



The Shared Learning Trust  
THE STOCKWOOD  
PARK ACADEMY

# CAREERS POLICY

Policy Title:	Careers Policy and Careers Route Maps
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**Contents:**

Rationale	P3
Context	P3-4
Our Commitment	P4-5
Rationale	P5
Aims & Objectives	P5
Entitlement	P5-6
Leadership & Management	P6
Provision	P6-8
Work Experience	P8
Resources	P9
Staff Development & CPD	P9
Monitoring, Review & Evaluation	P9
Partnership & Service Level Agreements	P9-10
Business Links	P10
Engaging Parents/Guardians/Alumni	P10
Premises & Facilities	P10
Opportunities for Access	P10
Supporting information	P11
Appendices- Appendix 1: TSPA Careers Plan	P12-14

## CAREERS POLICY

### Rationale

Careers education and guidance programmes play a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations. With the recent changes in how schools deliver education, careers education is subject to similar challenges in supporting students through virtual portals. Despite these challenges, we are committed to making sure students are able to access as much information, advice and guidance through use of virtual platforms such as Microsoft Teams, Unifrog as well as direct phone calls and email. Students, parents/guardians and teachers are encouraged to access as much content as possible online and to make use of the alternative provision available.

The Stockwood Park Academy is committed to helping students consider, plan and manage their careers effectively throughout a 7-year period of education, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotypes. This policy will be guided by the Gatsby Benchmarks, and conform to statutory requirements.

### Context

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all registered students in Years 7-13 have access to independent, accurate and impartial information advice and guidance. Schools are free to plan for careers guidance in a way which best suit the needs of their students, engaging where appropriate with independent providers and partners to facilitate good quality careers education. As a trust we believe that it is in the best interest of our students to provide opportunity for exploration and practical experiences of the world of careers prior to their transition into the next stage of education. With this in mind we actively engage with local and national businesses as well as the voluntary sector to inform and inspire our students.

TSPA career plan sets out how the trust intends to provide a careers service that is fit for purpose and subject to available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their future career aspirations. The government's Gatsby Benchmarks <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> is the framework which acts as the structure that supports delivery of Careers education. The career plan is inclusive and considers the individual needs of all students, activities tailored to suit the diverse needs of all students. It is also based on the careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff – January 2023 and supplementary

document "Careers Strategy: making the most of everyone's skills and talents" published December 2017. In accordance with this guidance we work very closely with Luton Borough Council Careers Hub, South East Midlands Local Enterprise Partnership (SEMLEP), Bedfordshire Chamber of Commerce, businesses and local and regional education and training providers who support connections to post-school employment, training and education opportunities.

Ofsted (Nov 2019) requires schools to provide an effective careers programme in line with the government's statutory guidance on careers advice that offers students:

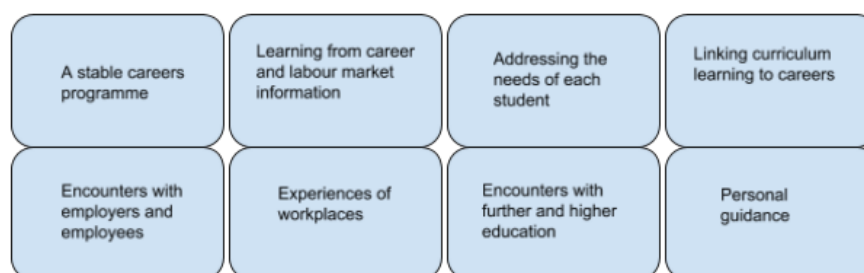
- Unbiased careers advice
- Experience of work
- Contact with employers
- Encourage students to aspire make good choices
- Understand what they need to do to reach and succeed in the careers to which they aspire
- Support readiness for the next phase of education, training or employment so that students are equipped to make the transition successfully

**Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.**

### **Our Commitment**

TSPA is committed to providing all students in Years 7-13 with a programme of activities and supporting activity. This will be guided by the Gatsby Benchmarks for ensuring best practice. To ensure TSPA is delivering the best possible careers guidance we aim to work towards the Quality in Careers Standard Award. This is in accordance with the government's recommendation that "all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme." And as advocated by the Department for Education (DfE) in their 'Careers guidance and inspiration in schools' policy issued in March 2015.

The eight Gatsby Benchmarks are the national standards for delivery of CEIAG:



TSPA's Careers provision reflects the Career Development Institute (CDI) framework for careers, employability and enterprise education, as well as the national curriculum programme of study.

## **1. Rationale**

Careers at TSPA provides a foundation for students to move not only into further education, vocational training or employment, but to the next stage of their development as citizens. We wish our students to move onto their 'next steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders our aim is for every student to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our careers policy has been developed.

We are committed to providing a planned programme of high-quality careers education to all students and recognise the important role that careers education/work-related learning plays in:

- Preparing and supporting young people to sustain employability and achieve personal and economic well-being throughout their lives
- Empowering young people to plan and manage their own futures
- Contributing to strategies for raising achievement, especially by increasing motivation
- Raising aspirations and inspiring young people to achieve their full potential
- Developing core competencies, such as communication, resilience, team working, problem solving and personal management
- Promoting equality, diversity, social mobility and challenging stereotypes

## **2. Aims & Objectives**

Our mission is to “develop influential young people for the future by equipping every student to be a successful learner, confident individual and responsible citizen so that they have the knowledge, skills, attitudes and values to lead a fulfilling and successful life in a demanding and fast changing world: a world that they will play a key role in shaping”.

TSPA seeks to provide a planned programme of careers education for students in partnership with Luton Borough Council, SEMLEP, training and higher education (HE) providers, businesses, parents/guardians, alumni and other external agencies.

## **3. Entitlement**

TSPA's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, the school's careers programme has three main aims:

- Self-development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access range of opportunities
- Career exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information
- Career management – developing skills enabling them to make and adjust plans and to manage change and transitions.

Careers education forms an integral part of the curriculum at TSPA. The taught curriculum is supported by a programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. TSPA's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

#### **4. Leadership and Management**

TSPA has a nominated lead person who oversees the development and delivery of a bespoke and purposeful careers programme. At the Stockwood Park Academy, Careers is planned, delivered, monitored by the Careers Leader- Jo Ojulah. It is evaluated and quality assured by the Assistant Principal for Careers, Kate Ward in consultation with other members of staff including:

- Head of School - Mumin Humayun
- Curriculum Leaders, Form Tutors and Subject Teachers
- The Secondary Community Cluster Board

#### **5. Provision**

The Careers programme is designed to meet the needs of students at different stages of their learning journey through school. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for special educational needs and disability (SEND) learners is considered and activities are differentiated to ensure an inclusive approach and equality of access.

#### **Key Stage 3 Provision:**

- Year 7, 8 and 9 careers education programme delivered through the curriculum and virtual learning portals
- Support for students making option choices Years 9
- Opportunity of careers guidance at key transitional times
- Enterprise, employability and careers focused assemblies and activities

By the end of Key Stage 3 all students will have:

- A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work

- An understanding of some of the qualities, attitudes and skills needed for employability
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 options
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for future decision-making

#### **Key Stage 4 Provision:**

- Careers education programme delivered through subject areas throughout years 10 and 11 – if necessary through virtual portals
- Year 10 – work-experience/shadowing for all students, in-person and virtual
- Annual careers fair supported by employers, local training providers, universities, Luton Borough Council and other external agencies (Internal and external fairs)
- Year 10 – guaranteed offer of a 1:1 interview with Careers Adviser for identified, targeted students (SEND, pupil premium, English as an additional language (EAL), at risk not in education, employment or training (NEET)
- Year 10 – extended work-experience provision through PHOENIX / out of school
- Year 11 – guaranteed offer of a 1:1 interview with Careers Leader
- Year 10/11 - Enterprise, employability and careers focused assemblies and activities

#### **By the end of Key Stage 4, all students will have:**

- Enhanced their self-knowledge, career management and employability skills
- Used online resources and other sources to investigate and explore future choices and progression routes (National Careers Service, Unifrog,)
- Experienced the world of work through virtual / in-person contact with employers
- Been given direct access to employers, colleges, training providers and universities
- Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview

#### **Key Stage 5 Provision**

- Career presentations on post-18 opportunities
- Employability lessons – Careers Leader input delivering support on career planning, completing applications, preparing for next steps e.g. apprenticeships, employment, further / higher education
- Student visits to university open days, masterclasses, taster courses and summer schools at a variety of universities, to develop personal branding and application profile.
- A dedicated team (including Careers Leader, Head of Sixth Form, Assistant Principal for Sixth form) to support students with the UCAS process.
- Students are given specific help with preparing UCAS/applying for apprenticeships.

- Sixth Form students are encouraged to undertake volunteering, charity fundraising and enterprise activities including organizing own work-experience placements

**By the end of Key Stage 5, all students will have:**

- A clear understanding of apprenticeships/training and graduate opportunities and how to apply for these.
- Understood how the world of work is changing and how it might affect future career decisions
- Students learnt how to manage a career in terms of progression, budgeting and planning for the future.
- Understood all their options including higher education, jobs, gap years, apprenticeships etc.
- Attended at least two university open days, mock interviews, careers interviews
- Had access to more than one employer engagement activity – including work-experience, volunteering or p/t employment.
- Open access to independent and impartial advisers via drop-in sessions and appointments.

## **6. Experiences of the Workplace at The Stockwood Park Academy**

At TSPA we provide two main types of experiences of workplaces. All year 10 students undertake work shadowing for 3 days during the summer term. All year 12 students undertake work experience for 1 week during the summer term.

The aim of giving students experienced of the workplace is to provide an opportunity for all students to learn in the workplace and undertake an experience that cannot be replicated in school. Virtual/in-person options will be considered dependent on the political landscape.

Parents/guardians are invited to a work experience/shadowing information evening, Q&A with the Careers Leader and kept informed and communicated with throughout the process. A work experience/shadowing agreement form and work experience/shadowing information form are completed. Safety is paramount and although The Stockwood Park Academy will check to ensure the correct risk assessments and insurance policy information are in place prior to processing the work experience paperwork, it is the responsibility of the parent/carer to check the company where your child will be attending to ensure you are happy with the placement. All participating employers must sign to agree to strict regulations which include items on insurance cover and Health & Safety. The Stockwood Park Academy will not be liable for any injury, accident, or incident involving your child, which could occur whilst on their placement.



## **7. Resources**

A range of resources are available in the school library, online via Unifrog a comprehensive careers resources that accessible in and out of school. Materials are audited annually and replaced when necessary. There are resources directly related to apprenticeships, university information and prospectuses. Physical resources are updated annually as well as new digital resources purchased as and when needed.

## **8. Staff Development and CPD**

Staff training needs for planning and delivering the Careers education programme are identified through staff INSET days and delivered by the Careers Leader. Staff are frequently invited to curriculum trainings sessions on e.g. Unifrog and preparing for extended learning days. They are also encouraged to collaborate with careers on visits and events to ensure students are made fully aware of how each subject relates to future careers. The Careers Leader regularly attends careers meetings / networking events, in order to ensure they are up to date with all industry and labour market information.

## **9. Monitoring, Review and Evaluation**

The Careers Leader and Assistant Principal for careers, are responsible for the monitoring, review and evaluation of the programme. Activities that form part of the Careers education programme are evaluated via the use of the Careers Enterprise Company (CEC) Compass Portal, and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. The annual report for Careers draws information from a number of sources including:

- Student voice, parents/guardians, employers and staff surveys
- Regular meetings with the Luton Borough Council Careers Hub – Careers Enterprise Company - compass evaluation tool
- Evaluation of activities as and when they happen for one off activities
- Evaluation of on-going activities at the end of the academic year
- Student feedback e.g. careers - extended learning days
- NEET and destination data

## **10. Partnerships and Service Level Agreements**

The Careers programme is greatly enhanced through our links with a number of partners. The Careers Leaders within The Shared Learning Trust -The Stockwood Park Academy (TSPA) Jo Ojulah and The Chalk Hills Academy (TCHA) Maria Gregory work collaboratively and in association with external partners to provide a comprehensive careers programme to all students. This affiliation assures that students have access to a broad range of opportunities from Year 7 to Year 13. The joint TSLT Sixth Form provision enables students to select the most appropriate course programme to suit their needs.

We constantly strive to expand and improve our links with employers and other local organisations. Careers is delivered in partnership with the Careers Enterprise Company

(Compass); Luton Borough Council Careers Hub (incorporating borough-wide careers provision, plus neighbouring Central Beds, Bedford, Herts), SEMLEP, local employers; the Community Cluster Board, and Future First.

Partnership agreements and service level agreements are reviewed annually.

### **11. Business Links**

TSPA is a member of the SEMPLEP Enterprise Programme. Working with LBC Careers Hub - Enterprise Company, an Enterprise Adviser is being sought to support and build stronger employer engagement and to create lasting connections between the school and local businesses. The school has relationships with a wide range of business from different industries; these relationships are used to ensure Careers education is relevant and where possible delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought.

### **12. Engaging Parents / Guardians / Alumni**

Parents/guardians are vital to students understanding of career choices and the decisions they make. We provide all parents/guardians with up-to-date information on choices at 14+, 16+ and 18+ and arrange parents'/guardians' information sessions. Working across TSPA, a database of parents/guardians/alumni able and willing to support with events and other planned activities such as work experience, is in development and will be maintained and updated by the Careers Leader.

### **11. Premises and Facilities**

The school will make the assembly hall, theatre, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

### **13. Opportunities for Access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/guardians. The careers section of the school website is regularly updated with events the school is running. TSPA invites local providers to options evenings yearly and offers them the opportunity to leave course information if they cannot send representation. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the academy reception for distribution to students and copies kept in the library. The careers library is available to all students at lunch and break times.

#### **14. Supporting Information**

The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Career Development Institute Careers Framework

<https://www.thecdi.net/New-Career-Development-Framework>

Careers guidance and access for education and training providers

[Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](#)

Careers strategy: making the most of everyone's skills and talents

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

## Careers Plan

### Careers & Work- Related Learning

#### Appendix 1: TSPA Careers

Year /month	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	July	Aug	Additional
<b>ALL</b>	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  RSCHE Careers focused lessons Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  RSCHE Careers focused lessons Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  The Big Thank you Event Employer/ Careers focused classroom-based activities & workshops	Tutor time activities  Careers Newsletter  Employer/ Careers focused classroom-based activities & workshops	Bespoke Trips differentiated to age and need highlighting different sectors & post 16 and post 18 options
<b>YR7</b>		Careers Based Assembly				NAW Activities  Mini Careers Fair	NCW Activities  Mini Careers Fair  Careers Based Assembly			Careers Based Assembly			
<b>YR8</b>		Careers Based Assembly				NAW Activities  Mini Careers Fair	NCW Activities  Mini Careers Fair  Careers Based Assembly	Speed Networking Event		Careers Based Assembly			
<b>YR9</b>		Careers Based Assembly			Guidance Opportunities  Options Drop down Day	Guidance Opportunities  NAW Activities  Mini Careers Fair	Guidance Opportunities  NCW Activities  Mini Careers Fair		Aim Higher Uni Trips	Careers Based Assembly			

						Options Evening Careers/Apprenticeship Based Assembly	Careers Based Assembly						
<b>YR10</b>		Careers Based Assembly			Work Exp Launch	NAW Activities Mini Careers Fair  Work Exp Clinics	NCW Activities Mini Careers Fair  Careers Based Assembly  Work Exp Clinics		Guidance opportunities	Guidance opportunities Careers Based Assembly Work Exp Prep workshop	Guidance opportunities Work Exp In house Work Exp Offer		
<b>Yr11</b>	Guidance Pre NEET-employability Programme  Alumni Programme workshop/ Mentoring	Guidance Careers Based Assembly  Careers Fair	Guidance	Guidance	Guidance	Guidance NAW Activities Mini Careers Fair  Careers Based Assembly	NCW Activities Mini Careers Fair  Intended Destination data Consent forms  Careers Based Assembly		Destination data EXAMS	EXAMS		Results Day Guidance	
<b>Yr12</b>	Careers/Empl oyability sessions	Careers/Empl oyability sessions Careers Based Assembly Careers Fair	Careers/Empl oyability sessions	Careers/Empl oyability sessions	Careers/Empl oyability sessions Focus work exp Work Exp Launch	Careers/Empl oyability sessions Focus work exp NAW Activities Mini Careers Fair	Careers/Empl oyability sessions Focus Post 18 options NCW Activities Mini Careers Fair	Careers/Empl oyability sessions Focus Post 18 options /guidance	Careers/Empl oyability sessions	Careers Based Assembly  Work Exp			

						Careers/Apprenticeship Based Assembly	Careers Based Assembly						
					Guidance Opportunities	Guidance Opportunities	Guidance Opportunities	Guidance Opportunities	Guidance Opportunities	Guidance Opportunities			
<b>Yr13</b>	Guidance Opportunities  Careers/Employability sessions Focus making applications	Guidance Opportunities  Careers/Employability sessions Uni vs degree Apprenticeship recap  Careers Based assemblies  Careers Fair	Guidance Opportunities  Careers/Employability sessions	Guidance Opportunities  Careers/Employability sessions	Careers/Employability sessions	NAW Activities  Mini Careers Fair  Careers Based Assembly  Careers/Employability sessions	NCW Activities  Mini Careers Fair  Careers Based Assembly  Careers/Employability sessions	Careers/Employability sessions	EXAMS	EXAMS		Results day  Guidance	

Key	
	RSCE -Careers focused lessons
	Assemblies
	In other curriculum subjects
	Collapsed timetable days/sessions and extra-curricular
	Tutor time -careers focused

