



## **Careers Education and Guidance Policy (Including Provider Access Legislation)**

### **Contributors:**

Darren Smith - Assistant Vice Principal - Curriculum and Progress

Lindsey Till – Assistant Vice Principal - Personal Development and Reading

Kelly Brown - Personal Development & Careers Co-ordinator

Danielle Evans - Careers Adviser

**November 2023**

**Date of Review – September 2025**

### **Glossary**

RSHE – Relationships, Sex and Health Education (statutory from Sept 2020)

DfE – Department for Education

FE – Further Education

HE – Higher Education

DANCOP – Derbyshire and Nottinghamshire Collaborative Outreach Programme (raising aspirations)

HEPP – Higher Education Progression Partnership (for Sheffield City region)

PD – Personal Development

SEND – Special Educational Needs and Disabilities

NEET – Not in Education, Employment or Training

CPD – Continued Professional Development

LT – Leadership Team

TAP – The Access Project

D2N2 – Local Enterprise Partnership

## **Introduction – vision and values**

Shirebrook Academy is committed to raising standards of attainment and providing students with the skills needed to progress successfully into further education, employment, and adult life. Personal Development has a strong focus across the curriculum and co-curricular offer. Careers Education and Guidance provision forms a substantial element of the Personal Development programme, complemented by RSHE and Citizenship. The programme takes a holistic approach to developing students' knowledge and skills to successfully navigate their transition to adult life. This policy outlines how the Academy is meeting the statutory duties for Careers Guidance and access for education and training providers.

## **Statutory Requirements**

The Careers Education and Guidance programme at Shirebrook Academy meets the following statutory requirements:

- Careers guidance and access for education and training providers (DfE, January 2023)
- Ofsted Inspection Framework – (From 1<sup>st</sup> September 2023)
- Gatsby 'Good Career Guidance' ([www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)) – see **Gatsby Action Plan**

The programme has been externally validated through the achievement of Career Mark (Quality in Careers Award). The most recent revalidation took place in February 2022. Shirebrook Academy has successfully achieved revalidation of this award for over 20 years and has been awarded a Platinum award in recognition of the strength and consistency of our careers provision.

## **Roles and responsibilities**

The LT Careers Lead at Shirebrook Academy is Darren Smith (Assistant Vice Principal). The main point of contact for Careers and Personal Development is Kelly Brown who was appointed in December 2022. Contact details – [Kbrown@shirebrookacademy.org](mailto:Kbrown@shirebrookacademy.org) Tel: 01623 742722.

## **Key Personnel:**

- Darren Smith - Assistant Vice Principal – Curriculum & Progress
- Lindsey Till - Assistant Vice Principal - Personal Development & Reading
- Kelly Brown – Personal Development & Careers Coordinator
- Danielle Evans - Careers Adviser.
- Mike McDermott - Chair of Governors with link responsibility for Careers Education and Guidance.

## **Provider Access Legislation**

In line with the 2023 Statutory Guidance for Careers Guidance and Access for providers, we welcome visits from FE institutions, Training providers including Apprenticeship Providers and HE providers to ensure students are aware of the wide range of progression routes available at 14 and 16.

## **Provider Access Legislation Arrangement**

The updated provider access legislation (PAL) specifies schools must provide at least 4 encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend.
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend.

This new legislation will become a key mechanism to further help Shirebrook Academy students understand and take-up, not just apprenticeships, but wider technical education options such as T-Levels and Higher Technical Qualifications.

We will also "map out" these encounters annually as the new legislation requires schools to set out the times at which access is to be given and explain how they will meet the legal requirement to deliver four provider encounters.

We understand that provider encounters that take place outside of school hours, for example parents/carers information evenings, do not count towards fulfilment of the legal requirement for four provider encounters, but we still provide accompanying and complementary experiences for our students and their parents/carers, and to include Y7 students also.

Shirebrook Academy has strong partnerships with organisations and employers, formed through direct links and facilitating organisations (for example D2N2, Speakers for Schools). Providers deliver sessions as part of the career's education programme, and attend parent events such as the annual Year 11 Post 16 Careers Evening.

Providers are also invited to contribute to other careers events such as targeted HE workshops, apprenticeship talks, and curriculum specific activities. Appropriate classroom or assembly space is made available and activities are supervised by Academy staff. All providers are asked to adhere to the Academy safeguarding policy, for example providing DBS evidence for any work to be undertaken without staff supervision.

Group visits are arranged to local colleges and training providers to attend outreach events as well as partnership visits to local universities.

Information about local providers can be found in the 'Careers' section of the school library, with material for students to take away. The Careers section of the school website also links to local colleges and apprenticeship websites, X, student bulletins and form messages are also used to post details of local open events and vacancies.

We are keen to participate in initiatives which support our aims for Careers Education, for example, DANCOP, The Access Project, HEPP and the D2N2 Careers Enterprise.

Please contact Kelly Brown to discuss opportunities for organisations to meet with students at the details above.

## **Careers Education and Guidance provision – learner entitlement**

All students at Shirebrook Academy from Year 7-11 are entitled to the following Careers Education and Guidance provision:

- A comprehensive taught Careers Education programme to help explore career opportunities, make decisions at key transition points, reflect on their own skills and interests, and develop skills to enable successful transition. The programme is part of the Personal Development Scheme of Work, taught via tutor led Personal Development lessons and off-timetable days. The full scheme of work is published on the Academy website.
- Access to information about all post-14 and post-16 progression opportunities to inform decision-making. This could be delivered via external speakers in school, external visits for example to universities and training providers, and guided access to information in the Careers library and online.
- Individual support with decisions and transition. Any student from Year 7 can request or be referred for careers guidance support, but all Year 11 students are guaranteed a 1-1 meeting with an impartial, Level 6 qualified careers Adviser to explore post-16 options and identify support needed with transition

Some groups of students may be offered additional targeted support, including:

- SEND support – to access careers information resources, visit specialist providers, ensure smooth transition to post-16
- Raising Aspirations programmes – to encourage students to consider Higher Education
- Students at risk of becoming NEET – tailored support to ensure appropriate post-16 provision is secured

## **Careers Guidance Provision**

Shirebrook Academy contracts with Chesterfield College to provide a qualified Careers Adviser for 2 days per week. This is contracted as an impartial guidance service, and monitored via peer interview observations, action plans and student/staff feedback.

The role of the Careers Adviser is primarily to provide 1-1 guidance appointments for Year 11, and to work with students from other year groups on a referral and drop-in basis. Additional activities are also supported, for example planning and attending some parent events, planning Year 10 Mock Interviews and contributing to the delivery of careers lessons.

Outcomes from Careers Interviews are written up by the Advisor as an action plan – this document is shared with staff in school and local authority support services with the consent of students. Students also have a copy to discuss with parents.

## **Work Experience**

All Year 10 students take part in a 1 week work experience placement in July. For the majority of students this is an opportunity to spend time with a local employer gaining skills and experiences to support post-16 planning. For some students (as appropriate) this will be a supported, school-based programme with some potential external visits.

The work experience programme is co-ordinated by the Personal Development and Careers Co-ordinator to enhance personal development opportunities with the support of the Careers Advisor and Admin support to maintain records and health and safety processes. The Academy contracts with Safety Measures to provide risk assessments, health and safety checks for all placements and safeguarding guidance. Students are only permitted to attend a placement that has undergone these checks and has confirmed parental consent.

Students are supported to find placements but the programme is an opportunity for skills development and as such, students are encouraged to take responsibility for making contact with employers.

### **Staff development**

The Careers Advisor is qualified to Level 6. Further professional development is accessed via the D2N2 careers network meetings and other external development provisions, for example, events to maintain knowledge of the local economy and future employment opportunities.

Whole staff development is seen as key to successful delivery of the taught programme, integration of careers across the curriculum, and a strong system of pastoral support at transition points. Staff CPD has been provided as part of the annual year team planning meetings, online resources, and working through Leadership Team and Head of Faculty meetings to introduce specific initiatives.

### **Funding and Resourcing**

The Personal Development programme has an annual budget that supports purchase of resources, external visits and costs related to external speakers visiting school.

The Careers Guidance contract and Work Experience costs are funded separately to this budget.

Additional funding is available through a number of local initiatives:

- DANCOP – National Collaborative Outreach programme supporting activities to raise aspirations and achievement. Shirebrook Academy has a substantial number of students who fall into DANCOP target postcodes.
- Other Higher Education outreach programmes.

### **Teaching, learning and assessment**

Teaching of Careers Education is part of the tutor's responsibility to deliver the Personal Development programme of lessons and off-timetable days. Lessons are expected to meet the same standards as other subjects, and Personal Development is included in the Quality Assurance process for teaching and learning.

Students record their career learning informally in PD books, and formally through skills assessment at the end of a taught topic and through Action Planning and CV documentation.

## Monitoring and Evaluation

The Careers Education and Guidance at Shirebrook Academy is evaluated in a number of ways:

- Student outcomes i.e. destinations – analysis of annual data to check numbers of students who are NEET, numbers of students progressing to appropriate levels of Post-16 qualifications, and to check outcomes for disadvantaged students compared with non-disadvantaged
- Student voice surveys completed by Pastoral Learning Leads – gives feedback on Personal Development lessons and days
- Quality Assurance and learning walks undertaken by Leadership Team to monitor teaching of PD lessons
- Employer/Provider feedback following specific events e.g. Year 9 Industry Day
- External validation via Career Mark – every two years last achieved in February 2022
- Evaluation of guidance provision – questionnaires with samples of Year 10 and Year 11 students
- The Gatsby Benchmarks provide a framework of **8 guidelines** that define the best careers provision in secondary schools. The Academy reviews progress towards these benchmarks on a termly basis.

These evaluations feed into a process of continual review of policy and programme, and inform the Development Plan for Personal Development and Careers.

## Parents/Carers

We recognise that parental influence and support is key in helping students to prepare for adult life and achieve their goals. Information is provided to parents/carers about the Personal Development & Careers programme via the Academy website, newsletter and social media. At parent and carer evenings staff are available to discuss any aspect of Personal Development and Careers and advice is made available, for example careers advisors are present parent events. Parents are involved in SEND review meetings which include discussion of future pathways and support.

## Destination Data

### See Appendix 1 - Destinations analysis

The Academy works in partnership with Derbyshire County Council and local post-16 providers to collect data on Post-16 progressions. The latest full data:

Progressions Group Analysis for 2020, 2021 and 2022 leavers - % of cohort –

<b>Progressions Group Analysis</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>Difference</b>
Total in Full Time Education	74.1%	92.4%	96.6%	4.2%
Total Training (Non Employed)	0.0%	0.6%	0.0%	-0.6%
Total Employment	3.4%	7.0%	0.6%	-6.4%
Total Voluntary and Part Time Activities	0.0%	0.0%	0.0%	0.0%
Total NEET	0.7%	0.0%	2.3%	2.3%
Total not EET/NEET	0.0%	0.0%	0.0%	0.0%
Total Unknown	21.8%	0.0%	0.6%	0.6%
<b>Current Destination Analysis *</b>	<b>2019/20</b>	<b>2020/21</b>	<b>2021/22</b>	<b>Difference</b>
Apprenticeship	2.72%	5.06%	0.57%	-4.49%
Further Education	56.46%	79.75%	85.63%	5.88%
Maint. school	16.33%	7.59%	6.90%	-0.69%
Other	0.68%	2.53%	2.86%	0.33%
Training Provider	1.36%	5.06%	4.02%	-1.04%

The Academy has agreed with some local providers to share data on students 3 years after leaving the Academy to enable tracking of long-term destinations. This is an ongoing process.

## **Appendix 1 - Destinations analysis – 2022 leavers**

### **2022 destination analysis**

Analysis of First destinations 2022 leavers based on DCC report:

DCC reporting is based on information shared by school, enrolment information from post-16 providers, and contacting students/parents direct. The deadline for data collection is 31 October for the official return to DfE.

173 students – 0 students identified by DCC as NEET (not in employment, education or training)

(NEET trend: 2018 – 2.2%, 2019 – 1.3%, 2020 – 0.68%, 2021 – 0%, 2022 – 0%)

Considering the challenges experienced by this cohort with school closure in previous years and adapted GCSE examinations this is a very positive outcome.

Accuracy of data is much stronger than in previous years. DCC sent draft copies of the report for schools to check, and as a result this year we have 0% with unknown destinations. DCC is no longer reporting on levels of course which make it difficult to draw conclusions about progression linked to GCSE results.

### **Trends identified from data collected in school on GCSE results day:**

There has been a reduction in the number of students securing apprenticeships which is likely to be as a consequence of the uncertainty for businesses linked to Covid-19.

West Nottinghamshire College continues to be the most popular destination for the majority of students for P16 provision.

Interest has continued in Confetti College (Nottingham) which offers specialist provision in music, digital arts and technologies. Again 2 students progressed here.

**Areas for development:**

Continue to develop longer term tracking to meet Gatsby Benchmark 3 -

'Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school. This data should be used to review a school or college's careers provision and inform development and continuous improvement.

Sustained destination data below gives an overall comparison of a cohort against other schools nationally, but no local detail about progressions, for example the proportion who progress to Higher Education.



