

CAREERS EDUCATION, INFORMATION & GUIDANCE (CEIAG)

And

PROVIDER ACCESS POLICY (PAL)

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1 The Policy Statement

1.1 Purpose

The statutory *Careers guidance and access for education and training September 2022* is the government's career strategy aiming to build a world-class system that will help young people choose the career that is right for them.

It is expected that:

- Maintained schools, special schools and pupil referral units in England to secure independent careers guidance to pupils in school years 8 to 13. The Act extends the duty to all pupils in state-funded secondary education, meaning that schools must now secure independent careers guidance from year 7.
- Schools must provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships.
- There will be an increasing need for schools and colleges to work in partnership with employers, careers advisers, local authorities and other education and training providers to support students to prepare for the workplace and to make informed choices about the next step in their education or training.

Careers Education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, thought-through choices and plans that enable them to progress smoothly into further learning and work, now and in the future. As an academy we must ensure that high quality information and guidance enables our pupils to make the best of their talents and achieve their ambitions by choosing the pathway that is right for them.

1.2 Aims

Delta Academies Trust has a statutory requirement when delivering careers education in its Academies, to ensure that information about learning options and careers is presented impartially and that advice promotes the best interests of pupils. We aim to ensure that our programmes:

- Empowers young people to plan and manage their own futures
- Responds to the needs of each learner
- Provides comprehensive information and advice
- Raises aspirations
- Actively promotes equality of opportunity and challenges stereotypes
- Helps young people to progress

2 Entitlement Statements

2.1 Student entitlement

Teachers in the academies and qualified career professionals will support students' career development in a number of ways including:

- Information and discussion in lessons, drop-down days and assemblies to help students make informed decisions about their future.
- Access to careers advisers in a variety of ways including individual meetings,
- Drop-in sessions, enrichment activities and on results days.

- Careers information and I.T based careers programmes.
- Information and updates on notice boards, plasma screens and the academy website.
- The academy uses a tracking system to identify the needs of all students to target students who require early or additional support in their transition. Students, parents/carers and academy staff can refer students for one-to-one careers support. Students can access CEIAG through one-to-one interviews, workshops and enrichment activities.

2.2 Parent/Carer entitlement

Parents can access careers support for their child in a variety of ways including:

- individual meetings
- drop-in sessions, options and parents evenings and on results days
- Careers information and computer-based careers programmes, such as the Portal and National Careers Service website.
- Information and updates on the academies' website and Twitter

2.3 Provider Access Policy (PAL) & Provider Entitlement

This policy statement sets out the arrangements for managing the access of providers to students for the purpose of giving them information about the provider's education or training offer

Opportunities for access

The Academy offers four/six provider encounters (as detailed below) required by law and a number of additional events, integrated into the careers programme, such as

- Careers Cafes – promote particular employment sectors and the routes into those industries
- Careers & Aspirations Fairs – large events where all providers can access parents and students
- Key Stage 3, 4 and 5 Options Evenings – focused next step curriculum and career pathway events for choices at GCSE, A Level and beyond.
- CEIAG Step Up Days – Whole school careers themed events

The careers contact on the Academy website should be used to arrange access.

We will offer providers an opportunity to come into school to speak to students or their parents or carers.

Pupil Entitlement

All students have access to CEIAG from year 7. In years 8 to 13 are entitled:

- to find out information about the provider and the approved technical education qualifications or apprenticeships that the provider offers available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- information about the careers to which those technical education qualifications or apprenticeships might lead,
- a description of what learning or training with the provider is like

- responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships
- to understand how to make applications for the full range of academic and technical courses.

In line with the updated Provider Access Legislation, from January 2023, all schools must provide a minimum of six encounters for all students with post 16 providers, as above. This is broken down into key phases: -

1st key phase -Year 8 or 9

- Two encounters for students that are mandatory for all to attend

2nd key phase Year 10 or 11

- Two encounters for students that are mandatory for all to attend

3rd key phase Year 12 or 13 (if there is a sixth form)

- Two encounters that are mandatory for the school to put on but optional for students to attend

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and students from the provider)
- answer questions from all students, including our most vulnerable and those with additional learning needs

This complies with the school's legal obligations under Section 42B of the Education Act 1997.

As part of our careers programme, we will consider requests from approved training, apprenticeship, technical and vocational education providers, including University Technical Colleges where appropriate, to speak to our students. We will also approach these providers directly when planning and organising key career related events throughout the school year such as school assemblies, online sessions within the curriculum, including live events, careers engagement events and parents evenings

Management of provider access requests

All requests made by providers should be emailed at least 6 weeks in advance of the expected date of the session. In the first instance, requests by providers should be sent to the careers lead identified at the start of this policy

Granting Requests and Refusal of Requests

Once your request has been submitted, the Academy Careers Leader will respond to you within 10 working days. All requests will be given due consideration from the designated Careers Leader and Senior Leadership Team. Once the request has been granted, we will ask you for a range of information to share with our students and parents before the session. This may be a prospectus, letter, presentation to share with students and parents in advance of your session.

This should include: -

- opportunities you offer including technical education, courses and entry requirements
- Summary of what is learning like with your institution
- How do you prepare students for their next steps
- How you use LMI and recent positive destinations of students who have completed their learning with you

Requests will be considered against:

- If there are any clashes
- Interruption to preparation for public or internal examinations.
- Availability of school staff, space and resources to host the session.
- All requests will also be considered in line with the academy safeguarding policy.

A log will keep a log of all provider requests for access and the outcomes and record on Compass Plus to support the delivery and evaluation of the careers programme

If a provider has reason to make a complaint in relation to this statement please email the Academy who will investigate further

2.4 Equality and Diversity

The careers education and guidance delivery satisfies the requirements of the Academy Equal Opportunities Policy ensuring equality of opportunity for all students/carers/associated persons, staff, governors and visitors. We believe that all people are of equal value and by encouraging their progression we will promote equality of opportunity, celebrate diversity and challenge stereotypes. The Careers programme is designed to meet the needs of all learners. CEIAG activities are differentiated to ensure all students progress in their career learning and development helping to raise their aspirations and attainment at the academy.

3 Delivery of the CEIAG provision

3.1 Place within the Curriculum and Tutorial Support system

The careers curriculum has been devised following the CDI Framework for all year groups in core provision and/or drop-down days. This is supplemented by the following:

- Programme of assemblies, enrichment workshops and external visits.
- Inset for staff includes training and updates on careers information by qualified careers professionals.
- On drop-down days a wide variety of companies and apprenticeship

providers may also attend offering advice and guidance.

- Specific events for parents/carers and students to provide specialist support.

3.2 Monitoring and tracking of young people

Delta Academies Trust places a responsibility on its Academies to maintain a full and comprehensive tracking system that gives every student a RAG rating for intervention.

The academy tracks:

- Intended destinations
- Supports the September Guarantee and Activity Survey, (collecting data on sixth form, apprenticeship starters)
- Offering individualized support to those students who are at risk of becoming NEET or become NEET.
- The academy maintains records of all CEIAG interventions and interviews.
- Vulnerable students who are at risk of becoming NEET are referred to their Local Authority team for additional support.

4 Management of CEIAG Provision

4.1 Management

The CEIAG Programme and work experience is planned and implemented by the nominated member of SLT and involves working closely with the staff, students, parents and the wider community. This area is supported by a nominated link member of the Academy Advisory Board.

4.2 Staffing

All staff contribute to CEIAG through their roles as Tutors, Subject Teachers, Curriculum Leaders Learning Managers and Careers Professionals. Staff training is provided on a regular basis and updates are given in briefing or circulated via the VLE. Staff are provided with guidance sheets, handouts and option booklets. All staff have access to the Progress Careers Portal which includes specific information and resources.

4.3 Provision of external and Independent careers guidance

Independent and impartial careers guidance is provided by CDI accredited professional adviser, who will support students to aim high in their career goals and aspirations, who works in partnership across the trust but at an individual, localised academy level. Providing personalised guidance and wider support to the academy careers team.

In addition to Independent and impartial careers advice and guidance provided via qualified careers professionals, a range of CEIAG computer-based programmes and websites are used alongside links with businesses and training providers. Students are also encouraged to access the National Careers Service and Progress Careers portal via a link on the academy website.

4.4 Other formal and informal partnerships

The Academy has a range of formal and informal partnership arrangements including with Post 16 providers, colleges, the Careers and Enterprise Company, employers, HE

and Training Providers.

4.5 Information resources

A range of careers information, in a variety of formats, is provided in the Careers Hub and the Learning Resource Centre so that it is accessible to all students. Resources are managed in the academy to ensure that they are up to date and meet the needs of all students. The Progress Careers Portal also provides quality assured information, links to other approved websites and online resources are also signposted.

4.6 Budget

Funding is allocated in the academy to a careers annual budget, maximum use will be made of quality assured free resources and currency/longevity of careers materials is taken into consideration when purchased priced materials.

4.7 Staff development

All staff should have access to a minimum of 1 hour per year through CPD time to update themselves in relation to current developments in careers pathways. Career specific CPD is also allocated to the Careers Leader and to attend networking events. Specific needs are identified in conjunction with the academy CPD co-ordinator and reviewed on an annual basis.

4.8 Monitoring, review and evaluation

A report will be submitted to the Educational Advisory Board on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental response to provision.

Appendix A: Leadership & Management

Position	Name	Title
AAB Member	Graham Ward	Chairman Straaltechniek UK Ltd
Named Contact Academy Leadership	Sophie Lanaghan	Assistant Principal – SLT for Careers
Operational Leader	Dan Kennell	Careers Lead

Appendix B: Staffing

All staff contribute to CEIAG through their roles as tutors, subject teachers or learning managers or curriculum leaders. Staff training is provided on a regular basis and updates are given in briefing. Staff are provided with guidance sheets, tutor handouts and option booklets. All staff have access to the bespoke website which includes specific staff information and resources on the Academy website.

Appendix C: Provision of External and Independent Careers Guidance

Independent and impartial careers advice and guidance is provided by Delta Academies Trust Careers Adviser. Students are also encouraged to access the National Careers Service and the National Apprenticeship site via the Academy website careers section.

Organisation	Name	Title
Delta Academies Trust	Helen Green	Guidance Professional (Careers Adviser)

Appendix D: Other Formal & Informal Partnerships

The Academy has a range of formal and informal partnership arrangements including with Post 16 providers, colleges, the Careers and Enterprise Company, employers, HE and Training Providers. For example:

Organisation	Name	Title
Careers and Enterprise Company	Sonia Hardwick	Careers Consultant
HEPP (Higher Education Progression Partnership)	Katie Fairhurst	Regional Activities Coordinator (Doncaster and Rotherham)
HEPPSY (Higher Education Progression Partnership South Yorkshire)	Katy Raynor	Engagement Manager
St Leger Homes	Kevin Butler	Career Start Co-ordinator HR & Organisational Development Team
Doncaster College & North Lindsey College	Ian Taylor	Careers Adviser
New College Doncaster	Bev O'Sullivan	Lead PA to the Principal & Senior Team and Events Co-ordinator
Trinity Academy	Paul Flint	Head of Sixth Form

Hall Cross Academy	Dawn Stokes & James Stewart	Head of Year 12 & 13
John Leggott College	Samantha McGowan	Learner Pathway Leader
YMCA Training	Sally Briggs and Sandy Parkes	
Doncaster GTA	Neil Corfield	Marketing
Club Doncaster Sports College	Ben Thompson	
Doncaster Council	Linda Corfield & Alex Stokes	HR and OD Officer
Learning Curve	Leanne Timms	Learner Recruitment Officer
National Horseracing College & Doncaster Equine College	Haydn Cahill	Engagement Assistant

Appendix E: Information Resources

A range of careers information, in a variety of formats, is provided in the Learning Resource Centre of each academy so that it is accessible to all students. Resources are managed in each academy to ensure that they are up to date and meet the needs of all students. The bespoke website also provides quality assured information and access to other approved websites and online resources.

Organisation	Resource	Location
Progress Careers.	Online Portal	Academy Website
Careers Hub / Library	Books, handouts, prospectuses	LRC

Electronic Display Screens	Electronic displays on different careers, apprenticeship opportunities and open	Dining Hall and reception
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Appendix F: Careers Education Plan

The CDI's Career Development Framework describes the six career development skills that people need to have positive careers.

Year	Theme	When	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
7	This is Me	Step Up Day	Students will be able to identify their skills, personal strengths, influences. They will be able to identify the role of impartiality and the sources of those in their network who are impartial.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Careers Roadmap	Step Up Day	Identify a wide range of jobs and where to find them. Explore LMI and use that information to identify the top employers in Doncaster.	Explore possibilities	2. Labour Market Information
	START Profile: Your Future Starts Now	Step Up Day	An introduction to START PROFILE. Students explore what a career is and the decisions they will need to make. Understand how to start planning their career and what is important about a job.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Transition Points in your Life	EPC	Describe how people's feelings change during stages of transition. Describe your feelings during times you have experienced transitions. Identify ways of coping with transition points and how you would apply them to future times of change in your life.	Manage career	4. Linking Curriculum Learning To Careers
	Careers and your Future	EPC	Understand the meaning of the word career. To be aware of how careers education can help you plan for the future. Recognise the limitations of making career choices based on 'dream' ideas. To be aware of what considerations are involved in making realistic choices.	Manage career	4. Linking Curriculum Learning To Careers
	Action Points	EPC	Identify different types of SMART targets and goals. Understand the usefulness of action planning.	Manage career	4. Linking Curriculum Learning To Careers
	Job or Career	Step Up Day	Able to describe the difference between a job and a career. Explain the features of a career and students identify what they would look for in a career and how this might change over time.	Manage career	4. Linking Curriculum Learning To Careers
	Personal Qualities & Skills	EPC	Explain how personal and social skills are used in the workplace. Identify personal and social skills important for work.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Career Management	EPC	Understand the importance of goals and SMART targets. Students create a list of targets so that a goal can be achieved. To describe what a goal and a target is.	Manage career	4. Linking Curriculum Learning To Careers
	Character Traits & Skills	EPC	Recognise the skills and traits you have which can be used in employment. Explain how your skills and qualities make you more employable. To be able to describe your personal skills and qualities.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	HEPP - Benefits of Higher Education	Step Up Day	Understand that there are academic, social, financial and career benefits of going to higher education.	See the big picture	7. Encounters with Further Education and Higher Education Providers
	Finding careers information	EPC	Know where to look for careers information. Able to select suitable sources of careers information that are fit for purpose.	Manage career	4. Linking Curriculum Learning To Careers
	Exploring the World of Work	Step Up Day	Able to describe different jobs and how the world of work is changing by using Panjango classic and Future Jobs cards.	Explore possibilities	2. Labour Market Information
	World of Work - What is work	Step Up Day	Explain about occupational groups and why we use them. Describe what is meant by work and what you want to get from work.	Explore possibilities	4. Linking Curriculum Learning To Careers
Enterprise Challenge	Step Up Day	Students develop their business/enterprise and employability skills through an Enterprise Activity. They have the opportunity to present their ideas.	Create opportunities	4. Linking Curriculum Learning To Careers	

Delta Careers Education, Information & Guidance Policy – CEIAG

Year	Theme	When	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
8	Gender Stereotypes: Who can do what	Step Up Day	Understand how stereotyping might affect your career choices. Identify ways people can experience stereotyping in the workplace	Balance life and work	4. Linking Curriculum Learning To Careers
	Free to Choose	Step Up Day	Understand that people often stereotype genders and jobs. Know that skills and qualities are more important than gender.	Balance life and work	4. Linking Curriculum Learning To Careers
	Developing a Can do Attitude	Step Up Day	Describe current mindset and explain strategies of overcoming current barriers. Describe what a can do attitude is and explain the importance of it.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Fake News: How to find and use Careers Information	Step Up Day	Identify and justify accurate sources of careers information relevant to your interests. Describe the difference between good and bad sources of careers information.	Manage career	4. Linking Curriculum Learning To Careers
	START Profile: Exploring the Labour Market	Step Up Day	Explore the key industries in England and consider how important these are to the local economy. Research industries close to where they live, exploring local jobs in demand.	Explore possibilities	1. Labour Market Information
	Careers Question Time	Step Up Day	Students get the opportunity to question a panel of employers/employees from different sectors.	Explore possibilities	5. Encounters with Employers and Employees
	HEPP - Choices & Pathways	Step Up Day	Describe the routes into higher education, the importance of subject choices and how to make decisions.	Explore possibilities	7. Encounters with Further Education and Higher Education Providers
	Business Structure	EPC	Gain knowledge of UK business structure and organisation. To summarise the advantages and disadvantages of business structures. To be able to identify the three main business structures.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Career Interests & Job Ideas	EPC	Aware that understanding myself and my interests will help shape my choices about KS4 Options and future career ideas	Manage career	4. Linking Curriculum Learning To Careers
	Exploring Careers	EPC	Identify the 10 main UK Job sectors. Explore a wide variety of jobs. Evaluate the different qualifications, starting salaries and duties of a wide range of jobs.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Work Hierachy & Structure	EPC	Understand the importance of business structure. Organise roles of a business into a suitable structure. Explain why business structure is important.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Diversity, Equality & Stereotyping	EPC	Explore the inequalities that exist that impact on the workplace. Analyse how peoples attitudes can impact the workplace. Explain what equality, diversity and stereotyping are.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Labour Market Information	EPC	Aware of what labour market information (LMI) is and how it can be useful. Able to start using LMI to get a realistic picture of the labour market and how to use it to make decisions about future careers.	Explore possibilities	1. Labour Market Information
	What is Enterprise?	EPC	Understand the meaning of the terms 'enterprise' and 'employability skills'. Awareness of the importance of enterprise skills and employability characteristics. Evaluate whether governments should step in to prevent big businesses from failing.	See the big picture	4. Linking Curriculum Learning To Careers
Enterprise/STEM Activity	Step Up Day	Students develop their business/enterprise and employability skills through an Enterprise Activity. They have the opportunity to present their ideas.	Create opportunities	4. Linking Curriculum Learning To Careers	

Delta Careers Education, Information & Guidance Policy – CEIAG

Year	Theme	When	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
9	Qualifications Explained	Step Up Day	Understand the value and advantages of gaining qualifications. Aware of the learning and progression pathways available.	Explore possibilities	7. Encounters with Further Education and Higher Education Providers
	START Profile: Exploring Jobs (interests & strengths)	Step Up Day	Understand the range of careers by exploring jobs linked to interests and strengths.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Careers Matching (including START p	Step Up Day	Identify strengths in relation to skills and qualities and to evaluated personality and consider some of the careers suggested.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Understanding the Work Place	EPC	Understand what is meant by work. Aware of why people work. Able to explain what workplace values are and how important they are to you.	See the big picture	4. Linking Curriculum Learning To Careers
	Choosing a career	Step Up Day	Be able to discuss and offer opinion on the importance of influencing factors when choosing a sustainable career. Able to understand the influencing factors when choosing a career	Manage career	4. Linking Curriculum Learning To Careers
	What is Higher Education?	Step Up Day	Explore higher education, options at 18+, the benefits of HE, subject options and higher/degree apprenticeships.	Explore possibilities	7. Encounters with Further Education and Higher Education Providers
	Decision Making and You	Step Up Day	Identify different ways of making a decision for a specific purpose. Explore which type of decision process is best to use when choosing an option.	Manage career	4. Linking Curriculum Learning To Careers
	Jobs and Occupations	EPC	Recognise the difference in terminology between jobs and occupations. Understand the three different industries in the UK and how they link to different occupations and the importance of transferable skills.	See the big picture	4. Linking Curriculum Learning To Careers
	Qualifications & Pathways	EPC	Understand the range of subjects which are available for KS4 Options. Aware of the subjects they currently have an aptitude for and like. Students are able to describe the benefits of the subjects on offer.	Create opportunities	4. Linking Curriculum Learning To Careers
	Standard Occupations Classification	EPC	Awareness of the Standard Occupational Classification system. Explore a wide variety of jobs within one workplace.	See the big picture	4. Linking Curriculum Learning To Careers
	Making Decisions about KS4	EPC	How do I make an informed decision about KS4 options? To know what information you need to be able to make an informed decision about KS4 options. Able to list the steps required during decision making process.	Manage career	4. Linking Curriculum Learning To Careers
	Option Subjects	EPC	Consider your options decisions for Y10 and Y11 subjects. Justify intended option subjects. Describe academic strengths and areas of improvement.	Manage career	4. Linking Curriculum Learning To Careers
	Qualities and Skills - revisited	EPC	Explore employability qualities and transferable skills employers are looking for. Understand that awareness of my personal qualities and skills will shape choices and help with making GCSE subject decisions.	Grow throughout Life	4. Linking Curriculum Learning To Careers
	Discover your employability Skills (Army skills workshop & careers session)	Step Up Day	Explore the employability qualities and transferable skills employers look for from school leavers. Understand that awareness of personal qualities and skills that will shape choices and help make decisions about KS4. Identify a range of careers and pthways in the army	Grow throughout Life	5. Encounters with Employers and Employees
Enterprise Activity /STEM Challenge	Step Up Day	Students develop their business/enterprise and employability skills through an Enterprise Activity. They have the opportunity to present their ideas.	Create opportunities	4. Linking Curriculum Learning To Careers	

Delta Careers Education, Information & Guidance Policy – CEIAG

Year	Theme	When	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
10	Which Way, Options at 16	Step Up Day	Describe the different options available and plan a career pathway to getting the correct qualifications. Understand the different options available post 16 and qualifications needed for entry.	Manage career	g Curriculum Learning To
	Employability Skills & Qualities	Step Up Day	Explain what are employability skills and identify their own employability skills and qualities. Identify a variety of employability skills and qualities that employers are looking for.	Create opportunities	g Curriculum Learning To
	What are Apprenticeships?	Step Up Day	Explore apprenticeships, what they involve, the benefits and pros/cons of doing one.	Explore possibilities	g Curriculum Learning To
	Shape your Future	Step Up Day	Describe developments in Doncaster, areas of growth and future careers. Explore what labour market is and what areas of work are in growth in South Yorkshire.	Explore possibilities	g Curriculum Learning To
	Saving & Managing Money	EPC	Define a variety of banking and financial key terms. Understand the importance of saving money and the different methods of storing it. Able to identify the difference between essential and non- essential expenditure.	balance life and work	Curriculum Learning To
	Employment & Financial Management	EPC	Understand the importance of budgeting throughout a persons life. Able to explain the importance of budgeting. Able to define key financial terms.	balance life and work	Curriculum Learning To
	Exploring a Pay Check	EPC	Understand what is shown on a payslip. Explain why there are deductions from your pay . Recall the features of a payslip.	balance life and work	Curriculum Learning To
	Employment Rights & Responsibilities	EPC	Understand different issues related to employee rights. Explore the gender pay gap in society and identify a variety of employment rights and responsibilities in the UK.	Manage career	g Curriculum Learning To
	Employability Skills Practice	EPC	Work as part of a team to research issues and come up with solutions.	Create opportunities	g Curriculum Learning To
	Money & Me	Step Up Day	Able to explain why we are taxed, the different kinds of pensions you can have in the future and the purpose of student loans.	balance life and work	Curriculum Learning To
	HEPPSY Activity on Higher Education	Step Up Day	Students have the opportunity to explore higher education.	Explore possibilities	7. Encounters with Further Education and Higher Education Providers
	Preparing for Interviews	Step Up Day	Describe different types of interviews and strategies to prepare for them. Respond to common interview questions using the STAR method.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Preparing for the Future	Step Up Day	Define my own skills, qualities an interests. Able to make plans and decisions about post 16 education and evaluate what support they need to be able to set targets and goals.	Manage career	7. Encounters with Further Education and Higher Education Providers
	Mock Interview	Step Up Day	Students have the opportunity of a mock interview with an employer/employee.	Grow throughout Life	5. Encounters with Employers and Employees
	St Leger Homes - (apprenticeships/recruitment)	Step Up Day	Understand the work and job opportunities at St Leger Homes (local employer), including their apprenticeship programme and recruitment process.	See the big picture	5. Encounters with Employers and Employees
	Enterprise/STEM Challenge	Step Up Day	Students develop their business/enterprise and employability skills through an Enterprise Activity. They have the opportunity to present their ideas.	Create opportunities	4. Linking Curriculum Learning To Careers
Equality Act	EPC	Students will know what the Equality Act is and how protected characteristics link to this.	Grow throughout Life	4. Linking Curriculum Learning To Careers	

Year	Theme	When	Learning Outcomes	New CDI Careers Framework	Gatsby Benchmark
11	Personal Branding	EPC	Understand the importance of personal branding. Explain how personal branding can be affected by a variety of different things. List the kinds of things which can have an impact on personal branding.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Post 16 Options	EPC	Aware of a range of options available after Year 11 and explore and know where to research the best progression pathway.	Manage career	7. Encounters with Further Education and Higher Education Providers
	Planning for the Future	EPC	Able to make plans and decisions about post 16 education and evaluate what support they need and be able to set targets and goals to achieve. Define their own skills, qualities and interests.	Manage career	4. Linking Curriculum Learning To Careers
	Writing a Personal Statement	EPC	Understand what a personal statement is. Build confidence in writing a personal statement that reflects abilities and ambitions. Explore when a personal statement may be needed.	Explore possibilities	4. Linking Curriculum Learning To Careers
	CV Writing	EPC	Understand the importance of a CV and what should be included. Students create their own CV.	Explore possibilities	4. Linking Curriculum Learning To Careers
	Making Applications Post16	EPC	Understand the application process. Construct different component parts of an application form and identify the skills needed for a successful application.	Manage career	4. Linking Curriculum Learning To Careers
	Interview Preparation	EPC	Understand how to prepare for an interview and the do's and don'ts during an interview.	Explore possibilities	4. Linking Curriculum Learning To Careers

Appendix G: Student Entitlement

Investing in your Future

The careers education and guidance programme at a Delta Academy seeks to positively support you to acquire the educational, social and employability skills necessary for lifelong success in a diverse and changing world of work.

We will support you to aim high in your career goals and aspirations.

As a pupil at a Delta Academy you are entitled to a careers education and guidance programme which:

- is personal to you and always puts your interests first
- motivates and inspires you to consider all opportunities open to you within and outside a Delta Academy
- helps you to gain the skills you need to make your career ambitions a reality
- provides the support you need to be successful
- helps you access any additional support you might need
- is delivered by trained and qualified teachers and advisers, with up-to-date knowledge and understanding of career pathways and local labour market information
- protects and respects your personal information and shares it only with your consent
- always puts your interests first

Together with a range of career professionals, businesses and training providers we will support your career development in a number of ways including:

- Information and discussion in lessons and assemblies to help you make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards and plasma screens
- The Delta Academy website

Appendix H: Parents Entitlement.

Investing in your Son/ Daughter's Future

Research has consistently shown that parents and carers are **the** most influential factor in students' decisions about the future. Your support and encouragement influences their choices, and the guidance you provide will be invaluable to their eventual achievements and career pathways. This might feel a little daunting...the jobs of the future may be very different from your own experiences and choices. In fact, they may not even have been invented yet!

There are some very simple and practical steps you can take to support your child.

- Talk to them about their current educational attainment and estimated grades and encourage them to aim high (the skills shortages of the future will be in higher level jobs)
- Discuss where they want to be and research how to get there (lots of great resources in the Academy and on the internet)
- Use the links on the academy website
- Encourage them to seek out the advice and experiences they need to help them achieve their goals
- Help them with the steps they need to take

Together with a range of career professionals, businesses and training providers we will support your son's/daughter's career development in a number of ways including:

- Information and discussion in lessons and assemblies to help them make decisions about your future
- Activities and events such as employability days
- Access to careers advisers in a variety of ways including individual meetings, drop-in sessions, enrichment activities, parents and option evenings and on results days
- Careers information and computer-based careers programmes
- Information and updates on notice boards, plasma screens and websites

You are welcome to attend your child's careers meeting and we encourage you to contact your Delta Academy if you need any more help or information.

Appendix I: Provider Entitlement.

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

Management of provider access requests

Procedure

A provider wishing to request access should contact – *See named contact in Appendix A*

Telephone: *Please telephone the main academy number to make contact or email:*
careers@ashillacademy.org.uk.

Opportunities for access

The Academy will arrange a Careers events and opportunities as part of the next step planning and setting the aspirations of our students. These days are integrated into the Academy careers programme and will offer providers an opportunity for all external providers to come into the Academy to speak to pupils and/or their parents/carers. Details of these can be found within this policy and the careers section of the website.

We also arrange a series of Careers Cafes held at lunchtimes. These are based on Local Market Information and Employers and Provider (if appropriate to the LMI area) will be invited / request to attend these events also.

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

Premises and facilities

The Academy will make space 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 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 Hub, which is managed by our Careers Professionals. The Careers Hub is available to all students at lunch and break times.