



THINKING SCHOOLS
ACADEMY TRUST

PAIGNTON ACADEMY

(Part of Thinking Schools Alliance Trust)

Careers Department

CEIAG Overview

March 2024

(Careers Education, Information, Advice and Guidance)

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Introduction and Summary

This document will help to explain what Careers provision looks like at Paignton Academy, the legal requirements of 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 stable timetable of yearly planned 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 reintroduced January 2024 (Year 10 attending 8th-12th June).
- There is a focus on developing and enhancing students' literacy to support whole school priorities.
- Students are provided with guidance at key transition points.

OFSTED

The DfE published *Careers Strategy; making the most of everyone's skills and talents* (Dec, 2017) that supports schools and colleges to be fairer, improve social mobility and offer opportunity to everyone. The strategy is underpinned with recent guidance by the DfE called *Careers guidance and access for education and training providers* (July, 2021), and the *Ofsted Education Inspection Framework* (May, 2019 and updated July, 2022). The education inspection framework includes careers guidance as part of a personal development judgement. Ofsted is legally required to comment, in an inspection report, on the career's guidance provided.

Compulsory requirements

- A named Careers Lead (Laura Hay).
- A Governor 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 using the Gatsby Benchmarks to support and develop the Careers Programme.
- 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.

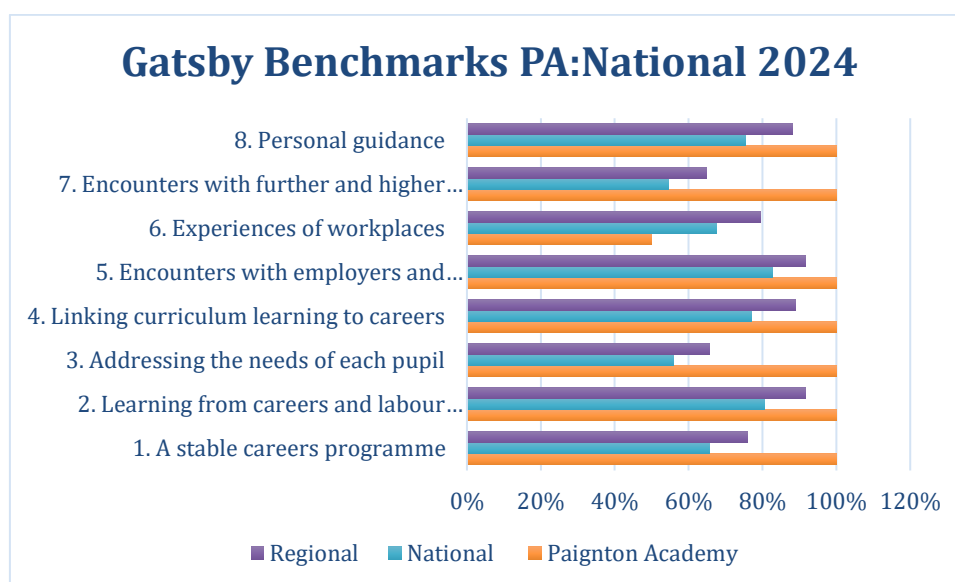
- Must provide at least 4 different Provider encounters.
- Provider Access Policy must be published ('Baker Clause').

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 please see below table:



NEETs (not in education, employment or training)

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).
- Data refers to 16-17 Year olds.

	Paignton Academy 2022	National 2022	Torbay 2022	Paignton Academy 2023	Torbay 2023
Full Time Education (other)	-	83.7%		0.4%	
Staying at School	5.4%			2.4%	
Further Education College	82.6%			92%	
Apprenticeship	2.5%	3.7%		2.4%	
Employment with other Training	1.2%	2.2%		0.8%	
Employed without Training	1.2%	2.7%		0.4%	
Preparation Training	1.6%			0.8%	
Not Available	0.4%			0.0%	
Unemployed	4.1%			1.6%	
NEET	4.1%	4.6%	5.3%	1.6%	7.4%

20224 (Anticipated Destinations)

Details	Number	Percentage
Apprenticeship	6	
Exeter College	33	
South Devon College	168	
Bicton College	1	
Churston Grammar School	6	
TBGGs	1	
TGGS	1	
Torquay Academy	1	
Royal Navy	1	
Out of Area	1	

Unconfirmed (potential NEET) Working with parents/ pupils/outside agencies to reduce number	7	
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Comments

- Increase in number of students studying at Exeter College 2023: 13 students
- Decrease in other 6th form applications 2023: 11
- Increase in need for referrals to CSW (LA support) 2023: 10 however there have been changes to meeting threshold for support.

1:1 Guidance Appointments

- The Academy's 'most at risk' students and those with ECHPs receive more intense 1-1 preparation work regarding their next steps: this is run by our CSW (Careers South West) Adviser, Darren Baker. (Pastoral/ Safeguarding teams are consulted when developing the list).
- All Year 9 and 11 students are given the opportunity to participate in at least one guidance interview.
- 1:1 guidance appointment's are available on request from Academy staff/ parents/ students/ for all students (Years 7 – 11.) Requests can be made in person to a member of the careers or sent via email to careers@paigntonacademy.org
- All guidance notes are added onto students' SIMS accounts under the SEN section.
- Guidance appointments are provided by an Academy or External provider who is level 6 trained.
- Drop-in careers advice sessions are offered weekly to all year groups.

Information and Advice

- 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/6th 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.
- 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

- Mrs Vere was appointed to the role of Work Experience Officer September 2023 and will be leading on the work experience programme.
- Work Experience has been reintroduced for Year 10 and will take place from the 8th-12th July 2024. Historically 60% of students attend a placement.
- Students will be expected to secure their own placement. However, if they need assistance they can come and speak to a member of the careers team or send an email

to the Careers Department. The Careers team has a list of 'warm leads' of companies who are open to students to attend Work Experience placements.

Activities and Assemblies

- The careers activities, visits and assemblies are all age appropriate as this creates a progressive programme. (Appendix 3)
- Each year activities will be reviewed and replaced with alternatives if they are deemed not to meet the needs of the learners and do not have a positive impact on students' academic or emotional development.
- **LEAP Year 9**
- **LEAP Year 10**
- 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 are invited to participate in a taster day at the College in Year 11.
- We also have good working relationships with Exeter College and other 6th Form providers: visits take place and speakers come in to deliver assemblies to our students throughout the academic year.
- **NCS:** National Citizen Service is a three-week summer holiday activity provider for Year 11 students.
- Total number of Offsite trips: 25 and 'in house' activities 42.
- Student participation is recorded on Compass+ (programme supplied by the Government through the CEC- Careers & Enterprise company)

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.

Auditing of Provision

External

The Academy has been previously externally audited on its careers provision in order to help aid improvement (the accreditation lasts for 3 years). This last took place 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”

We had not instigated re-accreditation because we have reintroduced work experience this year.

Termly review meetings take place with the Academy's Careers & Enterprise Adviser and Enterprise Employer link.

Internal

Feedback from colleagues takes place in the format of curriculum audits
Feedback from students previously

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

Term 3 (April 2022)

- Review of Careers Provision.

Which site are you based on?	BRC: 58.1%			WRC: 41.9%	
Which Year Group are you in?	7: 18.6%	8: 23.3%	9: 14%	10: 44.2%	11: Left
Which House are you in?	Broadsands: 32.6%		Goodrington: 32.6%		Elberry: 34.9%
Do you think sending careers information to your school Gmail account is useful?	Yes: 39.5%		No: 30.2%		Maybe: 30.2%

How many posters around the Academy are linked to careers?	Some: 46.5%	None: 23.3%	Many: 30.2%
Do your teachers talk about careers/life experiences that have helped them to be where they are today? Is this useful?	Yes: 34.9% Yes: 30.2%	No: 23.3% No: 18.6%	Some: 41.9% Sometimes: 51.2%
Have your teachers told you about careers linked to the subject they teach?	Yes: 23.3%	No: 25.6%	Sometimes: 51.2%
What do you consider to be the most important employment skills?	Responsibility, Communication, Confidence, were the 3 top responses from students.		
What is your most memorable career activity during your time at the Academy?	Assembly: 25% Trip: 19% Tutor: 12% Careers Day: 19% Visitors: 25%		
How could we improve your career provision at the Academy?	<ul style="list-style-type: none"> ● More Assemblies. ● More days dedicated to it. ● 1:1 chat. ● More in lessons. ● Tutor time. ● Subject specific trips. 		

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, dependent 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



Careers Education Development Plan 2023-2024

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

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

Intent	Implementation and Monitoring	Impact
<p>A greater Personalised Approach (Gatsby 3 & 8) <CPD focus></p>	<ul style="list-style-type: none"> 1:1 Guidance interview for every Year 11 student. Train guidance staff on how to create a maintain at risk target list for external specialist support (CSW). Staff in the Careers Department to undertake guidance training L2, L4 and progress on to L6 apprenticeship. Introduce first aid/transferable skills to Year 8 PSHE programme. 	<ul style="list-style-type: none"> Students have an improved understanding of their next steps. The Academy NEET figure remains below the national average. Meets GATSBY Benchmarks – 100%. Improved levels of staff confidence in using Excel. Staff are confident at delivering materials to a range of pupils.
<p>Increase encounters with employers and employees Linking CEIAG to curriculum (Gatsby 4 & 5) <Procedure/ process focus></p>	<ul style="list-style-type: none"> Launch work experience programme for Year 10. Create CEIAG team building/independent learning activities for Year 9 Tutor programme. Introduce mock interview activity to Year 11 PSHE programme. Obtain feedback from Stakeholders in regards to new initiatives 	<ul style="list-style-type: none"> Increasing students' awareness of employer needs. Meets GATSBY Benchmarks – 100%. Increased Awareness of CEIAG programme.
<p>Literacy (3) <Whole school/ Trust focus></p>	<ul style="list-style-type: none"> Introduce themes to the libraries for each term (x6 per year). Create a central system to record the Form/ Year groups text allocations. Look at financial allocation to library service and improve the range of reading/ engagement materials. Feedback/evaluations on texts from staff and students. Introduce Work Experience Application feedback (literacy focus) to students. 	<ul style="list-style-type: none"> Increased activity participation. Increased learners' understanding of the benefits to improved literacy. Meeting the needs of all learners. Increased number of pupils accessing library facilities.

APPENDIX 2

Careers Education (CEIAG) Audit Summary – 2021/22

Faculty/Subject:		Art & Design			
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"> KS3 Art Club KS4 Catch Up Seagull Project <p>with local artist - part funded by the England Arts Council, Torbay Council and the Riviera Education Trust.</p> <ul style="list-style-type: none"> Positive Postcards Paignton Harbour Project 	<ul style="list-style-type: none"> Tutti Frutti Day of the Dead Steampunk Sea Creatures Come Fly with Me Sweet and Sour Bonkers Buildings Structures Identity Cells Carnival Fragments Seaside 	<ul style="list-style-type: none"> Trevor Bartlett Blue Sea Food Crab & Hammer 	<ul style="list-style-type: none"> Visiting artists - Flossy & Jim, Becky Bettlesworth any other local practitioners? Trips to local galleries, museums and exhibitions. Workshops with local artists. Start a G&T Programme: lead on from the seagull project... 	<ul style="list-style-type: none"> 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? 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. Set designers from the Palace and Princess theatres. Local printers. Curators from the Royal Albert Memorial Museum and Torre Abbey. Architects. 	

Faculty/Subject:		Business Studies			
Person/s Responsible:		Luke Soby			
Activities Running	Schemes of Work	Local Business Links	Required Activities Information needed	Future Developments	Requested Information
<ul style="list-style-type: none"> ▪ Informal information given to all students on careers, UCAS applications, etc. ▪ Year 10 Future Intentions South Devon College Taster Session. ▪ South Devon College drop in regarding courses. 	<ul style="list-style-type: none"> ▪ Modules on Human Resources: <ul style="list-style-type: none"> ◦ Job Descriptions/ Job Specs. ◦ Employability skills, qualifications required, transferable skills in the industry. ▪ Market research. transferable skills. ▪ Product design Process. ▪ What is market research. 	<ul style="list-style-type: none"> ▪ Have worked with several local businesses such as Sainsbury's, Paignton Zoo, Torquay United, Plymouth Uni in the past, need to re-link ▪ Staff links? ▪ Possible visits from local businesses. 	<ul style="list-style-type: none"> ▪ Would welcome any activity that would inspire students. ▪ Updated posters in curriculum area linking to careers. ▪ Increase interview exposure. ▪ London finance institute. ▪ Barclays online activity. ▪ Life skills, banking, applications etc ▪ Wellbeing classroom, linked Job of the week. 	<ul style="list-style-type: none"> ▪ 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. ▪ Reinstate trips. ▪ Visits from local business would be welcomed. ▪ Posters advertising careers linked to Business Studies. ▪ Subject section on Careers Hub: jobs related to Business Studies. 	Contacts: <ul style="list-style-type: none"> ▪ Need new contacts.
Faculty/Subject:		Creative Arts: Drama			
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"> Workshops with Doorstep Arts and Exeter University. Programmes at Exeter University Year 10. Year 9 Physical Theatre Workshops. Creative Arts Careers Week. Post 16 students on placement for education courses. 	<ul style="list-style-type: none"> Jobs into Theatre for Year 9+ = part of course. Careers lesson: 1 hour, Spring Term for Year 9. 	<ul style="list-style-type: none"> Doorstep Arts. Palace Theatre Work Experience. Princes Theatre for Trip and Work Experience. TRZ- Theatre Royal talks. South Devon College. 	<ul style="list-style-type: none"> Job of the week (through careers) Career videos Discover Creative Careers Link: https://discovercreativecareers/about/discover-creative-careers-week/?fbclid=IwAR1QVvFXQt5soICkeFpuM5IeQ8NdsKOZv2YOZG1xjNaj7rTccGVBym6aW5M 	<ul style="list-style-type: none"> Visiting speakers for careers in the drama industry. Develop Creative Careers Week. Reinstate TRL2. Work Experience placements. Careers wall in main building. Building awareness of jobs in the industry. 	<ul style="list-style-type: none"> Career Week ideas. Assembly/tutor time activities. Visits. Talk: drop in libraries? Performance= paid to engage with families? Linking with sound industries and local networks.

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

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

Faculty/Subject:		French / Spanish			
Person/s Responsible:		Dominic Round			
Activities Running	Schemes of Work	Local Business Links	Required Activities Information needed	Future Developments	Requested Information
<ul style="list-style-type: none"> KS3 MFL Guest Performance Assembly. 	<ul style="list-style-type: none"> We cover School, Education and Careers as a Module in Year 11. 		<ul style="list-style-type: none"> 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). Are there any speakers who would come into school to talk to pupils about languages/further study/their relevance and usefulness in careers etc? Would like an internal activity for Year 9. Would like an external activity for Year 10. 	<ul style="list-style-type: none"> Reintroduce offsite activity for Year 10 students. 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. Subject section on Careers Hub: jobs related to French/Spanish. Posters advertising careers linked to French/Spanish. 	Contacts: LAL Language School: Robert Allan is willing to provide taster activities: Robert.allan@lalschools.com

Faculty/Subject:		Geography			
Person/s Responsible:		Claire Smerdon / Sarah Pugh			
Activities Running	Schemes of Work	Local Business Links	Required Activities Information needed	Future Developments	Requested Information
▪ 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. 11: Cycles 1 & 2.	Year 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.

Faculty/Subject:		History			
Person/s Responsible:		Andrew Avery / Gen Coombes			

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

Faculty/Subject:	ICT and Computer Science				
Person/s Responsible:	Dan Lewis				
Activities Running	Schemes of Work	Local Business Links		Future Developments	Requested Information

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

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

<ul style="list-style-type: none"> • 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. • Work with STEM re careers advice – eg, have sorted out a Work Experience placement in Science for a student. <p>The following raise aspirations and encourage careers in Science:</p> <ul style="list-style-type: none"> • British Science Week. • Year 10 Future Intentions sessions at SDC. • Crest for all Year Groups. • Science Shows provided by outside agencies - annual. 	<ul style="list-style-type: none"> • 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. • Scientific Literacy to be developed to show students the importance of science in every-day life. • 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. • Literacy starters. • Links to careers embedded. • Posters around the Science area about careers. 	<ul style="list-style-type: none"> • Would like to forge contacts with local companies for Work Experience, Outside Speakers etc. 	<ul style="list-style-type: none"> • Met Office presentation to Science / Geography students. • Careers Ambassador staff members. • Develop Science Club linked to industry – funding dependent. 	<ul style="list-style-type: none"> • KS3 students attended Big Bang Careers Fair in 2018/19. Feedback from students was that there was not enough to do.
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APPENDIX 3



Year 7 Careers Overview 2023-2024

Term	Activity	Gatsby Benchmarks	Date/s	Notes
Autumn Term (1)	Careers Hub Newsletter feature	1, 2, 4, 5, 7	30.09.23	
Autumn Term (2)	Year 7 Aspiration (Lego) event launch Assembly	2, 3, 5, 8	13.11.23 - WRC 20.11.23 - BRC	
Spring Term (1)	Photos, Interview, Personality Assessment for Aspiration activity	3, 4, 8	05.01.24 – 02.02.24	Tutor time
	National Apprenticeship Week (to include Assembly for all Houses from Apprenticeship professional)	2, 4, 5, 7	05.02.24 - 09.02.24	Assemblies: 05-09.02.2024
Spring Term (2)	National Careers Week (to include HE Poster Competition for all Tutor Groups)	2, 3, 7	04.03.24 - 08.03.24	Tutor time
	Focus on World Book Day Assemblies	2, 3, 7	05.03.24 - 08.03.24	
	Year 7 Aspiration (Lego) Event Winners' Assembly	2, 3, 5, 8	26.03.24 (WRC) 27.03.24 (BRC)	
Summer Term (1)	Lego Workshop (2.00 – 3.00)		25.04.24 (BRC) 26.04.24 (WRC)	
Summer Term (2)				

All Year Round	Displays	1, 2, 7		
	Careers Hub	1, 2, 3, 4, 6, 7		
	Dedicated Careers literature point in Libraries	1, 2, 3		
	After-school and lunch-time drop ins	3, 7, 8		
	Email correspondence	2, 8		
	External Review of Provision	1, 3		
	Job of the Week - every Monday			
	Regular Careers Newsletter	1, 2, 4, 5, 7		

APPENDIX 4

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

Policy Change Control

Paignton Academy
Waterleat Road
Paignton
Devon
TQ3 3WA

Paignton Academy
Borough Road
Paignton
Devon
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:

VERSION	
APPROVED	
REVIEW DATE	
TO BE REVIEWED	
SIGNED CHIEF EXECUTIVE	PRINT Stephen Kings

	NAME
SIGNED CHAIR OF TRUST BOARD EXECUTIVE	PRINT Gavin Jones NAME

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 referral s 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:

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

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

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.

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

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.

