



BURLINGTON DANES ACADEMY

Employability, Careers Education, Information, Advice & Guidance (CEIAG) Policy- Progression Faculty

Nov 2017

GUIDING PRINCIPLES

ARK BDA is committed to responding to the requirements of Section 19 of the Education Act 2011 & the Statutory Guidance: Careers Guidance and the Careers Guidance & Inspiration in Schools 2015 through providing independent and impartial guidance via a range of external information and advice providers.

ARK BDA believes that Careers & Employability Learning has an important contribution to make to the education of our young people. Our aims are:

- to provide students with an excellent all-round education developing the whole person, which will serve as a basis for a successful and fulfilled future as students, employees, employers and parents;
- to motivate students and improve examination results and to develop core employment capabilities;
- to provide students with their statutory entitlement to preparation for adult life and good citizenship.

PRACTICE & GUIDANCE

The Careers & Employability Learning Policy at BDA is based on the principle of maximising the benefits for every student by the development of a whole academy approach.

Our Careers, Employability and Learning Department follows local regional and national frameworks for good practice including:

- Ofsted's inspection criteria 2015
- Career Development Institute's Framework for Careers Employability and Enterprise Education 7-19 and its three core aims
- Career Development Institute's Code of Ethics
- Gatsby's Benchmarks
- DFE Principles of Good Practice Section 10 of the Statutory Guidance

Implementation: Management

The Careers & Employability & Learning Lead, plans, co-ordinates and evaluates the careers programme and is responsible to the Assistant Principal. This area is supported by a link governor. The Careers Lead works closely with the Heads of Year, Heads of Upper and Lower School, as well the PSCHEE Coordinator to ensure appropriate coverage of careers themes across the curriculum. Applied subjects across the school have a focus on career development and work-related learning. This is co-ordinated through the work of the Assistant Principal. The Careers department is part of a broad, cross faculty team, to provide a holistic service, whilst also providing targeted support. Working in conjunction with the Most Able faculty and Oxbridge support stream and a range of external agencies such as Into University and SPEAR.

Implementation: Information & Resources

Careers information is available in the Careers office (DP13) and in the Library which is maintained and updated by the Head of Careers & Employability Learning and the Librarian. Administrative support is available. Labour market information and access to a range of online resources is provided and quality assured by the careers team. This includes information on all routes and pathways including Higher Education, Apprenticeships, School Leaver Programmes, vocational routes and employment.

Aims and Objectives

- 1 Focus on achievement as an integral part of the school
- 2 Ensure that Careers & Employability skills have a high profile throughout the curriculum
- 3 Carry out an annual cross curriculum audit
- 4 Map the skills required across the curriculum
- 5 Ensure consistency of approach across the curriculum and a consistently high standard in teaching and learning
- 6 Encourage all curriculum areas to make links to the world of work and to ensure equal access to trips and visits
- 7 Promote the value of all routes, pathways and qualifications including Higher Education, Apprenticeships, School Leaver programmes, vocational routes and employment.
- 8 Provide all key year 10 students with opportunities to work with employers via a well-planned and evaluated period of work experience and encourage work experience for post-16 pupils

Curriculum Provision

ARK BDA will provide a range of opportunities encompassing Work Experience, Enterprise Education, vocational and general courses, events, visits, visitors, PSHCE education, outside speakers, careers guidance, off-timetable days and activity days.

Each curriculum area will make a contribution through:

- The development of SoW that recognises and signposts the importance of Careers & Employability Learning in preparing students for adult life
- Ensuring that all students have access to Work Related Learning activities
- Ensuring a range of teaching and learning strategies
- Ensuring continuity and progression in SoW in relation to Work Related Learning experiences
- A progressive curriculum addressing all of the Gatsby and CDI benchmarks

Entitlement

Students are entitled to Careers & Employability Learning which meets professionally recognised standards of practice and which is personalised to each individual. It should also always be unbiased and impartial. Embedded into the whole school's curriculum, it is also based on partnerships with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, deepen understanding of self, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Burlington Danes Academy. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career

learning, planning and development. It is based on the CDI Framework for Careers Employability and Enterprise's three core aims and learning outcomes of:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management, employability and enterprise skills

The primary aims of the programme are to:-

- Prepare our young people for the opportunities, responsibilities and experiences of adult life;
- 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 the three stages at 13+, 16+ and 18+;
- Ensure that, wherever possible, all young people leave the school with employment, further education or training.

The programme also:-

- Contributes to improving achievement, by raising aspirations and motivation;
- Supports inclusion, challenges stereotyping and promotes equality;
- Encourages participation in education and/or training beyond the key stages at 16+ and 18+;
- Develops enterprise and other skills valuable in the world of work;
- Provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers.

Monitoring, Review & Evaluation:

- Review of student folders/workbooks
- Destinations Data at Year 11 and 13 is used to develop CEAIG Programme
- Class visits and observations
- Review of all our partnerships
- Cross curricular audit
- Student, parent and staff questionnaires
- Report on student progress to Governors
- Monitoring delivery of entitlement through student workbooks

POLICY OVERSEEN BY: Naseem Khanam	NEXT REVIEWED: Nov 2018
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