



CITY OF LONDON ACADEMY
ISLINGTON

WHERE STUDENTS SUCCEED

Careers and Work-Related Learning Policy

City of London Academy Islington

Careers Education, Information, Advice and Guidance and Work-Related Learning Policy

Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, City of London Academy seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The Academy is committed to meeting and maintaining careers-based provision that is in line with the eight Gatsby benchmarks and the careers development institute framework.

The eight Gatsby benchmarks of good career guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

Links to other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, PSHCE more-able learners and SEND.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at City of London Academy Islington to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

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, 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.

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

All activities are accessible to all students and provision is made for all special needs.

Assessment

Through evaluation following career-related events (these usually take place in PSHCE lessons and the end of unit PSHCE assessments) we assess whether students have achieved these aims. Aims and objectives are shared in PSHCE Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Leadership and Management

Responsibilities are spread between the Assistant Principal with oversight of CEIAG, the Careers Leader and work experience coordinator. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y11 pupils. Subject leaders have planned and taken account of coverage across their curriculum areas and the Assistant Principal in charge ensures appropriate coverage of careers themes in the PSHCE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning at points in the year. This is co-ordinated through the work of the Careers Lead.

Parental involvement

Young people do not make career decisions in isolation and parents and 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. This includes, but is not limited to;

- Parents and carers are able to meet the careers advisor to discuss their son/daughter's progress at Parents Evenings.
- Parents and carers are kept up to date with career-related events and activities affecting their son/daughter via letters home, information on the school website and parent coffee mornings.
- All students are given an action plan following their careers meeting which they can share with parents. Parents are welcome to contact the Careers Team at school, should they have any questions or concerns.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHCE team at Key Stage 3, 4 and tutors in Key Stage 5, deliver specialist sessions. Heads of House liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available in the Library, Unifrog, via the careers lead and through PSHCE lessons.

Implementation: The CEIAG Programme

The careers programme includes careers lessons (within the school's PSHE programme), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in key stages 4 and 5) and individual learning planning/portfolio activities which are recorded on Unifrog. Other focused events include higher education and apprenticeship fairs at Key Stage 5 and sessions at Key Stage 4 including work with local business through mentoring. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our career's education programme allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant member of the inclusion team and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

External Partnerships

An annual partnership agreement is in place with the Richard Reeves Foundation which provides financial, logistical and personnel support for careers education at COLAI.

The school works with Islington children's services (IslingtonCS) to have access to the 100 hours' world of work programme. Links have been established with a range of employers, particularly through the provision of work placements within applied courses; some KS4 and many KS5 pupils undertake work placements, integral to their courses. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors through the programme provided by IslingtonCS.

Apprenticeship information is shared with pupils via Unifrog, assemblies and the careers adviser, work experience coordinator, ThinkForward team and during PSHCE lessons. In addition, employers work with the career's advisor to

Strong links also exist with City University, further education colleges, apprenticeship providers and training providers, who often come into school to speak with pupils through mentoring, assemblies and PSHCE lessons. Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy – Appendix 2).

Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Headteacher with oversight of CEIAG is responsible for the effective deployment of resources.

Monitoring, review, evaluation and development of CEG

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Assistant Headteacher with oversight of CEIAG: -

- Review of all career's events by Careers Leader.
- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the strategic plan
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent feedback and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Unifrog, an online self-evaluation tool for schools.

..... Abi King

Vice Principal

..... Sophie Noden

Careers Advisor

Policy Reviewed
July 2022

Next review date July 2023

Appendix 1

Employability Learning and Careers Education, Information and Guidance Statement of Entitlement - COLAI

Careers Education Entitlement

As a pupil at City of London Academy Islington, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect to ...

- access a planned programme relevant to your year group
- access a qualified impartial and independent careers adviser for personalised advice and guidance
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- have information about the world of work and how the labour market is changing
- be given information about further and higher education, training and apprenticeships and employment routes
- take part in activities which challenge stereotyping and raise your aspirations
- develop skills and qualities to improve your employability
- develop enterprise skills
- be well prepared for different transitions
- help to develop financial capability skills
- develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Key Stage 3:

- begin to develop an awareness of your individual skills, strengths and preferred learning styles
- be able to access careers resources via the LRC, Unifrog and the Careers advisor
- receive careers lessons within PSHE lessons
- receive Careers information and on-going support from staff such as your tutor
- take part in a pathways event where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4 during your options process
- have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance adviser.

By the end of Key Stage 4:

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, through PSHCE lessons, assemblies and tutor group time
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- devise an action plan towards your career goals
- have taken part in an enterprise activity
- have listened to talks on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via the LRC, Unifrog and careers advisor
- be offered the opportunity to take part in taster days/ sessions
- have visited or spoken to representatives of further or higher education institutions, such as universities
- be given the opportunity to take part in work experience

By the end of Key Stage 5:

- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- meet university representatives
- have the opportunity to meet apprenticeship providers
- be given the opportunity to visit universities
- have the opportunity to volunteer or take part in work experience
- receive information on higher education taster days, apprenticeship vacancies and job opportunities
- understand the UCAS process and be able to research different universities and courses using online resources
- receive information and support with financial planning for university, work and training
- write a personal statement for a UCAS, apprenticeship or job application
- have been mentored through the university application process or supported with job or training applications
- have access to information on how to apply for internships, sponsorships or Gap Year placements
- be given the opportunity to take part in enterprise and challenge activities.

Appendix 2

Provider Access Policy

Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets City of London Academy Islington's arrangements for managing the access of education and training providers to pupils at the school.

Pupil Entitlement

All pupils in years 8-13 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer– through options events, assemblies and aspirations events
- to understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests

Access Procedure

A provider wishing to request access should contact Abi King, Careers Leader, Telephone: 0208 266 8611; Email: kingabi@colai.org.uk

Opportunities for Access

- We actively seek to build partnerships with outside agencies, to broaden our pupils' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact Abi King, our Careers Leader to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at year assemblies, where a whole year group is assembled in a hall environment and you can tailor your presentation to specific age-groups. Presentations must be submitted to the Careers Leader 48 hours before the planned event.

Facilities

- The school can offer a variety of hall and classroom spaces for use by providers.
- Audio-visual equipment is available.
- Providers are welcome to leave copies of their prospectus, or other relevant literature, for distribution.
- Presentations can be uploaded to our school website, following event.