



# Calder Learning Trust

## Careers Policy

Approved by Governors:	March 2024
Date to be reviewed:	March 2025

## **Introduction**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at The Calder Learning Trust. “Careers Education” and “Information, Advice and Guidance” develops the knowledge, understanding, confidence and skills that our young people need to make well informed decisions and plans that enable them to progress smoothly into further learning and employment, now and in the future.

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

## **Aims and objectives**

Careers Education, Information, Advice and Guidance (CEIAG) is a means of providing all our students with personalised support on learning and work pathways such as GCSE/A-Levels, vocational learning, apprenticeships and employment with training, especially with Y9 options and potential Post 16/18 destinations.

Through IAG our students will receive support on other key issues that impact on their ability to develop and progress, for instance social mobility and personal wellbeing.

Calder High’s CEIAG Programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students’ readiness to take their next step in their learning or career.

The Calder Learning Trust underpins its CEIAG programme around the 8 Benchmarks produced by the Gatsby Charitable Foundation which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

## **Gatsby Benchmarks:**

1. A Stable Careers Programme known by all school stakeholders
2. Learning from career and labour market information
3. Addressing the needs of every student
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

For the 8 benchmarks to be realised The Calder Learning Trust aims to follow the 10 recommendations designed by the Gatsby Survey 2014 to ensure our CEIAG programme is fit for purpose in delivering outstanding CEIAG to all students to enable them to be work ready.

### **Gatsby Recommendations:**

1. Use the 8 Benchmarks
2. Have a school careers plan
3. Publish destination data
4. Interact with The National Careers Service
5. Utilise career and labour market information
6. Link curriculum learning and careers - especially STEM
7. A review of encounters with employers and the workplace
8. Have a Link Governor for employers/careers
9. Use encounters with young ambassadors
10. Utilize appropriately (level 6) qualified impartial (external) career advisers

We are working towards these recommendations through the following initiatives:

- We have an appointed Careers Leader, Jan Healey, who is responsible for taking the strategic lead and direction for careers work in school. Jon Hairsine is our appointed Governor with responsibility for careers and employer engagement.
- Achieve the Quality in Careers Standard Award - this award is assessed against Gatsby Benchmarks. We also use the Compass Assessment tool as a working document to evaluate our performance against the benchmarks and utilise this tool to help inform areas for development.
- We review and update our career plan annually to ensure it is meeting the needs of our learners and look at new developments and ways of working
- We want our learners to progress onto positive destinations and continue to monitor and track our students after they have left Year 11 and post 16 options. C&K Careers whom we work closely with provides ongoing support to our leavers if they require this assistance. Destination data is published on our website.
- C&K Careers, who have excellent knowledge of education and training provision and labour market trends, provide support to all students and to further reduce our NEET figures and raise participation levels of those progressing onto positive further education and training destinations. Raising our students' aspirations and awareness of routes to gain higher education qualifications, such as university and degree/higher led apprenticeships. Students have access to level 6 qualified impartial careers advisers through this service to help them at key decision points.

We also interact with the National Careers Service to utilise their resources in our careers programme.

- We are working with the Enterprise Co-ordinator from the Leeds City Region Enterprise Partnership (LEP) to further develop our employer engagement.
- Within our CEIAG Programme students are given opportunities to access employers, training providers and HE and FE providers, at events and visits students will meet young ambassadors from these organisations. Participating in these activities helps to raise our students' aspirations and inform them about the pathways and options available.
- Students have access to, and learn how to use, careers and labour market information. Links to labour market information are also published on our website and we encourage both students and parents/carers to look at this information to help inform decisions.
- Careers learning is linked to our curriculum, for example in English students learn how to plan a presentation and present with confidence, in maths they will look at financial capability and in Geography they complete a range of end of unit tasks throughout Key Stage 3 and focus on developing transferable skills in Key Stage 4.

CEIAG has a major role to play in breaking down barriers to success at all key stages. We take a holistic approach in supporting the wellbeing of all of our young people, raising their aspirations, esteem and motivation in order for them to have social mobility, career success and achievement. Therefore, in addition to specific careers related activities, our curriculum includes activities to help our students:

- Be healthy – by helping young people to review and assess their decision making and goal setting in relation to health issues
- Stay safe – by giving young people opportunities to reflect on risk and behaviour
- Enjoy and achieve – by helping young people to set priorities for learning, work and leisure and to develop a work life balance
- Make a positive contribution – by helping young people to be active citizens, who are actively involved in their communities
- Achieve economic well-being – by challenging aspirations and helping young people to progress into further learning, training or employment and to realise their potential.

## **OBJECTIVES**

Students will learn how to access and use a variety of careers information, advice and guidance resources to help them understand the labour market and the qualifications, skills and attributes employers are seeking. They will learn how to complete and present themselves well in curriculum vitae, personal statements, applications and interviews.

Students will receive support through our CEIAG Programme to enable them to make appropriate options choices. They will gain a knowledge and understanding of the pathways and options available in KS4, Post 16 and Post 18. Students will have access to a C&K Careers Adviser and teaching and pastoral staff to support them with their decision making and careers planning.

Students have been offered activities in the PSHE Programme and across curriculum areas to raise their aspirations and increase their participation rates in education, training and employment Post 16. They will be tracked Post 16 in terms of their EET destinations by C&K Careers.

## **LEARNING OUTCOMES**

Students will be able to:

- Describe their progress and achievements orally and in writing. List personal and academic weaknesses and prepare, maintain and use personal records and information in applications and interview.
- Know how to use resources to research the labour market, job trends and careers
- Use information to understand more about the world of work, employment and employer expectations.
- Identify times when they need careers information, advice and guidance and who to ask for support in their careers and options decision making.
- Be able to make realistic and appropriate decisions/ choices in terms of courses and destinations by reviewing and revising their career plans in the light of self-assessment, research, action plan and IAG interviews.

## **STUDENT ENTITLEMENT**

Students are encouraged to take an active role in their own career development, so the CEIAG Programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Year 9 and Year 11

- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons throughout the year in primary and secondary PSHE lessons through the PSHE Association Scheme, covering options after school, the world of work, the job market and the skills needed for the future
- four meaningful encounters with representatives from the world of work; this could be through work related activities in assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and our careers team
- access to one-to-one guidance with a trained, impartial careers adviser, particularly in Year 11
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students

## **PARENTAL INVOLVEMENT**

Young people do not make career decisions in isolation, parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their child. The school is keen to keep parents/carers informed of their child's progress and provide parents/carers with information to support their son's/daughter's career planning and decision-making. Parents/carers are welcome to attend careers meetings, by prior arrangement with our careers team. The team is always happy to receive enquiries should any parent/carer have a question or concern.

The Calder Learning Trust is keen to foster parental involvement in the CEIAG Programme, wherever possible, and welcomes hearing from parents/carers willing to provide support for careers fairs, employer visits and talks, work experience and student mentoring.

Parents are encouraged to attend parents' evenings to discuss their son's/daughter's progress. The Calder Learning Trust hosts an Options Evening for Year 9 parents/carers and students to help inform decisions relating to KS4 options choices. Year 11 parents are invited to attend the Get Organised Event at the Shay Stadium in the Autumn term to get an overview post 16 options and the school emails links to parent/carers guides produced by C&K Careers specifically aimed at helping parents/carers support their child with their decisions in Year 9 and Year 11.

Parents/carers are able to access school website/portal and social media for information about careers related activities and events.

## **DELIVERY OF THE CAREERS PROGRAMME**

### **Careers education**

Careers Education and Guidance is delivered primarily through PSHE and Tutor Time from KS1 to KS4.

Topics covered in the CEIAG programme include:

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

#### **KS3**

- Introduction to Careers Service
- Introduction to information and databases
- Decision making skills
- Equal Opportunities
- Financial capability
- Self-awareness exercises
- KS4 Options
- Employment, FE, apprenticeships and HE

Students have access to individual IAG interviews with a C&K Careers Adviser through a lunchtime drop-in. Individuals can be referred by the KS3 Manager, Senior Leadership or form tutors.

#### **KS3**

Activities may include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, and the option of a careers meeting.

#### **KS4**

- Post 16 Options - access to external college/sixth form & training provider presentations/events
- Employment, apprenticeships and HE
- Financial capability
- IAG interviews or group guidance
- CVs/applications/interviews
- Support with sixth form/college & apprenticeship applications

## **Years 10 & 11**

Activities may include skill development, financial planning, personal presentation, post 16 options, CV writing, interviews, applications/personal statements and employer expectations.

By the end of Year 11, all students will have had the opportunity to:

- Develop their self-awareness and career management skills
- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, sixth forms/colleges, apprenticeship training providers and universities
- Apply for Post-16 options and back-up plans, as necessary (with support as required)
- Continue to develop the skills needed for a successful transition
- Have at least one meeting with a careers adviser
- Have a meaningful insight of a workplace and spoken to employers from a range of industries (including STEM)
- Experience Financial capability & budgeting lessons
- Create CVs/applications/interviews<sup>1</sup>

## **Careers Information**

Students are able to access the Job Explorer Database, careers and LMI information via the [www.ckcareersonline.org.uk](http://www.ckcareersonline.org.uk) website and a range of reliable websites collated by the careers advisers. The school website includes links and the latest careers newsletter.

## **Career Guidance Meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Year 9s, 10s and 11s are most likely to access the service.

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<sup>1</sup> In the present climate opportunities for mock interviews are difficult



Students are identified for careers meetings based on need and through self-referral.

Needs-based referral: KS 3 & 4 Managers, Senior Leadership, form tutors, pastoral team, or SENCO identify students who would benefit from intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

Self-referral: All students have access to lunch-time drop in sessions. Students are able to self-refer but priority may be given to students who are at key decision/transition points in Year 9 and 11. Self-referrals can be made directly to careers advisers in the careers office in the LRC, through email or via school staff.

### **External Providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school. See Calder High's Provider Access Policy

### **Staff Development**

Form Tutors are introduced to the concepts, aims and programme for CEIAG at Calder during INSET days. This staff development is further enhanced at Year Team meetings. The Careers Leader and career advisers attend conferences and network meetings to keep up to date with best practice and legislation.

### **Resources**

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

### **Employer Links**

Links with employers, businesses and other external agencies continue to grow through building on local community connections, such as Upper Valley Business Network meeting; as well as through the support of the school's Enterprise Adviser (brokered through the Leeds City Region Enterprise Partnership) and through working together with C&K Careers. We welcome hearing from employers willing to support activities, such as careers fairs, employer talks/visits, work experience, and mentoring.

### **Equal Opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with

support to explore options that suit their preferences, skills and strengths. The careers team work on early-identification of students requiring additional support. The careers advisers work with the SENCO to support Education, Health and Care planning and the pastoral and leadership teams to support students who may be facing other challenges.

Role models including ambassadors from industry, university and apprenticeships are brought in to raise aspirations and demonstrate what is possible after The Calder Learning Trust, while non-traditional routes such as apprenticeships are supported and encouraged.

The destinations of school-leavers are monitored and trends identified and reported on in Autumn term quarterly report.

### **Monitoring and Evaluation**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The CEIAG Programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers activities
- gathering informal feedback from external partners and from parents
- student destination figures post-16 (and post-18)<sup>2</sup>.
- feedback from our C&K Careers Advisers through end of term reports which provide an overview of activities undertaken in school, these can include feedback on surveys the have conducted with students and analysis of destinations. Copies of these report go to the Careers Leader and Deputy Head.
- reviewing our Service Delivery Agreement with C&K Careers to identify what has been achieved and areas for further development
- meeting with the Enterprise Co-ordinator from the Leeds City Region Enterprise Partnership to review our employer engagement action plan in the summer term, from this identifying achievements and looking at ways to develop this practice
- using the Compass+ Assessment Tool – the evaluation of these results takes place in the summer term of the year they are inputted and updated the following school year

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<sup>2</sup> Destinations attract post 18, however these are not as comprehensive as post 16 destinations due to time elapsed

The Calder Learning Trust is committed to achieving the Quality in Careers Standard, a dedicated quality award for careers programmes. The Calder Learning Trust is currently working towards the assessment criteria.

## **IMPLEMENTATION**

Implementation of CEIAG is led by the Associate Deputy Head, Chris Washington, who works closely with key members of staff, Jan Healey, Careers Leader our C&K Careers Advisers, KS3, KS4 & KS5 Managers and form tutors in KS3 and KS4, and Jon Hairsine, Governor with responsibility for CEIAG and Employer Engagement

### **References:**

***The Gatsby Benchmarks***

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

***The Career Development Institute Careers Framework***

[www.thecdi.net/New-Careers-Framework-2015](http://www.thecdi.net/New-Careers-Framework-2015)

## **CALDER LEARNING TRUST'S PROVIDER ACCESS POLICY**

### **Introduction**

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

### **Pupil entitlement**

All pupils in Years 8-11 are entitled:

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

### **Management of provider access requests procedure**

A provider wishing to request access should contact:

Jan Healey    Careers Leader  
Telephone:    01422 8883213  
Email: [jhealey@calderlearningtrust.com](mailto:jhealey@calderlearningtrust.com)

### **Opportunities for access**

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/carers.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 8	Assembly and tutor group opportunities. Lunch or after school drop-in	Assembly and tutor group opportunities. Lunch or after school drop-in	Assembly and tutor group opportunities. Lunch or after school drop-in
Year 9	FE/HE/apprenticeship fair Careers Fair – employer led	KS4 options event	Assembly and tutor group opportunities. Lunch or after school drop-in

Year 10	Assembly and tutor group opportunities. Lunch or after school drop-in	Assembly and tutor group opportunities. Lunch or after school drop-in	Assembly and tutor group opportunities. Lunch or after school drop-in
Year 11	FE/HE/apprenticeship fair Careers Fair – employer led Assembly on opportunities at 16 Post-16 provider presentations	Assembly and tutor group opportunities. Lunch or after school drop-in	Assembly and tutor group opportunities. Lunch or after school drop-in

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

### **PREMISES AND FACILITIES**

The school will make a suitable space available, such as the theatre, learning resource centre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school 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 with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Learning Resource Centre. The Learning Resource Centre is available to all students at lunch, break times and after school.