

Ormiston Victory Academy

Careers Guidance Policy

Date adopted: October 2023

Next review date: October 2025

Policy Version Control

Policy prepared by	Ormiston Victory Academy
This Policy was originally created	June 2021 Replacing previous policy which was created in July 2017
Responsible committee	Strategic Progress Board
Date approved by committee	19/10/2023
Date ratified by LGB (if required)	19/10/2023

Introduction

Careers Guidance makes a major contribution to preparing students for their individual pathway through learning and work. The term 'Career Guidance' includes all activities intended to assist young people in making decisions about future education, training and jobs. Students are best equipped to fulfil their potential when they understand themselves, their skills and all the opportunities available to them.

Ormiston Victory Academy will continue to review, monitor and evaluate our careers provision by listening to feedback from all stakeholders (students, parents/careers, staff, governors, external partners) as well as the following guidance from the Department of Education, Careers and Enterprise Company, Ofsted and the Career Development Institute.

Personal Development is a key aim of Ormiston Victory Academy, as an organisation we aim to help our students become enthusiastic lifelong learners which is a key priority for our career provision.

Student Entitlement

We offer high-quality, impartial career guidance that helps our students to make informed choices about which career pathways suit their academic needs and aspirations. Students will be prepared for the next stage of their education, employment, self-employment or training.

A planned careers programme supports students in learning about the different pathways available to them after they leave school and personalised advice helps students to understand their interests, how to follow a successful career path and sustain employability throughout their lives. Careers guidance will be taught within PSHE, Form-time and embedded in each curriculum subject.

Ormiston Victory Academy will employ a professionally trained Careers Team and work with a number of external partners to support our students' aspirations including universities, employers and New Anglia LEP.

Gatsby Benchmarks

This policy is broken down into Gatsby Benchmarks, a nationally recognised framework for careers provision in schools and colleges:

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

Gatsby Benchmark 1 – A Stable Careers Programme

Careers Team

Careers Leaders are responsible and accountable for the delivery of their school's programme of career advice and guidance. Careers leadership involves planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of staff.

Careers Leaders are also responsible for ensuring that the careers programme continuously improves and that it delivers the kinds of impacts that are needed for young people. This means paying careful attention to feedback from all stakeholders and to the destinations of pupils.

Academy Careers Leader: Mr Robert Arger
L6 Cert Careers Leadership / L6 Dip Career
Guidance & Development, BSc Hons

Academy SLT Lead for Careers: Mrs Orla Ballentine
Vice Principal for Quality of Education
BA MA Hons

Academy Link Governor for Careers: Professor Helena Gillespie
Mr John Howkins

External Enterprise Coordinator: Ms Alison Ward
Enterprise Coordinator, Breckland and South
Norfolk, New Anglia LEP

External Enterprise Adviser: Mr Kyle Mann
Careers Facilitator, NHS Foundation Trust -
Hellesdon Hospital

Communications

Ormiston Victory Academy will publish its career programme on the website, along with the contact details for the Careers Leader. The information on the website will be reviewed annually.

The Careers Team will ensure effective communication is maintained with students, staff, parents and carers using e-mail, staff meetings, briefings, assemblies, newsletters and social media.

Members of the Careers Team are also available at Options Evenings and Raising Achievement Evenings to answer questions from parents and carers.

Review and Evaluation

Ormiston Victory Academy is a member of New Anglia LEP Careers Hub and will complete the Career and Enterprise Company's Compass Evaluation tool termly, to assess the performance of the careers programme against the Gatsby Benchmarks.

Ormiston Victory Academy achieved the Prospects Quality Award in December 2018 (valid until December 2021) and will renew this every three years.

The Careers Team will report annually to governors on the achievements and next steps for the careers programme, as well as progress towards the Quality Award.

Gatsby Benchmark 2 – Learning from Career & Labour Market Information

Career and Labour Market Information (LMI) includes information on:

- skills, career pathways and progression routes in the
- local labour market
- job applications and interviews
- educational institutions, courses, qualifications, entry
- requirements and costs
- professional bodies
- employment sectors, employers, jobs, salaries and
- employment trends
- jobs, training and apprenticeships
- job demands and working life
- financial planning

The Careers Team will ensure effective labour market information is communicated to students, staff, parents and carers using displays, e-mail, staff meetings, briefings, assemblies, newsletters and social media. Members of the Careers Team are also available at Options Evenings and Raising Achievement Evenings and set up displays at these events to share key information with parents and carers.

By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.

Parents and carers will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

Gatsby Benchmark 3 – Addressing the needs of each student

The Careers team will have a clear oversight of students' career needs, knowledge, and skills at each stage of their learner journey.

Every academic year students will be asked to complete electronic surveys on their Career Profiles, including information on:

- Industries they are interested in working in (1st, 2nd, 3rd choices)

- Desired future job role (if known)
- Favourite school subjects (1st, 2nd choice)
- The top skills that they have
- Skills they would like to develop
- Whether they aspire to go to university
- Extra-curricular activities they take part in
- Any support they would need to enable them to achieve their career goal

The Careers team will ensure tailored support for students by tracking:

- Personal guidance
- Educational visits attended
- Working lunches attended
- Post-16 destinations
- Post-18 destinations

Opportunities for advice and support will be tailored to the needs of each student. Our careers programme will actively seek to challenge stereotypical thinking and raise aspirations.

Gatsby Benchmark 4 – Linking Curriculum Learning to Careers

Cross-Curricular

Throughout the curriculum, teachers will find creative and engaging ways to embed career-related learning within their subjects. Opportunities for Careers and Enrichment will be identified in schemes of learning across all subjects.

Cross-curricular audits will use nationally recognised frameworks including the CDI to support career development.

PSHE+R

Year 7

Careers is embedded within the PSHE+R programme that takes place with the student's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules is an introduction to careers. Students look at their achievements, personal qualities and develop targets based on these whilst thinking about how they may link to a future career. See the Scheme of Learning [here](#) for more information.

Year 8

Careers is embedded within the PSHE+R programme that takes place with the child's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules will be on

transferable skills. Students will gain an understanding of how the skills they are learning now can transfer into employment and know how to set SMART targets. They will look at skills such as problem solving and adaptability and practice these. At the end of the careers unit students will complete a social action project applying some of the skills discussed. See the Scheme of Learning [here](#) for more information.

Year 9

Careers is embedded within the PSHE+R programme that takes place with the child's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules will be on understanding personal qualities and how these link to certain careers. Students will write a personal statement and look at the best sources of information. See the Scheme of Learning [here](#) for more information.

Year 10

Careers is embedded within the PSHE+R programme that takes place with the child's form tutor. Students have one hour of PSHE+R per week and one of their half-termly modules will be on writing CVs and cover letters. Students will also consider online identity and the importance of work experience. See the Scheme of Learning [here](#) for more information.

Year 11

Careers is embedded within the PSHE+R programme that takes place with the child's PE teacher. Students have one hour of PSHE+R per week and one of their half-termly modules will be on post-16 options, applications and interview skills. Students will also build on their CVs from Year 10. See the Scheme of Learning [here](#) for more information.

Post 16

The sixth form team support careers development by offering a programme of workshops, guest speakers and supporting applications for university and employment. Sessions are delivered to students on apprenticeships, university, student finance and the UCAS application process.

Gatsby Benchmark 5 – Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

This will be offered through a range of enrichment activities including visiting speakers, virtual working lunches, mentoring and enterprise schemes.

Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer. All activities that students take part in are logged to monitor participation.

Gatsby Benchmark 6 – Experiences of Workplace

Every student in Year 10 is provided with first-hand experience of the workplace through work experience to help them explore the world of work. By the age of 16, every student will have had one experience in a workplace, in addition to any part-time jobs they may have.

Every student in Year 12 is required to complete a minimum of one hour a week of voluntary work. This could take place internally for example, by assisting in Key Stage 3 classes, or externally with community groups or charities. By the age of 18, every student will have had one such experience, in addition to any part-time jobs they may have.

Gatsby Benchmark 7 – Encounters with Further and Higher Education

Ormiston Victory Academy will work closely with the Outreach Officer at the University of East Anglia to promote encounters with higher education. The University has identified Ormiston Victory Academy as a “Category A” school which provides us with the maximum possible amount of opportunities.

Ormiston Victory Academy will also partner with the Network of East Anglian Collaborative Outreach (NEACO) and work closely with the Higher Education Champion.

The academy has partnered with INTO University which is a programme providing targeted support for selected students in each year group over a 5-year programme.

Gatsby Benchmark 8 – Personal Guidance

Every student will be given the opportunity to request a guidance interview with a professional Careers Adviser, who holds a careers qualification at level 6 or higher and subscribes to the CDI Code of Ethics.

Careers guidance activities include:

- Listening to students’ initial ideas, qualifications, skills, experiences, circumstances and life aims
- helping students to identify and explore suitable options and to consider the career implications of subject and course choice that are in their best interests
- challenging pre-existing assumptions about what they are capable of

- demystifying learning and labour market systems and helping students understand progression pathways
- Developing practical strategies on how to achieve their goals, including pointing students to information sources of most use to them
- Building students' persistence, motivation and confidence and helping them to see how they could overcome any barriers preventing them from moving forwards
- Referring students to other agencies that can support them.

Career advisers work closely with staff to deliver a range of individual support to students, including:

- one-to-one guidance at crucial points of decision making, including year 8 and 9 option choice and choosing pathways for post-16 and post-18 – this guidance offers students in-depth support to interpret information and apply it to their own situation
- group work sessions on particular topics, such as apprenticeships, labour market trends or employability skills
- advice to parents and students at careers fairs and parents' evenings
- advertised drop-in sessions for students at lunchtimes and other times during the week
- support on exam results days.

Additional Information

[Careers and Enterprise Company: The Gatsby Benchmark Toolkit for schools](#)

[Careers and Enterprise Company: Understanding the role of the Careers Leader](#)

[Careers guidance and access for education and training providers \(January 2023\)](#)

[CDI Code of Ethics: a Guide for Employers and Partners \(March 2021\)](#)

