes: 34.9%</b>		<b>No: 23.3%</b>		<b>Some: 41.9%</b>

have helped them to be where they are today? Is this useful?	<b>Yes: 30.2%</b>	<b>No: 18.6%</b>	<b>Sometimes: 51.2%</b>
Have your teachers told you about careers linked to the subject they teach?	<b>Yes: 23.3%</b>	<b>No: 25.6%</b>	<b>Sometimes: 51.2%</b>
What do you consider to be the most important employment skills?	<b>Responsibility, Communication, Confidence, were the 3 top responses from students.</b>		
What is your most memorable career activity during your time at the Academy?	<b>Assembly: 25%</b> <b>Trip: 19%</b> <b>Tutor: 12%</b> <b>Careers Day: 19%</b> <b>Visitors: 25%</b>		
How could we improve your career provision at the Academy?	<ul style="list-style-type: none"> <li>• <b>More Assemblies.</b></li> <li>• <b>More days dedicated to it.</b></li> <li>• <b>1:1 chats.</b></li> <li>• <b>More in lessons.</b></li> <li>• <b>Tutor time.</b></li> <li>• <b>Subject specific trips.</b></li> </ul>		

## Evaluation and Monitoring

▪

### ***Careers Audit***

Each Year the Careers Department conducts a Careers Audit with Heads of Faculty and Heads of House. Personnel are asked about the career's activity in their particular area during the last year and also asks if anyone would like a particular activity for their students. This audit in part populates the Year Group Career Programmes, dependant on Academy priorities, finance and time.

Please see Appendix 2 for Departmental returns and Appendix 3 for Year Group Careers Programmes.

### ***Business Enterprise Mentor***

The Business Enterprise Mentor provides strategic support and ideas from external sources. The Academy is linked with Dan Newman, Senior Economic Development Officer for the TDA.

***BET Board Member***

The Board Member (Mike Freeman) leads the Review Meeting for the Careers Development Plan ensuring that identified action points have been met, and makes recommendations for the Careers Development Plan for the next Academic Year.

## APPENDIX 1

### Improvement Area: Improve pupils' personal development, welfare and safety

1.2 Ensure that CEIAG is well coordinated across the curriculum in all Key Stages. Whilst equipping students with sufficient knowledge to make informed decisions prior to key transitions.

Intent	Implementation and Monitoring	Impact
1. Maintain, further develop and enhance a stable Careers Programme. (Gatsby 1.)	<ul style="list-style-type: none"> <li>Create and review a Survey for Parents. (C. Atkey / L. Hay)</li> <li>Create and review a termly CEIAG Activity Report for Parents. (C. Atkey/ L. Hay)</li> <li>Update and review year Group overviews to reflect new Career Development Framework.</li> <li>Update and review Careers content for PSHE Programmes to reflect new Career Development Framework.</li> <li>Produce a calendar of SDC activities.</li> <li>All staff training on FE / HE Developments.</li> <li>Introduce formal interview day with student evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>Improved parental notification of careers provision.</li> <li>Increase in parental feedback.</li> <li>Regular and up-to-date transition activities.</li> <li>Platform for future developments / enhancements.</li> <li>Improved staff understanding and awareness.</li> <li>Improved student preparedness for employment / Post 16 intention interviews.</li> </ul>
2. Address the needs of each pupil. (Gatsby 3.)	<ul style="list-style-type: none"> <li>SEND training workshop.</li> <li>Feedback from SEND on training session.</li> <li>Personalised learning introduce system for pupils to record careers interaction to enable Post 16 Transition.</li> <li>Personalised Learning Department training workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Improved guidance referrals for high-risk NEET pupils.</li> <li>SEND and Personalised Learning staff trained to be better equipped to provide enhanced careers support.</li> </ul>
3. Learning from Careers and Labour Market Information. (Gatsby 2.)	<ul style="list-style-type: none"> <li>Create and formalise internal activities rota for KS3 and KS4.</li> <li>Introduce a system to enable students to record own careers' learning.</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced Programme at all key stages.</li> <li>Pupils are actively participating in mapping of their own futures.</li> </ul>

Careers Education (CEIAG) Audit Summary – 2021/22					
Faculty					
Person/s Responsible:		Katie Julian			
Activities Running	Schemes of Work	Local Business Links	Required Activities Information needed	Future Developments	Requested Information
<ul style="list-style-type: none"> <li>▪ KS3 Art Club</li> <li>▪ KS4 Catch Up</li> <li>▪ Seagull Project with local artist - part funded by the England Arts Council, Torbay Council and the Riviera Education Trust.</li> <li>▪ Positive Postcards</li> <li>▪ Paignton Harbour Project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tutti Frutti</li> <li>▪ Day of the Dead</li> <li>▪ Steampunk Sea Creatures</li> <li>▪ Come Fly with Me</li> <li>▪ Sweet and Sour</li> <li>▪ Bonkers Buildings</li> <li>▪ Structures</li> <li>▪ Identity</li> <li>▪ Cells</li> <li>▪ Carnival</li> <li>▪ Fragments</li> <li>▪ Seaside</li> </ul>	<ul style="list-style-type: none"> <li>▪ Trevor Bartlett</li> <li>▪ Blue Sea Food</li> <li>▪ Crab &amp; Hammer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Visiting artists - Flossy &amp; Jim, Becky Bettlesworth any other local practitioners?</li> <li>▪ Trips to local galleries, museums and exhibitions.</li> <li>▪ Workshops with local artists.</li> <li>▪ Start a G&amp;T Programme: lead on from the seagull project...</li> </ul>	<ul style="list-style-type: none"> <li>▪ To have local creative business links - students to visit and for them to come to the Academy to inspire pupils to see the bigger picture. Possible opportunities for pupils to visit their studios/workplaces for a tour?</li> <li>▪ Lecturers from South Devon College could come to discuss future career paths and run taster workshops. We could also go there for pupils to experience higher educational settings.</li> <li>▪ Set designers from the Palace and Princess theatres. Local printers. Curators from the Royal Albert Memorial Museum and Torre Abbey. Architects.</li> </ul>	

<b>Faculty/Subject:</b>		<b>Business Studies</b>			
<b>Person/s Responsible:</b>		<b>Luke Soby</b>			
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
<ul style="list-style-type: none"> <li>▪ Informal information given to all students on careers, UCAS applications, etc.</li> <li>▪ Year 10 Future Intentions South Devon College Taster Session.</li> <li>▪ South Devon College drop in regarding courses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Modules on Human Resources:               <ul style="list-style-type: none"> <li>○ Job Descriptions/ Job Specs.</li> <li>○ Employability skills, qualifications required, transferable skills in the industry.</li> </ul> </li> <li>▪ Market research. transferable skills.</li> <li>▪ Product design Process.</li> <li>▪ What is market research.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have worked with several local businesses such as Sainsbury's, Paignton Zoo, Torquay United, Plymouth Uni in the past, need to re-link</li> <li>▪ Staff links?</li> <li>▪ Possible visits from local businesses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Would welcome any activity that would inspire students.</li> <li>▪ Updated posters in curriculum area linking to careers.</li> <li>▪ Increase interview exposure.</li> <li>▪ London finance institute.</li> <li>▪ Barclays online activity.</li> <li>▪ Life skills, banking, applications etc</li> <li>▪ Wellbeing classroom, linked Job of the week.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Year 11 start a module in January where they have to describe the activities of a business in detail i.e., uses of ICT, recruitment, logistics, interaction with customers /suppliers. Looking for a new link with for this with ASDA, Aldi or Morrisons.</li> <li>▪ Reinstate trips.</li> <li>▪ Visits from local business would be welcomed.</li> <li>▪ Posters advertising careers linked to Business Studies.</li> <li>▪ Subject section on Careers Hub: jobs related to Business Studies.</li> </ul>	<b>Contacts:</b> <ul style="list-style-type: none"> <li>▪ Need new contacts.</li> </ul>
<b>Faculty/Subject:</b>		<b>Creative Arts: Drama</b>			

Person/s Responsible:		Sian Dale			
Activities Running	Schemes of Work	Local Business Links	Required Activities Information needed	Future Developments	Requested Information
<ul style="list-style-type: none"> <li>Workshops with Doorstep Arts and Exeter University.</li> <li>Programmes at Exeter University Year 10.</li> <li>Year 9 Physical Theatre Workshops.</li> <li>Creative Arts Careers Week.</li> <li>Post 16 students on placement for education courses.</li> </ul>	<ul style="list-style-type: none"> <li>Jobs into Theatre for Year 9+ = part of course.</li> <li>Careers lesson: 1 hour, Spring Term for Year 9.</li> </ul>	<ul style="list-style-type: none"> <li>Doorstep Arts.</li> <li>Palace Theatre Work Experience.</li> <li>Princes Theatre for Trip and Work Experience.</li> <li>TRZ- Theatre Royal talks.</li> <li>South Devon College.</li> </ul>	<ul style="list-style-type: none"> <li>Job of the week (through careers)</li> <li>Career videos</li> <li>Discover Creative Careers Link: <a href="https://discovercreativecareers/about/discover-creative-careers-week/?fbclid=IwAR1QVvFXQt5soICkeFpuM5IeQ8NdsKOZv2YOZG1xjNaj7rTccGVBym6aW5M">https://discovercreativecareers/about/discover-creative-careers-week/?fbclid=IwAR1QVvFXQt5soICkeFpuM5IeQ8NdsKOZv2YOZG1xjNaj7rTccGVBym6aW5M</a></li> </ul>	<ul style="list-style-type: none"> <li>Visiting speakers for careers in the drama industry.</li> <li>Develop Creative Careers Week.</li> <li>Reinstate TRL2.</li> <li>Work Experience placements.</li> <li>Careers wall in main building.</li> <li>Building awareness of jobs in the industry.</li> </ul>	<ul style="list-style-type: none"> <li>Career Week ideas.</li> <li>Assembly/tutorial time activities.</li> <li>Visits.</li> <li>Talk: drop in libraries?</li> <li>Performance= paid to engage with families?</li> <li>Linking with sound industries and local networks.</li> </ul>



<b>Faculty/Subject:</b>	<b>Creative Arts: Music</b>				
<b>Person/s Responsible:</b>	<b>Ollie Hickman</b>				
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
<ul style="list-style-type: none"> <li>Managing a Music Product.</li> <li>Sea Shanty Project.</li> <li>Whole Class Ensemble Project.</li> </ul>	<p><b>BTEC LEVEL 2 Music Unit 2</b></p> <ul style="list-style-type: none"> <li>Film and Video Game Music.</li> <li>BTEC Level 2 Unit 1 The Music Industry.</li> <li>BTEC Level 2 Unit 4 Introduction to Composition.</li> </ul>	<ul style="list-style-type: none"> <li>Activity being run by external providers 'We Need Music'.</li> <li>Activity run by Babcock Music Service.</li> </ul>	<ul style="list-style-type: none"> <li>Speakers from the local area.</li> <li>Billy Summer Festival.</li> <li>Des, Torbay Sounds.</li> <li>Sound Communities interaction.</li> <li>Implementation of new activities and visits following Pandemic.</li> </ul>	<ul style="list-style-type: none"> <li>Links with Professionals through staff contacts - possible interviews for research/revision purposes.</li> <li>Academy visits, contacts in the industry.</li> <li>Job of the Week to include relevant careers.</li> <li>Work Experience.</li> <li>Music locations around the Bay.</li> <li>Festivals, gigs and jobs with transferable skills.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

<b>Faculty/Subject:</b>		<b>Engineering</b>			
<b>Person/s Responsible:</b>		<b>Martin McKenna</b>			
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
<ul style="list-style-type: none"> <li>▪ South Devon College Year 10 visit to Hi Tech centre.</li> <li>▪ South Devon College Year 10 Visit to Marine Academy.</li> <li>▪ SDC Girls into Engineering event at South Devon College.</li> <li>▪ Year 10 Future Intentions Engineering Taster Session at SDC.</li> </ul>	<ul style="list-style-type: none"> <li>▪ There are links to careers in Year 10/11 WJEC L1/L2 Engineering Studies. Students look into Engineering organisations and Skills required to become an Engineer.</li> <li>▪ New SDC links enable larger area of support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Noss Marina Marine Academy.</li> <li>▪ Paul Singer</li> <li>▪ Matthew Prowse Marine academy at SDC</li> <li>▪ Exeter college links.</li> <li>▪ Charlotte Bownsall events co-ordinator at SDC.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Apprenticeships in Engineering.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Posters advertising careers linked to Engineering.</li> <li>▪ Subject section on Careers Hub: jobs related to Engineering.</li> <li>▪ Post 16 options on pcsaeengineers.uk</li> <li>▪ Promotional video on Engineering website.</li> <li>▪ Increase Parental awareness of jobs in the industry.</li> <li>▪ Promote Females in industry.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Salary /skills comparison tool on Careers Hub</li> <li>▪ Apprenticeship section on school Careers Hub – 'Finding a Job'.</li> <li>▪ Job of the week to advertise the many roles available in the industry to all year groups.</li> </ul>

<b>Faculty/Subject:</b>		<b>French / Spanish</b>			
<b>Person/s Responsible:</b>		<b>Dominic Round</b>			
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
<ul style="list-style-type: none"> <li>KS3 MFL Guest Performance Assembly.</li> </ul>	<ul style="list-style-type: none"> <li>We cover School, Education and Careers as a Module in Year 11.</li> </ul>		<ul style="list-style-type: none"> <li>Are there any local employers who offer Languages-related work experience? (For example, Torquay Boys' Grammar School MFL Dept. has a link with Centrax in Newton Abbot).</li> <li>Are there any speakers who would come into school to talk to pupils about languages/further study/their relevance and usefulness in careers etc?</li> <li>Would like an internal activity for Year 9.</li> <li>Would like an external activity for Year 10.</li> </ul>	<ul style="list-style-type: none"> <li>Reintroduce offsite activity for Year 10 students.</li> <li>We would really like to have someone to come in and speak to the children about the importance of learning languages and the benefits to their career/earnings. We are able (and do!) to deliver PowerPoints about this, but it often seems to have more impact coming from an outsider.</li> <li>Subject section on Careers Hub: jobs related to French/Spanish.</li> <li>Posters advertising careers linked to French/Spanish.</li> </ul>	<b>Contacts:</b>  LAL Language School: Robert Allan is willing to provide taster activities: <a href="mailto:Robert.allan@lalschools.com">Robert.allan@lalschools.com</a>

<b>Faculty/Subject:</b>		<b>Geography</b>			
<b>Person/s Responsible:</b>		<b>Claire Smerdon / Sarah Pugh</b>			
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
▪ Posters / displays in rooms/outside classrooms. In KS4 exercise books.	Throughout.				Careers, videos in assembly
▪ Plymouth University trip.	Year 11 Urban regeneration: Cycle 2.	Plymouth University post 18 choices		Would like this to continue - funding?	Job of the Week.
▪ Weather and Climate Change.	Year 7: Cycle 2. Year 9: Cycle 1. Year 11: Cycles 1 & 2.	Use resources produced by the met office.	Potential for visit – have asked, but not running at present – potential for an outreach speaker?	Visit?	Staff links and job history.
▪ Environment Agency role	Year 8: Cycle 1. Year 10: Cycle 3.	Use resources produced by the Environment Agency.		Visit?	Appreciate any additional ideas / potential to bring the subject 'alive' and make it relevant.

<b>Faculty/Subject:</b>		<b>History</b>			
<b>Person/s Responsible:</b>		<b>Andrew Avery / Gen Coombes</b>			
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
<ul style="list-style-type: none"> <li>Displays along the WRC/BRC corridors highlighting significant achievements of people related to history and their work.</li> </ul>	<ul style="list-style-type: none"> <li>Women's job roles and changes to these through time.</li> <li>Industrial Revolution, looking at changing scope of work.</li> <li>Civil Rights, looking at the work available to those based on their race through time and how this changes.</li> <li>Changes of job roles throughout the 20th century due to the World Wars.</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>Careers information/destinations from History GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>Potential trips to the museum?</li> <li>Visits to an archive?</li> </ul>	<ul style="list-style-type: none"> <li>Types of activities that can be hosted by a local museum.</li> </ul>

<b>Faculty/Subject:</b>		<b>ICT and Computer Science</b>			
<b>Person/s Responsible:</b>		<b>Dan Lewis</b>			
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
<ul style="list-style-type: none"> <li>▪ Year 10 Future Intentions South Devon College Taster Session.</li> <li>▪ Studio school - cyber security activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of more practical programming units – including microbits and Lego Storm.</li> <li>▪ E-safety taught at all years.</li> <li>▪ Threats and preventions.</li> <li>▪ IT units using new Adobe Suite including image manipulation with Photoshop, audio editing.</li> <li>▪ Audition and website development with Dreamweaver.</li> </ul>	<ul style="list-style-type: none"> <li>▪ STEM links with local businesses.</li> <li>▪ High-Tech Centre at South Devon College – Lego Storm and We Do Lego Kits for students to use.</li> </ul>	<ul style="list-style-type: none"> <li>▪ We Do Lego and Lego Storm kits with Curledge Street Primary. Work aimed at KS2 students currently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Practical Lego Storm club for all years at Waterleat Road and Borough Road.</li> <li>▪ Posters advertising careers linked to ICT &amp; Computer Science.</li> <li>▪ Want to have more links to IT units – especially with new Adobe suite – image manipulation, website development and audio development.</li> </ul>	<p><b>Contacts</b></p> <ul style="list-style-type: none"> <li>▪ charlottebounsa ll@southdevon.ac.uk</li> </ul>

<b>Faculty/Subject:</b>	<b>Maths</b>				
<b>Person/s Responsible:</b>	<b>Rebecca Gee</b>				
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Required Activities Information needed</b>	<b>Future Developments</b>	<b>Requested Information</b>
<ul style="list-style-type: none"> <li>Discussions on skills and applications relating to real life situations.</li> <li>KS4 Maths visit to Plymouth University.</li> <li>KS3 IGD event Careers linked to Logistics and Food Industries (key skills needed).</li> <li>Year 11 Work Experience placements. Re-introduction??</li> <li>Year 10 Future Intentions Taster Sessions at SDC.</li> <li>Cross-curricular activities – measurement reading: Construction, Engineering, Science, Hairdressing.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about interest rates, VAT, taxes and other maths related topics – not in any real depth.</li> </ul>		<ul style="list-style-type: none"> <li>Encourage girls into Maths related careers – look to raising aspirations</li> <li>Would like visits from stock-brokers, surveyors, accountants, etc to talk to students about career opportunities.</li> <li>Starting an Academy mock Stock Market in Years 10/11 for students to buy, sell and gain understanding of business.</li> <li>Workshop with visitors – the more practical the better – work with different scenarios.</li> <li>Maths immersion day for Years 8/9. Faculty has resources to do this but not time in timetabled lessons.</li> <li>Target lower year groups – how supermarkets/ shops/retail parks work.</li> </ul>	<ul style="list-style-type: none"> <li>STEM Ideas Meeting – ‘Staff Ambassadors’ to take careers back into subject areas.</li> <li>Posters advertising careers linked to Art &amp; Design.</li> <li>Subject section on Careers Hub: jobs related to Art &amp; Design</li> <li>Plymouth visit</li> <li>“Real life game” to implement life skills into classes.</li> <li>Big bang Exeter??</li> </ul>	<ul style="list-style-type: none"> <li>Have expertise on maths jobs from staff at the Academy (accountancy, stock-broker) but this is not utilised at present.</li> <li>Would like to run an Assembly – would this be something that could be added to staff targets?</li> <li>Jobs linking maths: <ul style="list-style-type: none"> <li>Midwife</li> <li>Pharmacy</li> <li>Retail sector</li> </ul> </li> </ul>

<b>Faculty/Subject:</b>	<b>Science</b>			
<b>Person/s Responsible:</b>	<b>Kirsty Hughes</b>			
<b>Activities Running</b>	<b>Schemes of Work</b>	<b>Local Business Links</b>	<b>Future Developments</b>	<b>Notes</b>
<ul style="list-style-type: none"> <li>• Talk about careers in Science in lessons – ad-hoc to raise aspirations and give the students an idea of just how many jobs are science based.</li> <li>• Work with STEM re careers advice – eg, have sorted out a Work Experience placement in Science for a student.</li> </ul> <p>The following raise aspirations and encourage careers in Science:</p> <ul style="list-style-type: none"> <li>• British Science Week.</li> <li>• Year 10 Future Intentions sessions at SDC.</li> <li>• Crest for all Year Groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Now delivering Entry Level Certificate in Science in Years 9 – 11. Students therefore have a science qualification even if they do not get GCSE/BTECs.</li> <li>• Scientific Literacy to be developed to show students the importance of science in every-day life.</li> <li>• Kerboodle have career links embedded in their SOW. We also have videos on our Team Drive that have examples of scientists at work in their perspective fields.</li> <li>• Literacy starters.</li> <li>• Links to careers embedded.</li> <li>• Posters around the Science area about careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Would like to forge contacts with local companies for Work Experience, Outside Speakers etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Met Office presentation to Science / Geography students.</li> <li>• Careers Ambassador staff members.</li> <li>• Develop Science Club linked to industry – funding dependent.</li> </ul>	<ul style="list-style-type: none"> <li>• KS3 students attended Big Bang Careers Fair in 2018/19. Feedback from students was that there was not enough to do.</li> </ul>



<ul style="list-style-type: none"> <li>Science Shows provided by outside agencies - annual.</li> </ul>				
--	--	--	--	--

# APPENDIX 3

Year 7 Careers Overview 2022/2023				
Term	Activity	Gatsby Benchmarks	Date/s	Notes
Autumn Term (1)	Careers Hub Newsletter feature	1, 2, 4, 5, 7	30.09.22	
Autumn Term (2)				
Spring Term (1)	Careers advice available at Parents' Evening	3, 8		
	Year 7 Aspiration (Lego) event launch Assembly	2, 3, 5, 8	01.12.22 (BRC) 02.12.22 (WRC)	
	Photos, Interview, Personality Assessment for Aspiration activity	3, 4, 8	09 – 26.01.23	Tutor time
	Year 7 Aspiration (Lego) event Winners' Assembly	2, 3, 5, 8	30.01.23 (WRC) 31.01.23 (BRC)	
	National Apprenticeship Week (to include Assembly for all Houses from Apprenticeship professional)	2, 4, 5, 7	6-10.02.23	Assemblies: 6-8.02.2023
Spring Term (2)	National Careers Week (to include HE Post Competition for all Tutor Groups)	2, 3, 7	6-10.03.2023	Tutor time
Summer Term (1)				
Summer Term (2)	PSHE: financial decision making (saving, borrowing, budgeting and making financial choices)	2, 4, 5		

Year 8 Careers Overview 2022/2023				
Term	Activity	Gatsby Benchmarks	Date/s	Notes
Autumn Term (1)	Careers Hub Newsletter feature	1, 2, 4, 5, 7	30.09.22	
	Dragon Den Launch (Torbay initiative)		12.09.2022 (WRC) 26.09.2022 (BRC)	
Autumn Term (2)	Subject based talks in the Academy, activities, universities, businesses	2, 4, 5, 6, 7	TBC	
Spring Term (2)	National Apprenticeship Week (to include Assembly for all Houses from Apprenticeship professional)	1, 2, 4, 5, 7	6-10.02.23	Assemblies: 6-8.02.2023
Spring Term (2)	National Careers Week (to include HE Post Competition for all Tutor Groups)	2, 5, 7	6-10.03.2023	Tutor time
	Transferable Skills Fair	2, 3, 4, 5, 6	6-17.03.2023	PSHE lessons
	PSHE: Community and Careers (equality of opportunity in careers and life choices, different types and patterns of work)	1, 2, 4		
Summer Term (1)	Careers advice available at Parents' Evening	3, 8		
	Options Launched	8		
	Options Question & Answer drop-ins	3, 8		
	Options Workshop during PHSE lessons	2, 4, 8		
	Careers Transferable Skills Bingo Assembly	2, 4, 5	19.05.2023 (WRC) 22.05.2023 (BRC)	
	LAC 1:1 Careers Appointments	2, 3, 8,	21.05.2023 (WRC) 28.05.2023 (BRC)	
	PHSE: Digital Literacy (on-line safety, digital literacy, media reliability)	1, 2, 4		
	Transferable Skills Tutor Workshops	2, 3, 4, 8	5-23.05.2023	Tutor time

<b>Summer Term (2)</b>	Subject based talks in the Academy, activities, universities, businesses	2, 4, 5, 6, 7	TBC	
	Police Cadet Assembly	3, 5, 6	TBC	

<b>Year 9 Careers Overview 2022/2023</b>				
<b>Term</b>	<b>Activity</b>	<b>Gatsby Benchmarks</b>	<b>Date/s</b>	<b>Notes</b>
<b>Autumn Term (1)</b>	Careers Hub Newsletter feature	1, 2, 4, 5, 7	30.09.22	
<b>Autumn Term (2)</b>	Subject based talks in the Academy, activities, universities, businesses	2, 4, 5, 6, 7	TBC	
<b>Spring Term (1)</b>	National Apprenticeship Week (to include Assembly for all Houses from Apprenticeship professional)	1, 2, 4, 5, 7	6-10.02.23	Assemblies: 6-8.02.2023
	PSHE: Setting Goals (learning strengths, career options and goal setting as part of GCSE Options	1, 2, 4		
<b>Spring Term (2)</b>	Careers advice available at Parents' Evening	3, 8		
	Options Choices launched	2, 4	TBC	
	Option Choices lunch-time drop-in	8, 3	03.03.2023 (WRC) 10.03.2023 (BRC)	
	Options Workshops in PSHE	3, 4, 5, 7, 8		
	National Careers Week (to include HE Post Competition for all Tutor Groups)	2, 5, 7	6-10.03.2023	Tutor time
	Aimhigher Workshops 'drop down' day	2, 3, 4	22.03.2023 (WRC) 24.03.2023 (BRC)	
<b>Summer Term (1)</b>	PHSE: Employability Skills (employability. Discrimination and on-line presence)	1, 2, 4		
	University visits	2, 3, 4, 5, 6, 7		

	RAF Cadet Assembly/Volunteering Assembly	2, 3, 5	TBC	
<b>Summer Term (2)</b>	Royal Marines activities and workshops	3, 5	TBC	

<b>Year 10 Careers Overview 2022/2023</b>				
<b>Term</b>	<b>Activity</b>	<b>Gatsby Benchmarks</b>	<b>Date/s</b>	<b>Notes</b>
<b>Autumn Term (1)</b>	Careers Hub Newsletter feature	1, 2, 4, 5, 7	30.09.22	
	Volunteering – Tutor activity	2, 4, 5	Sept/Oct	
	Raising Aspirations, Tutor activity	2, 4, 5, 7	26.09.2022	
<b>Autumn Term (2)</b>	PHSE: Financial Decision Making (the impact of financial decisions, debt, impact of advertising on financial decisions)	2, 4, 5		
<b>Spring Term (1)</b>	National Apprenticeship Week (to include Assembly for all Houses from Apprenticeship professional)	1, 2, 4, 5, 7	6-10.02.23	Assemblies: 6-8.02.2023
	PSHE: Exploring Influence (role models and for the media)	1, 2, 4		
	Work Experience Week Launch Assemblies	2, 4, 5, 6	03.02.2023 (BRC) 10.02.2023 (WRC)	
	PHSE: Application Forms	2, 4		
<b>Spring Term (2)</b>	Careers advice available at Parents' Evening	3, 8		
	National Careers Week (to include HE Post Competition for all Tutor Groups)	2, 3, 7	6-10.03.2023	Tutor time
<b>Summer Term (1)</b>	PHSE: Work Experience (preparation for, and evaluation of, work readiness)	1, 2, 4, 6	Dependant on PPEs	

	Parents' Evening Appointments	2, 3, 4, 8		
	MADE activity – raising aspirations and attainment	2, 3, 4, 5		
	LAC & EHCP 1:1 Careers Appointments	3, 8	12.05.2023 (WRC) 19.05.2023 (BRC)	

Year 10 Careers Overview 2022/2023 (continued)				
<b>Summer Term (2)</b>	Armed Forces Workshops and Assembly	2, 5	TBC	
	NSSW HE Workshops and Work Experience reminders	2, 3, 4, 5, 7, 8	TBC	
	Work Experience Health & Safety Assemblies		29.06.2023 (BRC) 30.06.2023 (WRC)	
	All Year Group to visit FE establishments		17, 18, 19.07.2023	
	Work Experience Week	2, 3, 4, 5, 6, 8	10-14.23.2023	

Year 11 Careers Overview 2022/2023				
Term	Activity	Gatsby Benchmarks	Date/s	Notes
<b>Autumn Term (1)</b>	A Level Workshops	3, 5, 7	11.09,2022 (BRC) 14.09.2022 (WRC)	
	Future Intentions Assembly L.Hay	3, 4, 7	22.09,2022 (WRC) 23.09.2022 (BRC)	
	Careers drop-ins	3, 5, 7, 8	29.09,2022 (BRC) 30.09.2022 (WRC)	
<b>Autumn Term (2)</b>	PHSE: Developing Skills and Aspirations (teamwork, raising aspirations and enterprise skills)	1, 2, 4		
	HE/FE/Training Provider Assemblies	3, 5, 7	14.11. 2022 (WRC) 28.11.2022 (BRC)	

	HE/FE/Training Provider Assemblies	3, 5, 7	14.11. 2022 (BRC) 28.11.2022 (WRC)	
	LAC & EHCP 1:1 Careers Appointments	2, 3, 8	TBC	
	Formal (Mock) Interview Days	2, 3, 4, 5, 7, 8	18.11. 2022 (BRC) 25.11.2022 (WRC)	Reserve Dates: 09.12. 2022 (BRC) 16.12.2022 (WRC)
<b>Spring Term (1)</b>	National Apprenticeship Week (to include Assembly for all Houses from Apprenticeship professional)	1, 2, 4, 5, 7	6-10.02.23	Assemblies: 6- 8.02.2023
	NCS Assemblies and break-time drop-ins	1, 2, 4	13.01.2023 (WRC) 20.01.2023 (BRC)	
	Year 11 Missing Destinations Careers Appointments (NEET Potentials)	3, 8	January onwards	
	HE Applications lunch-time drop-ins	3, 7, 8		
	Letter home to ask is a 1:1 Careers Appointment is needed	2, 3, 8	21.04	

<b>Year 11 Careers Overview 2022/2023 (continued)</b>				
<b>Spring Term (2)</b>	Careers advice available at Parents' Evening	3, 8		
	National Careers Week (to include HE Post Competition for all Tutor Groups)	2, 3, 7	6-10.03.2023	Tutor time
	PSHE: Independence (responsible choices and safety in independent context)	2, 4		



	Destinations intentions drop-in workshops	2, 3, 5, 7, 8	02.03.2023 (WRC) 09.03.2023 (BRC)	
	NCS Assembly and breaktime drop-ins	3, 4, 5	03.03.2023 (WRC) 10.03.2023 (BRC)	
	Letter home to ask if a 1:1 Careers Appointment is needed	3, 8	21.04.2003	
	Parents' Evening Appointments	2, 3, 4, 8		
	MADE activity – raising aspirations and attainment	2, 3, 4, 5		
	LAC & EHCP 1:1 Careers Appointments	2, 3, 8	12.05.2023 (WRC) 19.05.2023 (BRC)	

# CAREERS EDUCATION (CE) AND INFORMATION ADVICE AND GUIDANCE (IAG)

## Policy Change Control

Paignton Academy	Paignton Academy
Waterleat Road	Borough Road
Paignton	Paignton
Devon	Devon
TQ3 3WA	TQ4 7DH

## **Policy Change Control**

Committee Responsible	Trust Board
Board Trustee	Mike Freeman
Nominated lead member of staff	Laura Hay
Approved:	
Status & review cycle	
Next review date:	As required

Date	Version	Person	Change / Action
22.03.2022	2	L Hay	Addition of Careers Administrator
22.03.2022	2	L Hay	Appendix 2 Overview updated
22.03.2022	2	L Hay	CSW – meet needs of LA transition contract statement
22.03.2022	2	L Hay	SLT assurances

## **Approval:**

<b>VERSION</b>	
<b>APPROVED</b>	
<b>REVIEW DATE</b>	
<b>TO BE REVIEWED</b>	
<b>SIGNED CHIEF EXECUTIVE</b>	<div>PRINT Stephen Kings</div> <div>NAME</div>

<b>SIGNED CHAIR OF TRUST BOARD EXECUTIVE</b>	<b>PRINT Gavin Jones</b>
	<b>NAME</b>

## 1. Policies

This policy should be read in conjunction with the following:

### Policy Links

- Provider Access
- Teaching and Learning
- Assessment, Recording and Reporting
- Equal Opportunities
- Health and Safety
- SEND
- Lone Working
- Safeguarding
- Feedback to Parents and Pupils
- Marking

## 0. Rationale

Helping to support students to plan their future and career is a high priority for the Academy. We value our students as individuals and place great emphasis on supporting and guiding our young people both personally and academically to ensure that they achieve their full potential. This policy outlines students' entitlement and the infrastructure that is in place to ensure a maintained provision.

## 3. Definition

Careers Education (CE): refers to services and activities intended to assist individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

## 4. Information Advice and Guidance (IAG):

**Information** when used in IAG means the provision of information on learning, careers and work opportunities. Information can be provided in a range of formats including:

- printed materials such as leaflets and booklets;
- audio-visual materials such as YouTube;
- computer software/internet websites;
- verbal information to the client on a face-to-face basis or through local or national help- line services.

**Advice** refers to interaction with the student, usually on a one to one basis. It may require:

- how to access and use information;
- Recognition of when more in-depth services may be required and referrals to an external agency.

**Guidance** is an in-depth interview conducted by a trained adviser which helps clients to:

- explore a range of options;
- to relate information to their own needs and circumstances;
- to make decisions about their career i.e. their progression in learning and work.

## 5. **Entitlement**

- All students are entitled to a planned programme of Careers Education, which is designed to help them develop their individual career aspirations.
- The Academy's Programme is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- The Academy has a commitment to retain the Investor in Careers Award as it helps to monitor, review and evaluate the provision it delivers.
- Due consideration is given to the additional needs of each student.

## 6. **Statutory Duties:**

***The Academy has a series of statutory duties:***

- All registered pupils at the school must receive independent careers advice in Years 7 – 11 (Appendix 1).
- Careers advice must be represented in an impartial manner; showing no bias towards a particular institution, education or work option.
- This advice must cover a range of education or training options.
- This guidance must be in the best interests of the pupil.
- There must be an opportunity for education and training providers to access pupils in Years 7 – 11 in order to inform them about approved technical qualifications or apprenticeships.
- The Academy must have a clear policy setting out the manner in which providers will be given access to pupils. Details are available in the Provider Access Policy.
- The Academy will base its careers provision around the Gatsby Benchmarks (Appendix 1).

## 7. **Delivery**

The Academy challenges its pupils which enables them to realise their full potential. To ensure this happens pupils are given a comprehensive programme of information and advice on further education, current labour market opportunities and voluntary / gap year opportunities (Appendix 1). At the heart of our philosophy is our commitment to equal opportunities and this is reflected both in our educational programmes and in the way in which they are delivered.

The Academy uses the 8 Gatsby Benchmarks as a framework for its careers provision:

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

Further to the provision provided through core curriculum lessons pupils are given:

- accurate, comprehensive, reliable and up-to-date information, that is well displayed, well maintained and easily accessible;
- opportunities through taster sessions, guest speakers and trips and visits to acquire further skills and knowledge on future pathways;
- encouraged to participate in work experience to enhance their knowledge and understanding of the world of work;
- interviews and specialist guidance are offered by fully qualified L6/7 practitioners.

#### 8. **Roles and Responsibilities**

***The Principal will ensure that:***

- the policy is integrated into the Academy's curriculum and implemented in accordance with the above principles.

***The BET Board will ensure that:***

- the Academy has a clear policy on CEIAG and that this is clearly communicated to all stakeholders. They should ensure that this policy based on the eight Gatsby Benchmarks and is meeting the Academy's legal requirements;
- the arrangements are in place to allow a range of educational and training providers to access students in Years 7 – 11;
- there will be a member of the Board who takes a strategic interest in CEIAG and encourages employer engagement.

***The Academy's SLT will ensure that:***

- sufficient resources are allocated to the programme;
- the effectiveness of Careers Advice is evaluated and the outcomes reflected in future plans.

***The Careers Lead will:***

- organise and coordinate the provision of CEIAG across the Academy;
- deliver relevant INSET to other staff;
- monitor and report on Destination Data;

- liaise with outside bodies to support Careers Education development within the Academy;
- ensure the provision of suitable and up to date, resource materials;
- develop Academy-based careers materials to support pupils, parents/carers, teaching staff and local employers/business;
- evaluate the programme annually;
- ensure that the correct Health and Safety protocol is adhered to with regards to Work Experience placements of young people;
- provide guidance and support to young people to reduce the likelihood of them becoming NEET.

***The Careers and Guidance Co-ordinator will:***

- maintain and populate the Academy's online Careers Hub facility;
- provide administrative support for the Careers Lead;
- maintain accurate databases linked to Destination Data and Work Experience;
- work alongside the Careers Lead to enable students to make positive transitions;
- produce resources to support students' careers research.

***The Careers and Guidance Administrator will:***

- produce resources to support students' careers research;
- support CEIAG related activities and events;
- work alongside the Careers Lead to enable students to make positive transitions;
- produce an annual audit on CEIAG with curriculum leads on CEIAG within subjects.

***Staff will:***

- deliver aspects of the Careers Education programmes discreetly;
- be familiar with the details of the Careers Education Programme so they can support students, particularly in their role as Form Tutors;
- include careers-related elements in their Schemes of Work where appropriate;
- feedback to students on their progress and achievement and what affect this has on their economic futures and wellbeing;
- refer students to the careers team who require further/additional transition support.

***Careers South West will:***

- provide Impartial and Current Information Advice and Guidance to the Academy's most vulnerable pupils;
- support the Academy in delivery of CEIAG;
- publish annual Year 11 student destination data;
- meet the requirements of the Local Authorities transition contract

***Pupils will:***

- behave positively and responsibly when participating in CEIAG related activities;
- provide feedback on the CEIAG Programme.

**9. Engaging with Parents/Carers**

The Careers Department has a wide range of learning materials and resources for students/ parents and carers to use. Parents and students can also contact dedicated careers staff for help and advice. Guidance

is supplemented by a wide range of careers activities and events and the educational aspect is taught through form tutorials, assembly time and dedicated Careers PSHE lessons.

The Academy actively encourages feedback from parents/carers and provides them with an overview of careers events and information through the half termly Careers Newsletters.

#### 10. **Safeguarding**

Refer to the Academy's Safeguarding Policies:

- Safeguarding Children
- Lone Working
- Safeguarding Children - Allegations against Staff

#### 11. **Procedures for Reviewing Effectiveness of Programme**

Feedback from staff, parents and pupils will help to judge the effectiveness of the Careers Education Programme. The Careers Lead will be responsible for developing methods to collect these views. There will be an annual Academy based evaluation of the effective implementation of this policy. This will take place in the Summer Term, using the local quality standards for CEG to identify desirable improvement.

#### 12. **Resources**

Funding is allocated in the annual budget. Funding for developments in the Academy's Improvement Plan is considered in the context of whole Academy priorities. Sources of external funding to improve CEIAG provision are actively sought.

## **APPENDIX 5**

# **PROVIDER ACCESS POLICY**

### **Policy Change Control**

Paignton Academy	Paignton Academy
Waterleat Road	Borough Road
Paignton	Paignton
Devon	Devon
TQ3 3WA	TQ4 7DH

### **Policy Change Control**

Committee Responsible	Trust Board
Board Trustee	Mike Freeman
Nominated lead member of staff	Laura Hay
Approved:	

Status & review cycle	
Next review date:	As required

Date	Version	Person	Change / Action
22.03.2022	2	L Hay	Entitlement is now for Years 7 - 11
22.03.2022	2	L Hay	Addition of endorsements of digital materials on Careers Hub - prior agreement of Principal

**Approval:**

<b>VERSION</b>	
<b>APPROVED</b>	
<b>REVIEW DATE</b>	
<b>TO BE REVIEWED</b>	
<b>SIGNED CHIEF EXECUTIVE</b>	<b>PRINT</b> Stephen Kings  <b>NAME</b>
<b>SIGNED CHAIR OF TRUST BOARD EXECUTIVE</b>	<b>PRINT</b> Gavin Jones  <b>NAME</b>



## 1. Policies

This policy should be read in conjunction with the following:

- SEND Policy
- Child Protection and Safeguarding Policies
- PSHE Policy

## 0. Rationale

This policy statement sets out the Academy's arrangements for managing the access of providers to pupils at the school for the purposes 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.

## Student Entitlement

Students in Years 7-11 are entitled to:

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

## Management of Provider Access Requests

### Procedure

A provider wishing to request access should contact *Mrs Laura Hay, Careers Lead*:  
Telephone: 01803 403003, Email: [careers@paigntonacademy.org](mailto:careers@paigntonacademy.org)

## Opportunities for Access

The Academy is happy to display materials and hand out literature to pupils and parents. All requests should be sent through via the above contact.

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents:

	Autumn Term	Spring Term	Summer Term
Year 7	• Lego activity and Mock Interviews.	• Careers Assembly to include Lego Winners presentations.	• PSHE – Life Skills.

<b>Year 8</b>	<ul style="list-style-type: none"> <li>Life skills – assembly.</li> <li>Tutor group opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>KS3 Options event</li> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> <li>Options Choices- lunch time drop in</li> <li>Taster events &amp; visits to other FE/ HE/ employment providers</li> </ul>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> <li>Options Choices - Lunch time drop in</li> <li>Taster events &amp; visits to other FE/ HE/ employment providers</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> </ul>	<ul style="list-style-type: none"> <li>KS4 options event</li> <li>Taster events &amp; visits to other FE/ HE/ employment providers</li> <li>Options Choices- Lunch time drop in</li> </ul>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> <li>Taster events &amp; visits to other FE/ HE/ employment providers</li> </ul>
	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> <li>PSHE Lessons</li> </ul>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> <li>PSHE Lessons</li> <li>Taster event&amp; visits to other FE/ HE/ employment providers</li> </ul>	<ul style="list-style-type: none"> <li>Life Skills – assembly</li> <li>work experience preparation sessions</li> <li>PSHE Lessons</li> <li>‘Speed Networking’ event with providers and employers</li> <li>Taster events &amp; visits to other FE/ HE/ employment providers</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> <li>Options Choices- Lunch time drop in</li> </ul>	<ul style="list-style-type: none"> <li>Life skills – assembly</li> <li>Tutor group opportunities</li> <li>Options Choices- Lunch time drop in</li> </ul>

The Academy policy on safeguarding sets out the school’s approach to allowing providers into school as visitors to talk to our students. (Please see the Paignton Academy Safeguarding Policies incorporating Child Protection Procedures, accessible on the Paignton Academy website;  
<http://www.paigntonacademy.org/academy-policies/> or from the Head of School’s PA).

### Premises and Facilities

The Academy will make the main hall, classrooms or private meeting rooms 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 all be discussed and agreed in advance of the visit. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre: links can also be added to the Careers Hub section of the Academy’s website.

