

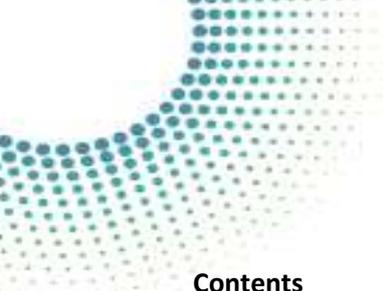


A08 Careers, Employability and Enterprise Policy

Adopted by the Board of Trustees

Date of approval: December 2019

Trustee Reviewers: Emily Revill



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General Data Protection Regulations



This policy has been reviewed in accordance with the General Data Protection Regulation (GDPR) which will replace the Data Protection Act 1998 from 25th May 2018. The introduction of GDPR has resulted in changes to many existing data protection rules and regulations that educational establishments adhere to. The Evolve Trust has undertaken a full data protection audit and have ensured that appropriate changes that have been made to data protection rules and regulations have been adhered to in full. The Evolve Trust has carried out all additional compliance requirements and fully accepts their duty of care to ensure individuals' data is kept safe and secure, resulting in increased compliance in our systems, processes and policies.

1. Introduction

1.1 The National Context

There have been significant changes in government thinking with regard to Careers, Employability and Enterprise Education (CEEE). The key drivers have been:

- Careers guidance and access for education and training providers - Statutory guidance for scrutiny boards, school leaders and school staff (October 2018)
- Careers Strategy: making the most of everyone's skills and talents (December 2017)
- 2015 - Careers & Enterprise Company (CEC) created to transform the provision of careers education as recommend in 'Enterprise for All' Lord Young (June 2014)
- Ofsted (Sept 2019) – 'The Common Inspection Framework: Education, Skills and Early Years' (page 12 & 14, paragraph 28 & 31)
- March 2015 – 'Careers Guidance and Inspiration in Schools'
- February 2015 – 'The Report on Small Firms', Lord Young
- September 2014 - the National Career Council published its second report "*Taking Action: Achieving a Culture Change in Careers Provision*"
- In 2010, the Department for Education (DfE) published 'An Evaluation of Careers Education in Primary Schools'.

The outcomes of the key drivers are:

- To make Britain fairer improve social mobility and offer opportunities to everyone, including more focused opportunities for young people with SEND.
- Every school and academy providing secondary education using the Gatsby Benchmarks to develop and improve their careers provision.
- Every school must publish a policy statement setting out their arrangements for provider access for Years 8 -13 to inform them about approved technical educational qualifications or apprenticeships.
- Every school should begin to offer every young person 7 encounters with employers, at least one from Year 7 to Year 13.
- Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13
- A network of CEC Enterprise Advisors to create lasting connections between local businesses and schools & colleges
- Ofsted will take account of CEEE when making judgements of the effectiveness of leadership & management and personal development, behaviour and welfare
- The statutory guidance clearly states that the governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the legal requirements

- It is now the case that those aged 18-24 are almost twice as likely as older age groups to say they intend to start a business in the next three years
- Importance of bridging the gap between families, the classroom and the world of work which will have an impact on breaking down barriers that prevent children and young people from making the most of their talent and skills
- Primary school children who participate in career education programmes are more confident and knowledgeable about the types of work and the pathways that could be followed

1.2 Statutory Guidance

The updated statutory guidance sets out a long term plan to deliver a world class careers system that will help young people choose the career that is right for them. The aims are that 'every child should leave school prepared for life in modern Britain'. The guidance gives a clear message to scrutiny board, school leaders and school staff on their responsibilities to ensure not only academic rigour and excellent teaching but also the importance of young people developing the values, skills and behaviours they need for life. In addition, young people need to have realistic career ambitions that meet the need of the economy. It also states that 'employers play a key role in inspiring young people about their future career choices'. Employers can give a more realistic perspective in offering careers information, advice and guidance to young people. Careers education is about aspiration as much as information, advice and guidance. The best mentoring and motivation comes from people in jobs. It is vital that employers and schools work closely together and the government will help facilitate this by the new Careers and Enterprise Company.

It is the responsibility of the scrutiny board to ensure that all registered pupils are provided with independent careers guidance from year 8 to year 13.

- The scrutiny board should provide clear advice and guidance to the Headteacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks
- The scrutiny board need to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 to year 13 (Independent is defined as external to the school). External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school
- Every school should have a member of their scrutiny board who takes a strategic interest in careers education and guidance and encourages employer engagement

In relation to pupils with special educational needs or disabilities, the guidance states:

- Schools should ensure that careers guidance for pupils with special educational needs and disabilities (SEND) is differentiated, where appropriate and based on high aspirations and a personalised approach.
- Many pupils with SEN and disabilities are capable of sustainable employment and professionals working with these young people should share that presumption and help them develop the employability skills and experience to succeed, including supported internships for young people with ECH plans

- Families need to understand that some children with SEN and disabilities, with the right support, can find paid work, be supported to live independently and participate in the community
- Partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups are important to help young people understand what is available to them as they get older. For children with EHC plans, they need to understand how Personal Budgets can be used to access activities to promote greater independence and learn life skills
- For teenagers, preparation for adult life needs to be a more explicit element of their planning and support, focusing on preparation for adulthood, including employment, independent living and participation in society

2. The Evolve Trust Context

2.1 Vision and Values

The vision for The Evolve Trust is:

To open minds, creating opportunities for all to believe in themselves, achieve their potential and develop the skills needed to succeed and enjoy life

With this vision and the following values in mind:

Ambition Integrity Inclusivity Endeavour Resilience

The Evolve Trust will work to ensure that **all** children and young people in their academies have opportunities to access excellent careers, employability and enterprise programmes. Programmes that will develop high aspirations, work readiness, entrepreneurial skills and inform young people on a broad and ambitious range of careers.

2.2 Our Partners

The Trust will work in partnership with employer networks, FE colleges, higher education institutions, technical skills providers, mentors, coaches, alumni and/or other high achieving individuals to motivate our children and young people to think beyond their immediate experiences, encouraging them to consider a broader and more ambitious range of future education and career options.

The Evolve Trust will work with families to support them in overcoming the cultural obstacles that often stand in the way of the ablest pupils from deprived backgrounds attending university and progressing into high level jobs in the labour market. The Trust will be proactive in bridging the gap between families, the classroom and the world of work, as recommended in the National Careers Council Report – ‘Taking Action, Achieving a Culture Change in Careers Education’ and the ‘State of the Nation report on social mobility in Great Britain’ November 2017

2.3 Our Approach

Careers, enterprise and employability education will be embedded in every subject, enabling young people to develop solution- focused attitudes, spot opportunities and deal with uncertainties. The Trust will be honest about where the jobs will be and what children & young people need to do to be well placed to access those jobs.

Expectations will be set high, including for the most vulnerable and those with special educational needs and disabilities, so that every pupil is stretched and acquires the attributes that employer’s

value. This will help every young person to realise their potential and so increase economic competitiveness and support social mobility.

The Evolve Trust has adopted the D2N2 Employability Framework and adapted it to meet the careers, employability and enterprise needs of young people across all phases of education. At the core of this new Framework is the idea that all young people should have the opportunity to engage with employers, learn about the world of work and develop their employability and enterprise skills. The development of employability and enterprise skills is not just a quick fix, over the long term it must also support the development of higher level skills through apprenticeships, participation in further and higher education and business start-ups. Children and young people should complete their education with good qualifications, experience of the workplace and the ability to secure employment that will contribute to the local, regional, national and global economy.

The Evolve Trust makes a commitment to adopt the Gatsby Benchmarks and utilise the tools, (Compass and Tracker tools) developed by the Careers and Enterprise Company to implement those benchmarks.

3. The Brunts Academy Context

The Academy policy for Careers, Employability and Enterprise is in keeping with the vision and values of the Evolve Trust.

‘To open minds, creating opportunities for all to believe in themselves, achieve their potential and develop the skills needed to succeed and enjoy life’.

Definitions:

Careers:

Careers consists of Careers Education, Careers Guidance and Careers Information. The four main themes for this are;

- planning for change,
- decision making
- self-development
- making guided choices

Employability:

Employability describes the skills, attitudes and behaviours that allow young people to find, keep and progress within work.

Enterprise:

Enterprise can refer to an organization or entrepreneurial activity and an individual’s eagerness to do something new and clever, despite any risks.

A young person’s career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in years 7-11 and to give students access to careers information and guidance. *“Section 29 of the Education Act 2011 placed schools under a duty to secure access to independent careers guidance for their pupils in years 9 to 11. From September 2013 this extended to years 8 to 13 and revised statutory guidance has been published to reflect this change”*. Careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. It must also include information on options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

The Brunts Academy is committed to providing a planned programme of Careers, Employability and Enterprise for all students in years 7-13. The Academy has recently secured the CareerMark accreditation and will endeavour to implement the key recommendations. We also endeavour to follow the Careers Development Institute (CDI) Careers Framework (November 2015) and other relevant guidance from the DfE, QCA and Ofsted, People's Information, Advice and Guidance. As a member of the Evolve Trust we meet our legal responsibility for securing access to independent and impartial guidance for all pupils in years 8 – 13. Independent is defined as external to schools, impartial is defined as showing no bias or favoritism towards a particular option and careers guidance refers to services and activities to assist pupils to make and implement education, training and occupation choices to learn how to manage careers. Young people have the opportunity to develop their knowledge and skills so they make the right choice and effective transition to their preferred pathway.

At the Brunts Academy we believe that all young people and parents will need advice, guidance and support in working towards and planning for the future after leaving the academy. Parental involvement is seen as an integral part of careers, employability and enterprise education. The Brunts Academy will be supported by The Evolve Trust to provide a relevant and personalised Careers, Employability and Enterprise programme for students at the appropriate stage in their learning.

To secure the best chances our young people have in gaining employment and at the same time addressing the skill needs of employers in our area, we are working to the D2N2 Careers, Employability and Enterprise Framework. This framework provides the methodology by which we can significantly improve the employability and life skills of our young people regardless of their academic ability or which career pathway they chose to take.

The adopted framework consists of 10 key goals which young people should have the opportunity of developing before they leave full time education:

- Invest in themselves, recognise their own strengths and values, and take responsibility for developing their work readiness skills and behaviours. **Self-motivated.**
- Have the tools and skills required to present themselves to a future employer. **Self-assured.**
- Have high aspirations for themselves. **Aspirational.**
- Understand the opportunities available to them locally and beyond and make realistic choices. **Informed.**
- Have experiences of work that is rewarding and fulfilling. **Experienced.**
- Achieve qualifications valued by employers. **Achieving.**
- Understand that employers want people who will work hard and are accountable for their actions. **Accountable.**
- Understand that employers want young people who can listen and learn from their successes and their mistakes, and keep going. **Resilient.**
- Work creatively to achieve their potential and that of the business. **Entrepreneurial**
- Have effective communication and co-working skills. **Co-operative.**

4. The Careers, Employability and Enterprise programme

The Careers, Employability and Enterprise programme will enable pupils to:

- Develop an understanding of their own skills, values and aspirations.
- Navigate pupils through the diverse career opportunities available to them.
- Understand the realistic opportunities that will exist in the labour market when they leave education.

- Develop their communication, team working, commercial awareness and other employability/work related learning skills.
- Search out and secure progression opportunities that uses pupil's talents to support a healthy economy.

The impact of the Careers, Employability and Enterprise programme will be that pupils are:

- Driven and self-directed.
- Self- assured and informed.
- Self- aware and resilient.
- Enterprising and entrepreneurial.
- Proud of themselves.

5. Links with other policies

The policy combines with the T2T, other key school policies e.g. Assessment and Equal Opportunities, Educational Visits, Health and Safety, SEN and MAP Policies.

6. Links with employers, providers, schools, colleges and academies

The Brunts Academy has many establishments offering support under the collaboration and is a member of the Careers Development Institute. Our links are as follows:

- TES Growing Ambitions;
- National Guidance Research Forum;
- CEGNET;
- Careers England;
- MDC and Ashfield Council
- International Centre for Guidance Studies (UOD);
- Prospects;
- Careers Solutions;
- CASCAiD/Inspiring Futures;
- ACEG;
- STEMNET;
- NHS Careers;
- Apprenticeships Matters;
- National Apprenticeships Service;
- Nottingham Engineered Forums;
- CAGE;
- CITB;
- Vision West Nottinghamshire College;
- Nottingham College;
- Nottinghamshire County Council
- Confetti;
- The Mansfield Federation of Small Businesses;
- Laing O'Rourke;
- Lindhurst Engineering;
- Asmech Engineering;
- Avonside Roofing;
- County Battery;
- Marchants Solicitors;
- Fidler and Pepper
- Jephson Shopfitters;
- Lukas at Work;
- Orchard Medical Practice;
- Calverton Finance;
- A'Star Media;
- Integra HR
- SF Media;
- Mansfield Building Society;
- I Sourcer;
- Barclays life skills;
- Twenty Twenty;
- Rail Forum East Midlands;

- Chesterfield College;
- Linneys;
- North Midlands Construction;
- Mansfield 2020;
- Nottinghamshire Business Engagement Group;
- Independent Training College;
- National Citizen Service;
- Futures;
- ACAS;
- Portland College;
- REAL;
- The Inspire and achieve foundation;
- The Derbyshire and Nottinghamshire Chamber of Commerce (including Schools Forum);
- Sector Skills Council for Engineering – SEMTA;
- Sector Skills Council for Construction – CITB;
- Chesterfield College;
- Local training providers;
- University of Nottingham, Nottingham Trent University, Sheffield Hallam University, and The University of Lincoln and;
- Chartered Institute of Personal Development (CIPD).
- Kier (Partner company)

7. Aims of the Careers, Employability and Enterprise Programme

The programme is structured around The D2N2 Careers, Employability and Enterprise Framework, the Gatsby Benchmarks and the three core aims of the CDI Careers Framework which presents learning outcome statements for students across seventeen important areas of careers, employability and enterprise skills:

1. Developing yourself through careers, employability and enterprise education
2. Learning about careers and the world of work
3. Developing your career management, employability and enterprise skills

8. The objectives of the Careers, Employability and Enterprise programme

The Gatsby Benchmarks

1. **A stable careers programme.** Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. **Learning from career and labour market information.** Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. **Addressing the needs of each student.** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. **Linking curriculum learning to careers.** All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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 can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. **Experiences of workplaces.** Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. **Encounters with further and higher education.** All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. **Personal guidance.** Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

9. The Offer

KS2 Transition Programme

- Little Genius STEM programme

KS3 activities

- Mansfield Junior Enterprise programme
- Developing employability skills; shoebox appeal, children in need, sports relief
- Respect Agenda – looking to the future preparation for options where I see myself at the end of year 11, at 18 & 25, defining success
- Financial Awareness

- Personal Development Modules
- Skills Development Modules
- The opportunity to access to face-to-face impartial careers information advice and guidance interviews they may need
- Employer/Training Provider led assemblies/briefings
- Student Leadership Programme
- Brunts Ambassador programme
- Clubs and Activities Clubs
- G & T Opening Minds Evening
- Digital Footprint/Social Media
- Support at parent information evenings
- Technical Education briefings
- PSHE programme
- Unifrog training and logging activities

KS4 activities

- G & T – opening minds evening
- Careers and opportunities fair
- Employer/Training Provider led assemblies
- Apprenticeship briefings
- Young enterprise
- Employability and Job Search Programme (career planning, applying for jobs, interview techniques, developing a toolkit of employability skillSector specific parent/student briefings)
- Quality work experience opportunities
- Support at parent information evenings
- Alumni network events
- The opportunity to access to face-to-face impartial careers information advice and guidance interviews they may need
- Progression workshops
- Work experience
- Digital Footprint/Social Media
- Conversations with 6th formers
- Mock interviews
- Me2Work Programme –Ideas4Careers
- DofE
- National Citizen Service
- iDEA
- Technical Education briefings
- PSHE programme
- Unifrog support and activities

Post 16 activities

- Post 16 career internships
- Careers master classes
- Higher Education events

- Networking at M2020 business breakfast
- Job search
- Work experience
- Experiences of the workplace
- Employment speakers
- NCS
- Mansfield CVS volunteering
- MDC Members visit
- Apprenticeship clinics
- UCAS support/HEI visits
- DoFE
- National Citizen Service
- iDEA
- Technical Education briefings
- Young Enterprise
- Unifrog support

10. Implementation of this strategy

- Audit current provision across all year groups and curriculum areas to ensure that all students have the opportunity of achieving the relevant D2N2 Careers, Employability and Enterprise goals and the academy is fulfilling their statutory requirements.
- Using the compass tool to ascertain progress for the academy against the 8 Gatsby benchmarks.
- Use the tracker tool to plan the careers activities across all year groups.
- Work with the dedicated governor and Enterprise Adviser to ensure effectiveness and leadership of the programme.
- Deliver a coherent programme across all year groups with relevant clear progression routes. This programme to link to the established KS4 employability programme.
- All staff contribute to the careers education and IAG delivered through their roles as tutors and subject teachers, during mentoring/tutorial time/annual reviews.
- The careers education and IAG programme includes career guidance activities delivered via cohort, small group sessions and individual interviews.
- Schemes of work will include appropriate and timely work related learning aspects delivered by subject teachers in the curriculum.
- Evaluate all programmes to understand the impact
- The training and support needs of staff involved in coordinating, delivering and supporting careers education guidance and IAG are identified and met through the CPD programme.

11. Equal Opportunities

All information, advice and guidance will be provided impartially to all students and will be provided free of bias to comply with the Equality Act 2010 and the Careers Development Institute Code of Ethics. Students will be encouraged to look at careers and courses outside the normal gender stereotypes.

Following the new guidance all students with SEND will be entitled to transition plans. Where a student has an Education Health Care Plan, all reviews of that plan from Year 9 and onwards will

include a focus on preparing them for adulthood, independent living, employment and participation in society. Pupils with SEND will receive independent and impartial advice about mainstream education, training and employment opportunities on offer, regardless of their individual circumstances to support them for the next phase of education or training and beyond into adult life.

12. School Community

Pupils, teachers and parents are made aware of the entitlement through the careers portal, tutor notices, pupil planners and school prospectus. Information about this also appears on the school website. Pupils are encouraged to view their entitlements regularly during tutorial settings. Access to the Academy's Careers Advisor, Mentors, teaching staff and other members of the department during parents evening and at sixth form open evenings. Information is also shared on social media via Twitter and Facebook.

13. Useful Website Links

- <https://bruntsportal.evolve-trust.org/SLG/careers/>
- <https://www.unifrog.org>
- <https://app.weduc.co.uk/>
- <https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>
- <http://nationalcareersweek.com>
- <http://www.apprenticeship.org>
- <http://www.thecdi.net>
- <http://icould.com/resources>
- <http://www.careersbox.co.uk>
- <https://www.prospects.ac.uk/>
- <https://university.which.co.uk/>
- <https://www.careerpilot.org.uk/>
- <https://www.careersbox.co.uk/>
- <https://www.how2become.com/>
- <http://www.notgoingtouni.co.uk>
- <http://www.d2n2.co.uk>
- <http://www.stemnet.org.uk/>
- <http://www.ucas.com>
- <http://tomorrowengineers.org.uk>
- <http://www.futuremorph.org>
- <https://www.gov.uk/government/publications/skills-and-employment-in-the-uk-the-labour-market-story>
- <https://www.gov.uk/government/publications/jobs-and-skills-in-2030>

Labour Market links;

<https://www.careerpilot.org.uk/information/careerometer>

<https://nottinghamcollege.emsicareercoach.co.uk>

<https://derbycollege.emsicareercoach.co.uk>

www.startprofile.com

www.icould.com

www.adzuna.co.uk

www.prospects.ac.uk

14. Equality Act 2010 (Amendment) Order 2012 Impact Assessment

| | |
|----------------------------------|--------------------------------------|
| Name of Policy: | CAREERS EMPLOYABILITY AND ENTERPRISE |
| Date Analysis Undertaken: | Date: February 2018 |

| General Duty | Current Provision | Task to be completed / Undertaken | Support needed / Date for action / Lead |
|--|--|--|--|
| Eliminate unlawful discrimination, victimisation and harassment and other prohibited conduct. | Procedures in place to ensure that all learners receive the expected standard both consistently and continually. | Continue to review as future changes occur and in light of feedback from whole academy QA. | Implement policy and monitor standards through QA. Keep informed of national agendas. |
| Advance equality of opportunity between people who share a protected characteristic and those who do not | Policy neutral impact | Continue to seek professional advice when necessary and review policy annually. | Continue to assess impact through QA in relation to school improvement priorities. |
| Foster good relations between people who share a protected characteristic and those who do not | N/A: Policy is Neutral impact against protected characteristics. | Continue to seek professional advice when necessary and review policy annually. | Continue to assess impact through QA in relation to school improvement priorities. |

15. Template for self-assessment and action planning: Equality Act 2010 (Amendment) Order 2012

| Protected Characteristic | Positive Impact | Negative Impact | Neutral Impact | Engagement undertaken | Evidence and action taken/Outcome |
|------------------------------|-----------------|-----------------|----------------|-----------------------|-----------------------------------|
| Race | ✓ | | | | |
| Religion or Belief | ✓ | | | | |
| Gender / Gender Reassignment | | | ✓ | | |
| Sexual Orientation | ✓ | | | | |
| Disability | ✓ | | | | |
| Age | ✓ | | | | |
| Other (please specify) | | | | | |
| Summary: | | | | | |

| | |
|-----------------------------|---------------|
| Undertaken by: (PRINT NAME) | MR A BUNNEY |
| Date: | NOVEMBER 2019 |
| QA: (PRINT NAME) | MR M LUCAS |