



Careers Education, Information Advice and Guidance

Approved by:	Governors
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Introduction

Careers Education and Guidance is statutory from Y7. At Castle Hall Academy we are committed to provide outstanding CEIAG for all students. Students all have the capacity to achieve but can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

School Aim

To enable students to increase their knowledge and develop understanding and skills relevant to life in a rapidly changing world.

Guidance Statement

Careers Education and Guidance at Castle Hall Academy is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is impartial and unbiased.

2. Aims of CEIAG

a) Self Development

Young people should be able to understand themselves and the influences on them.

b) Career Exploration

Young people should be able to investigate opportunities in learning, training and employment.

c) Career Management

Young people should be able to make and adjust plans to manage change and transition.

Learning Outcomes

a) Self Development

Students should be able:

- To assess their achievements, qualities and skills.
- To present this information as appropriate
- To use this information for personal development
- To set career and learning targets
- To recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work

b) Career Exploration

Students should be able:

- To understand the nature of work and people's attitudes to it
- To use a variety of sources of careers information
- To use work experience to improve chances
- To understand employment trends

c) Career Management

Students should be able:

- To use decision-making techniques
- To understand and use sources of help
- To make informed and appropriate choices at 14 and 16
- To make and manage changes as appropriate
- To understand job / learning applications and the requirements of interviews
- To understand rights and responsibilities in the workplace

Careers Education

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into work. Careers Education takes place mainly through work in lessons on AC Days and during Form Time.

Careers Guidance

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It should be impartial, client centred and confidential. Careers Guidance takes place mainly through individual support from our Career's Advisor, Lindsey Woodward.

All staff are involved in preparing students for personal and working life, both as a young person and as an adult. All form tutors take a role in CEIAG, e.g. preparation of UCAS references, support during selection of KS4 options.

Careers Interviews

Careers interviews are conducted by Lindsey Woodward in a private room and information from these is kept confidential. All year 11 students and students with Statements and EHCPs in Year 8 and 11 are guaranteed an interview. Vulnerable students are prioritised. After this student interviews are allocated on a needs basis, either through direct referral from a member of staff e.g. Head of Year or from a need assessed during a careers lesson. Students are free to request an interview at any time and one will be allocated as soon as possible.

Information and Resources

- Careers Information and Resources are located in the Careers Library.
- The Careers Library is updated on a regular basis to incorporate any new or additional information.
- In the Careers Library, there are IT facilities connected to the school network and students have access to the Internet for research in Form Time on a rota programme.
- The Careers Library is available to students at break and lunchtimes.
- Materials are available on short-term loan to students and staff.

Keeping Up-to-Date

Copies of books that are up-dated annually are renewed each year. Other bought resources are up-dated as often as appropriate. College and universities prospectuses are current. Displays are kept up to date outside the career's office and around school. The Careers Advisor and LRC manager are responsible for the resources and displays.

Monitoring, Review and Evaluation

This takes place through normal Quality Assurance procedures, e.g. Evaluation takes place through various ways such as:

- Lesson Observations and Learning Walks
- Student voice
- AC Day student and staff surveys
- Students complete evaluation of Work Experience placements

Equal Opportunities

The Careers Department supports the schools Equal Opportunities Policy and endeavours to implement it in the following ways:

- Equal Opportunities lessons.
- Careful selection of posters and display material.
- By encouraging all students to prepare to support themselves financially.
- By encouraging students to consider all options including non-traditional careers/roles.
- By avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress.
- By offering as free a choice as possible for Work Experience.
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.
- By not arranging and by discouraging separate sex groups for group work.
- Equal access to information for all students of all abilities.

We recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, Further Education courses, apprenticeships and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

Recording, Assessment and Reporting

Students' work is kept in Form Groups by the Form Tutor. The work is individual and personal to the student and therefore marks are not often given.

Entitlement

In the CEAIG and Work Experience Department, students from Y7 to Y11 should:

- learn about themselves and the influences on them
- develop decision-making skills
- develop skills to help them manage transition
- develop skills to use and researched careers information
- have access to up-to-date information about opportunities in learning and work
- have impartial, confidential and up-to-date guidance
- learn about the world of work
- experience the world of work where appropriate

Parents

Parents are entitled:

- to have the opportunity to speak to the careers advisor by telephone or by appointment
- to have access to information on Options in Year 8 and 11 at parents evenings and post 16 evenings
- to access Careers information at all Parents Evenings and to meet with the careers advisor at Year 8 and 11 parents' evenings.

Links with the Community, Outside Agencies and Businesses

Castle Hall Academy has a vast bank of links with businesses in the local area and beyond in Dewsbury, Huddersfield, Leeds and Wakefield. Speakers are invited into school as appropriate.

Representatives from local colleges and training providers are invited in to school and students are encouraged to visit colleges and further education establishments and attend their Open Days.

Provider Access

This 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 7-11 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 Mrs S Jefferson, Assistant Headteacher Telephone: 01924 520500

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:

Year	Autumn Term	Spring Term	Summer Term
7	A Place to Learn What are my skills?	My future Careers and Apprenticeship Week form activities	Enterprise day
8	Stereotypes in the workplace	Job Explorer Database – C & K Careers Options Taster Session Fast Tomato Options evening The Ahead Partnership Careers Panel Careers and Apprenticeship Week form activities	Back to the future
9	Job Explorer Database – C & K Careers	The Ahead Partnership Employability workshop Careers and Apprenticeship Week form activities	Enterprise Day Mock Interviews
10	UCAS Progress Work Experience	Careers and jobs after CHA Discrimination in the Workplace Careers and Apprenticeship Week form activities	Personalised C & K Careers guidance for all students
11	CV and Letter of Application Writing Personalised C & K Careers guidance for all students	Interview Techniques Careers and Apprenticeship Week form activities	Moving on-Moving Out

Please speak to our Careers Leader Mrs S Jefferson to identify the most suitable opportunity for you. In addition, Lindsey Woodward can be contacted for arranging visits and activities.

Premises and facilities

The school will make the main hall, 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 Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

Careers Provision at Castle Hall Academy 2018-19

Year Group	Term 1	Term 2	Term 3
7	<p>A Place to Learn This lesson is an introduction to PSHE and Careers education. It sets the scene for all future activities and investigates the ethos and necessities. It also researches key members of staff and their roles in the school and how they can assist in developing the students education and future careers</p> <p>How well do I know myself? In this lesson students consider personal qualities and skills. They will do this by completing 'How well I know myself', and 'Spot your successes'. This will enable them to make a realistic self-assessment of achievements, qualities, aptitudes and abilities. Students are learning this because understanding themselves and what they are good at is important in career planning.</p> <p>Personal Finance – Citizenship This unit of work develops students understanding of personal finance, wages and salaries. Students must be able to plan a realistic budget that balances income and spending.</p> <p>Careers Week All subject areas deliver a lesson on careers that link to their subject area. Students complete a variety of activities during lesson time and are able to fully understand potential career paths related to the skills and subject knowledge they are gaining in subject areas.</p>	<p>My Dream Future In this lesson students look in more depth at careers education and come up with a definition of career. They create a dream future at the age of 25 and start to consider how they might achieve their dream future. Students will be asked to understand that they are learning this because it is important to plan our futures and think about our aspirations and realise that our education affects our future and influences what we might be able to do.</p>	<p>High Flyers Careers Challenge This lesson is designed to allow students the freedom to decide how they want to tackle their own career learning. Discussion might help but at some point each young person has to focus on their individual career path. This challenge is designed to allow that kind of individual focus but managed within teaching groups to ensure objectives are reached.</p>
8	<p>My Future Career Students are given the opportunity to look at specific career choices in more detail particularly STEM careers and careers of interest to them.</p> <p>Gender stereo-types In this lesson we explore the gender stereotypes that are placed on people by them and others. Identify what are</p>	<p>JED Website Jed is a careers matching program. On Jed you can:</p> <ul style="list-style-type: none"> • find information about a career you are interested in - it has information about 800+ jobs - including some video case studies • do a quiz - answer some simple questions and Jed 	<p>Back to the future Students consider themselves 10 years in the future and how they would feel looking back on their education and career choices. They look at their options choices and consider what alternative career paths these might</p>

	<p>traditional male and female jobs and explore the pay of male and female dominated jobs. This will help develop views on gender role stereotyping and consider whether we limit our own choices by holding these views.</p> <p>Careers Week All subject areas deliver a lesson on careers that link to their subject area. Students complete a variety of activities during lesson time and are able to fully understand potential career paths related to the skills and subject knowledge they are gaining in subject areas.</p> <p>‘Directions’ (Year 8 Options support booklets) given to form tutors and students during assembly or form period. The booklets are full of activities and quizzes that are designed to support students through the decision making process and should be used with form tutors during the run up to options evening from when the booklets are given.</p>	<p>will come up with jobs that might suit you</p> <ul style="list-style-type: none"> • match subjects to jobs - you can get ideas about careers linked to the subjects you are considering. <p>Options taster sessions All students receive guidance on options choices including taster sessions for subjects which are not taught in KS3. These sessions include practical activities, talks and the opportunity for Q&A with teachers from the specific subjects.</p> <p>Enterprise challenge “Beat the Boss”. Students work in groups to come up with a solution to an enterprise related challenge such as creating a soft drink for a target market of teenagers. They are given specific job roles and have to work within a Marketing Team to devise a suitable marketing strategy. Students learn entrepreneurial and employable skills such a teamwork, communication and problem solving.</p> <p>Additional Options Evening for parents to meet with SLT/Middle leaders to discuss options choices.</p>	<p>open for them. They learn skills in self-awareness and creative thinking but also consider economic well-being, employability, ambition and opportunities that are available.</p>
<p>9</p>	<p>Enterprise Challenge “Fast Monopoly Challenge”. This lesson is designed to further the students financial literacy through playing money based games. They will be able to make informed choices based on possible rewards, be able to judge risks and rewards and understand how money can be made through rentals versus salary.</p> <p>Careers Week All subject areas deliver a lesson on careers that link to their subject area. Students complete a variety of activities during lesson time and are able to fully understand potential career paths related to the skills and subject knowledge they are gaining in subject areas.</p>	<p>FAST Tomato</p> <ul style="list-style-type: none"> • Questionnaires are designed to be fun and engaging • Questionnaire takes about 15mins • Instant on screen result / report • The report suggests 20 careers • Routes to get there college / university • Qualifications needed to get their GCSEs / A-Levels / Degree • Details typical salaries for careers • A report can be generated and sent to parents <p>Introduction to Economics To understand the difference between developed and developing countries.</p>	<p>Back to the future Students consider themselves 10 years in the future and how they would feel looking back on their education and career choices. They look at their options choices and consider what alternative career paths these might open for them. They learn skills in self-awareness and creative thinking but also consider economic well-being, employability, ambition and opportunities that are available.</p>

	<p><u>External Careers Advisor</u> Careers guidance appointments for students with EHCPs. Careers adviser also attends year 8 reviews.</p> <p>An options support assembly is completed for the year group before in January, explaining the role of the careers advisor, the careers support available in school and the advantages and disadvantages of the decision- making process.</p> <p>‘Directions’ (year 8 Options support booklets) given to form tutors and students during assembly or form period. The booklets are full of activities and quizzes that are designed to support students through the decision making process and should be used with form tutors during the run up to Options evening from when the booklets are given.</p> <p>Careers adviser liaises with the HOY 10 to identify a small group of students (usually around 10) that they deem ‘at risk of becoming NEET’. Early intervention careers meetings then take place with the students, covering the potential impact of their behaviour/ attendance/ attitude to learning on their future. During the meeting with me, I usually use ‘The Buzz’ personality and careers quiz with students to help them understand their own behaviour and also encourage them to start looking at some future goals.</p> <p>The Job Explorer Database’ Jed should be completed with Year 9. The session needs to take place before options evening in order to maximise students benefitting from it. This is usually completed during alternative curriculum day and can be completed with tutors or a Careers Adviser.</p>	<p>To consider standard of living versus quality of life. To look at economic indicators such as wealth (GDP) and jobs and how these can impact on their future choices.</p> <p><u>External Careers Advisor</u> Careers adviser attends year 9 options evening with a careers drop-in desk service for students and parents with any queries.</p>	
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<p>10</p>		<p>Careers and jobs after CHA This lesson helps to raise awareness of the further education/training options available to students leave Year 11. Looking at the advantages and disadvantages of both enables our students to start making informed choices about their future. It also helps them to identify one career path to research further. We teach this because it is important to be aware of Post 16 options prior to making applications to Further Education, work or training within Year 11.</p>	<p>Enterprise Challenge / Dragons Den “Liquid Means Life”. This is a full day challenge. Students work within small groups and spend the entire day working in specific job roles within their small company. They have to work to a budget, research their role and product, attend meetings, assign a leader and work to their rules, organise an advertising campaign and present to a panel of judges. Within this challenge students learn key employable skills that will enhance their careers education, such as the roles and duties of specific jobs and departments within a business (finance, marketing, purchasing, research and development).</p> <p><u>External Careers Advisor</u></p> <p>A meeting is arranged with HOY 10 to identify students at risk of becoming NEET, using the risk-of NEET indicator.</p> <p>Year 10 post-16 options assembly or form group sessions.</p> <p>Careers guidance appointments begin. Students are seen between the summer term of year 10 and January of year 11 for one to one guidance interviews or seen in pairs to review their post-16 options. College visit to Huddersfield New College with year 10 group for the taster day.</p>
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<p>11</p>	<p>Big Brother Jobs Students are given a job role and they must consider the advantages and disadvantages of the role. They have no say in their given job but after consideration they have the opportunity to negotiate with Big Brother for an alternative. They must be able to convince Big Brother that they have considered their current role and then sell themselves for an alternative role.</p> <p>CV / Application Letter Writing Students spend time creating a suitable CV with guidance. They also have the opportunity to complete dummy application forms gaining valuable insight into what future employers consider when receiving these applications. Students are also given training on how to write cover letters and what key points to look out for in job advertisements.</p> <p>Personal Finance – Citizenship This topic examines the importance of financial awareness:</p> <ul style="list-style-type: none"> • to understand how interest applies to both saving and borrowing • to understand how public money is raised and spent • understand the importance of taxation in supporting the UK economy, society, families and individuals • understand the income tax and National Insurance responsibilities that come with starting your first job and the reasons why it is important to pay the correct amount of tax • to know what is meant by the term 'self-employed'; to understand the income tax and National Insurance responsibilities that come with starting your own business and the reasons why it is important to pay the correct amount of tax • to understand what is meant by the term 'the hidden economy' 	<p>Interview techniques/Mock interviews Students have the opportunity to either undertake mock interviews within their form setting or with outside employers. Students attend these interview and are both questioned and given the opportunity to ask questions. Feedback and critique is given to aid the student in their future career path.</p> <p>External Careers Advisor Careers appointments for students that have not applied for anywhere run between January and the end of February to help students submit their applications.</p> <p>Careers adviser reviews what students are attempting to apply for on UCAS progress and 'approves' student profiles.</p> <p>From February, careers appointments for students interested in apprenticeships take place, showing students where local vacancies are advertised. Students are told how to register on the apprenticeship websites, given CV support and provided with templates and give information on writing applications and cover letters as well as possible interview questions. The apprenticeship workshop on 10th March will focus on students registering on the apprenticeship websites.</p> <p>C&K Careers organise an apprenticeship event in February with a range of training providers and employers. Posters to be put up in school and flyers given to students in form time.</p> <p>Careers appointments for students that have requested a 2nd appointment if they are still confused or undecided about their post-16 options or plans.</p>	<p>Economics and the world of work This lesson is designed to give students an overview of the UK economy. Once students leave school and start working, they will be contributing to the UK economy... so this session helps to show what the economy is all about. It looks at the Government and taxes and three economic systems. At the end of the sessions the students should have a better understanding of the world in which they will be working in.</p> <p>Moving on – Moving out This session looks at the options for students once they leave school. What are the advantages and disadvantages of leaving home and can the students actually afford them. This session looks at realistic wages for realistic jobs that the students might have and considers the bills they will have to pay from their wages.</p> <p>External Careers advisor The annual year 11 careers survey is completed to get student feedback on the careers support they have received from C&K Careers and improvements that need to be made for the next year 11 cohort.</p>
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External Careers advisor

UCAS Progress session with Careers Advisor

Students are given the opportunity to spend time with the Careers Advisor, to assist them with the completion of their UCAS Progress application.

Careers guidance interviews continue until the whole year group has had a careers appointment. This takes up until December or January of Year 11.

EHCP careers summaries written for year 11 students with EHCPs and their reviews are attended by the school careers adviser.

UCAS Progress introduction assembly for Year 11, explaining how and when they will be applying for their Post-16 options.

UCAS Progress training session for form tutors, explaining how the website and application process works to enable them to support their form class. Teachers are then asked to book I.T rooms for their form class to fill in their profiles and personal statements and students can also complete their profiles at home.

Year 11 UCAS Progress logins given to students so the year group can complete their profiles in form time during the duration of the autumn term- under the supervision of tutors. Deadline date for profiles and personal statements to be completed should be end of November.

Year 11 Assembly to hand out 'Get Organised' (post- 16 options support) booklets to the year group and explain the contents.

Year 11 predicted grades need to be input on UCAS Progress by December. This is usually done on ACD in November using the MLGs predicted grade sheets. The profiles are then locked so that students can't tamper with the grades section.

	<p>Support given to Abigail Schofield to organise the school's Post-16 evening. The Careers Adviser also attends the evening and invites the work based services team from C&K Careers to attend the Post-16 evening with information on apprenticeship opportunities.</p> <p>Year 11 Post-16 event flyers and information given to students to promote the yearly post-16 evening that C&K Careers organise for students and parents in Kirklees.</p> <p>Careers adviser attends year 11 Parents' Evening with a careers drop-in desk service for students and parents with any queries.</p> <p>Form tutors are asked to complete year 11 references on UCAS Progress before the end of term.</p>		
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