



THOMAS ALLEYNE ACADEMY

CAREERS POLICY

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RATIONALE

Careers education, information, advice and guidance (CEIAG) is an integral part of all learners' entitlement and learning here at Thomas Alleyne. Effective careers support will 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. In years 12 and 13 effective careers support, comprises tailored work experience placements, programmes with industry professionals and volunteering within the community and includes apprenticeships, higher and degree apprenticeships, traineeships and internships.

As options and recruitment and assessment processes for young people become more varied and complex, we support them to develop the knowledge and skills they need to make informed choices and be successful in their future endeavours. As a result, innovative employer engagement is a whole-school priority 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.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018
- DfE (2023) 'Careers guidance and access for education and training providers'

AIMS AND OBJECTIVES

The Thomas Alleyne Careers Programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school and ensure students are fully aware of the full range of post 16 and 18 opportunities available to them.
- ensure students are fully prepared to take the next step in their learning or career
- Thomas Alleyne follows the principles of the Gatsby Benchmarks (see references).

The objectives of the careers programme are as follows:

- To raise students aspirations
- To raise awareness of the full range of post-16 and post-18 opportunities.
- To ensure learners remain engaged in their education and have a better understanding of lifelong learning.
- To ensure learners develop a broad knowledge of employment sectors and careers
- To enable learners to make considered choices by the end of all key stages and help them plan their transitions to new roles and situations.
- To support all learners to make successful transitions into positive destinations
- To enable learners to have a better understanding of local, national and global labour markets
- To know how to access Labour Market Information (LMI) and to understand the impact of LMI when making career decisions.
- To prepare learners for the world of work by giving them the skills they require to navigate employment opportunities.
- To ensure students have the opportunity to reflect on and develop their employability skills.
- To support inclusion, challenge stereotyping and promote equality of opportunity

At A level

- Inform students of the benefits of an apprenticeship and available levels
- Advising students where to look for higher and degree apprenticeships and explaining apprenticeship levels. Finding, helping students to prepare the initial application and supporting them through each stage of the assessment procedures including mock interviews
- Applying for an apprenticeship and the various application stages including support with psychometric tests and interview practice
- Money, finance and funding. Students advised how apprenticeships are funded and how to prepare for their apprenticeships, whether vocational or degree and ensuring students are able to travel to their places of employment
- Ensure students' are fully prepared and informed of opportunities and are aware of apprenticeships and degree apprenticeships available, the stages involved in all application processes and comprehensive knowledge of learning providers and how they work

- Arranging bespoke networking events for students to attend with employers both local and Nationwide that include application masterclasses allowing students to be successful in securing a tailored apprenticeship (National Interview Week appointments and National Apprenticeship Week employer encounters)

STUDENT ENTITLEMENT

During their time at school, all students can expect:

- the support they need to make the informed choices for GCSE options, post-16 and post-18 destinations
- access up-to-date and impartial information on future learning and training, careers and labour market information
- support to develop their self-awareness and career management skills needed for their future (this support includes, but is not limited to, organising mock interviews with employers both virtual and in-person, highlighting employability skills courses and professional etiquette sessions equipping students with transferable and soft skills)
- career lessons during form time from Y7 to Y13 covering options after school, the world of work, the job market and the employability skills needed for the future. These skills delivered through timetabled lessons about young people's rights, tax thresholds, National Insurance Contributions and PAYE.
- a meaningful encounter with a representative from the world of work each school year; through online talks, webinars, virtual events, work shadowing, assemblies, careers talks (in, or outside lessons), workshops and visits
- to hear from a range of education and training providers, including colleges, universities, independent training providers and apprenticeship organisations; this could include virtual and actual 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 the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group.
- parents/carers to be kept informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

At A Level

- bespoke apprenticeship sessions, videos and tutorials and guest speakers with Thomas Alleyne alumni apprentices currently working at GSK, MBDA, Airbus, Hill Group and Warner Brothers, sessions also include post application support with explaining contracts of employment and completing supplementary forms.
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; highlight apprenticeship guidance on UCAS
- 1-2-1 higher education and careers sessions to talk through their choices with staff including form tutors and the sixth form higher education and careers team
- parents/carers kept informed of progress and provide parents/carers with information

PARENTAL INVOLVEMENT

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

EVENTS FOR PARENTS AND CARERS

Parents/carers are invited into school to discuss their child's progress at Parents Evenings. Form tutors discuss students' career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, special events for parents include Key Stage 4 Options Evening, Year 10 Information Evening, Post-16 options evening (Year 11 parents) and Post-18 Options Evening (Year 12 parents).

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to access online careers events, and, in some cases, will be asked to attend events and 1:1 guidance meetings. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

The Sixth form higher education and careers team discuss students' career aspirations regularly in Year 13 to allow discussions around progress relating to next steps, career ideas and career planning. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home.

DELIVERY OF THE CAREERS PROGRAMME

Years 7, 8 & 9

Key activities:

- Meaningful encounters with at least three employers that are linked to the curriculum
- Enterprise workshops
- KS4/GCSE options choices
- Form time activities will include; what work is, stereotyping around jobs, how to find out about jobs, employability skills and jobs of the future. Activities will support the KS4/GCSE options process.
- Apprenticeship sessions are delivered in tutor time from Year 7 to Year 10.

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, meeting with senior staff at school and the option of a careers meeting.

Year 10

Key activities: Work shadowing

- Form time activities will include preparing for and carry out work shadowing placements; CVs, applications and interview technique; an introduction to post-16 options. These activities are supported by the START program.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least two days in the workplace
- Be introduced to the different Post-16 pathways.

Year 11

Key activities: Post-16 applications

- Students will learn how to write a personal statement for post-16 applications; hear from guest speakers in assembly about sixth form, college and

apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

- Students have the opportunity to make appointments with the sixth form careers team who will organise guest speakers, visits to local companies and source opportunities for students wishing to access apprenticeships after completion of GCSEs.

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

- 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, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with an impartial, qualified careers adviser.

Year 12 & Year 13

Key activities: Post-18 applications, mock interviews and work experience

- In Year 12 lessons include post-18 options, covering both university and alternatives to university. Students participate in a range of enrichment activities to support students to develop additional skills and knowledge.
- In Year 13 students are supported through the post-18 application processes, including UCAS student finance and apprenticeship, work-related or college options. Students are given sessions on Student Finance, budgeting, independent living in halls and employment rights for young people

By the end of the sixth form, all students will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

CAREER GUIDANCE MEETINGS

Students are entitled to appropriate guidance with an impartial qualified careers advisor. All students at school can request an appointment to discuss their individual needs. Year 10 to 13 students are most likely to access the service.

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

Needs-based referral

- The referral procedure works as follows:
- Heads of Year, SLT, Sixth Form Team or SENCO/Inclusion Team identify students who would benefit from early 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).
- Students are also seen in small groups early in Year 11 to discuss and explore the different progression routes where the careers adviser can identify students who might need further support.
- The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.
- For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

- Students may refer themselves for a careers meeting at any point, directly via the pastoral office or via a Form Tutor, or Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.
- The careers adviser will record action plans and these are uploaded onto the Academy MIS. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is absent or fails to attend, an alternative time will be arranged.

EXTERNAL PROVIDERS

A range of external providers are invited into school (or via online/ virtual events) to support the careers programme. These 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.

Please see also: Thomas Alleyne Fair Access Policy Statement for training providers.

EQUAL OPPORTUNITIES

The Academy will always 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. We ensure early identification of students requiring additional support, with no limit placed on how many times

a student might see a careers adviser. The careers advisers work with the SENCO to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Role models including employers, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Thomas Alleyne, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

MONITORING AND EVALUATION

The careers 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 lessons, activities and events
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18.

REFERENCES

- The Gatsby Benchmarks
www.gatsby.org.uk/education/focus-areas/good-career-guidance
- Apprenticeships Government: <https://www.apprenticeships.gov.uk/>
- Office for National Statistics-Labour Market Information: <https://www.ons.gov.uk/>

MONITORING, EVALUATION AND REVIEW

This policy will be monitored and reviewed on an annual basis by the academy Senior Leadership Team (SLT) and shared with Governors.

RELATED POLICIES

This policy operates in conjunction with the following school policies:

- Provider Access Policy
- Complaints Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy