



Careers Policy

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Version Control

Version	Revision Date	Revised by	Section Revised
V1	New Policy		



1. Introduction

Exceed Learning Partnership recognises the importance of effective impartial careers information, advice and guidance for all students across the Trust. Effective Information, advice and guidance (IAG) equips students with the knowledge and skills to make informed decisions about future pathways in education and beyond. In addition, effective IAG can improve educational attainment through setting goals and raising aspirations. Exceed Learning Partnership embed careers into the curriculum at Primary, whilst at Secondary the careers service continues to work towards achieving 100% of all 8 Gatsby Benchmarks, including the development of our employer links and managing arrangements for employers to access our careers programme to engage and educate students on their career opportunities. Employers can arrange access to any academy within the trust via: admin@exceedlearningpartnership.com

At secondary, the careers programme is aimed at meeting/working towards all 8 Gatsby Benchmarks. This document is published on the school website and approved by a school governor and the Senior Leadership Team.

At primary the academies utilise the CDI's Careers Development Framework when embedding careers related learning within the curriculum and strand careers accordingly. In addition to this, whilst not statutory at Primary, we utilise Gatsby Benchmark 4 'Linking curriculum learning to careers' as this supports our curriculum design and development.

Exceed Learning Partnership works closely with Doncaster Careers and Enterprise Team, the Local Authority, the Doncaster Primary Careers Hub, and the local Enterprise Advisor in order to continue our development of the careers provision.

Policy Aims: The aim of the career provision at Exceed Learning Partnership is to ensure all pupils/students throughout the trust across all phases are able to undertake employer engagement activities that break down stereotypes, promote equal opportunities, raise their awareness and aspirations about the world of work. At secondary, all pupils/students receive impartial and effective IAG and receive equal opportunities. The secondary academy aims to achieve this by continuing to work towards achieving 100% in all 8 Gatsby Benchmarks.

The purpose for embedding careers into the curriculum is to enable pupils/students to make the most informed decision about their future choices, enabling pupils/students to make informed decisions about their curriculum options during transition between key stages. It also ensures that pupils leaving primary and transitioning into secondary do so with knowledge and exposure to careers in readiness for the secondary phase.

Whilst meeting the Gatsby Benchmarks at secondary is vital, it does not restrict opportunities that don't fall into these areas and therefore all academies publish both our careers programme and career activities that take place throughout the academic year.

Another key aim is ensuring that on leaving our Secondary Academy all students have achieved a place at either a Further Education provision, Higher Education, an apprenticeship, employment or training.

Policy Scope: For the purpose of this policy, IAG refers to any situation where a pupil/student is provided with impartial information, advice or guidance about future educational or employment pathways. This could take the form of a lesson planned as part of the formal curriculum, a drop down

day, an assembly delivered by a local employer, a visit to an employer or engagement with an employer or a formal meeting between one of the Academy's Careers Coordinator and a pupil/student.

This policy details the aims of the Trust in relation to outcomes for our pupils/students and the key themes that inform those aims.

This policy is applied to and aimed at various parties, firstly and most importantly the pupils/students of Exceed Learning Partnership and their parents.

The policy applies to external organisations such as employers and allowing them access to our academies to engage with our pupils/students.

Finally, the policy applies to all colleagues across the Trust to review the aims of the career provision and what we are aiming to achieve. It is particularly important in reference to Gatsby Benchmark 4 'Linking curriculum learning to careers' as whilst this is statutory at Secondary we also implement this at Primary.

2. Policy/Controls

Since the new statutory guidance was implemented in October 2018 the main aim for the secondary academy has been to focus on working towards achieving all 8 Gatsby Benchmarks. The academy however also recognises that additional opportunities to the benchmarks are as valuable.

The Careers programme at secondary has been created in line with statutory requirements and has been created to demonstrate and evidence all career activities available to each student in each year group. In addition, we ensure all students are signed up and have an account with Start in order to log all career and enterprise activities, as well as using their useful resources.

The Careers programme at Primary has been created by utilising guidance from the CDI Careers Framework and Careers and Enterprise company whilst developing our primary curriculum, ensuring careers related learning is stranded throughout all key stages.

There are a variety of activities that take place throughout all our academies and within departments which are not included in the Careers Programme as they are not for all pupils/students and are delivered based on our requirement of meeting students' individual needs. Therefore, each academy ensures they communicate regularly with parents to showcase activities being undertaken and opportunities available.

3. Equal opportunities:

Exceed Learning Partnership promotes equal opportunities and uses every opportunity to challenge stereotypes and to raise awareness and aspirations. The careers provision throughout the trust therefore promotes careers and pathways based on individual pupil/student aspiration and ensures that they have an equal opportunity to consider the widest range of occupations.

4. Themes:

Careers at Exceed Learning Partnership centres around three core themes of Aspiration, Achievement and Adventure. All three themes inform our approach at all key stages.

- Aspiration – we aim to inspire pupils/students through IAG, fostering ambition and broadening horizons.
- Achievement – we aim to communicate that educational attainment is vital in order for pupils/students to reach their full potential in terms of career pathway.
- Adventure – we aim to provide students with meaningful careers experiences within and beyond the classroom, including work experience, relevant visits and talks from various professionals.

5. Vision and Values:

Exceed Learning Partnerships vision is to equip young people with the knowledge, skills and mindset to thrive and then take on the world.

We aim to achieve this for careers via our careers network in which each academy representative will link their curriculum learning to careers and share this practice throughout the trust.

Inspire, Include, Integrity, Exceed

Our career provision follows these values and aims to ensure we meet pupils/students' individual needs. Each pupil/student is an individual with their own personal goals and we take time and care to respect their views and provide them with the best advice and guidance. Our careers programme ensures all pupils/students from each year group across the Trust and all phases are given equal opportunities. In addition to the careers programme we do offer additional activities that meet pupils/students' particular interests and enables them to exceed.

6. Key Outcome:

A key outcome for Careers across the Trust is ensuring that on leaving our secondary academy all pupils/students have achieved either further education, higher education, apprenticeship, employment or training.

At primary, the key outcome is that each pupil/student has undertaken meaningful encounters with employers and has a greater understanding of career opportunities available to them as they transition into secondary.

Exceed Learning Partnership measure the impact of their careers programme via feedback from pupils/students, parents, employers and colleagues, using this information to continue to develop the careers provision. We also use destination data to evaluate the effect pupils/students' career experiences have had on their progression once they have left.



7. Responsible colleagues across the Trust:

Secondary:

Senior leader – V, Gemma Massarella-Burton

Senior leader is responsible for overseeing the careers provision at Hall Cross Academy and ensuring we are working towards meeting all 8 Gatsby Benchmarks.

Careers Lead and Coordinator – Mrs R Birch

- Responsible for the planning and delivery of IAG via drop down days and career events.
- Ensures that across all key stages, students are given a range of opportunities to engage with IAG. The careers coordinator will evaluate the impact of the IAG curriculum and will ensure that the career provision continually improves.
- A collaborative group has been established to support each department and develop the careers advice and guidance we offer with a focus on achieving Gatsby Benchmark 4.
- The careers coordinator is a Level 6 qualified Careers Advisor and provides impartial information advice and guidance across all three stages. Advice and guidance offered will always reflect the best interests of the student.
- Teaching staff and pastoral managers refer students to the careers coordinator for an appointment or students can self-refer. Teaching staff and pastoral managers are aware that students can benefit hugely from timely intervention from the careers coordinator.
- The careers coordinator will continue to develop the career activities and educational opportunities beyond the classroom.
- Continue to work with teaching staff at the academy to develop linking curriculum learning to careers.
- Continue to develop strong links with employers and develop their engagement in school activities. Maintain and develop relationships with other educational providers such colleges and universities.
- Students are supported and encouraged to take part in activities outside of school that will help develop students' confidence, motivation and aspirations. Hall Cross Careers will continue to make students aware of such possibilities; university summer schools, insight weeks and opportunities with NCS.
- Continue to work closely with the local authority.
- Developing the work experience opportunities for students.
- Responsible for student's destinations once they have left Hall Cross Academy.

Primary:

Senior Leader – Simon Martin (Willow), C Metcalfe (Sandringham), M Hodgson (Hill Top), S Crampton (Carr Lodge), E Dowse (Edlington Victoria), N Jones- Pounder (Sheep Dip Lane), M Davey (Bentley High Street), J Wardle (Rosedale)

Senior leader is responsible for overseeing the careers provision at each of their primary academies and ensuring we are linking curriculum learning to careers. In addition to this each leader is the academies careers lead undertaking the following:

- Responsible for the planning and delivery of career events and activities.
- Ensures that across all key stages, pupils/students are given a range of opportunities to engage with careers.
- Review and evaluation of the impact ensuring that the career provision continually improves.
- Develop the career activities and educational opportunities beyond the classroom.
- Continue to work with teaching staff at the academy to develop linking curriculum learning to careers.
- Continue to develop strong links with employers and develop their engagement in school activities. Maintain and develop relationships with other educational providers such as colleges and universities.

In addition to this, a careers network has been formed across the trust to support each academy and develop the careers programme we offer with a focus on linking curriculum learning to careers.

8. Consultation

The focus of this policy is aimed at pupils/students so we can ensure we are preparing them in the best way for their future. Their evaluations from career activities allow a focus and guidance on what they find most beneficial and engaging.

The following guidance has been used to develop this policy and careers provision across the trust:

- Statutory Guidance from the Department of Ed
- CDI Framework:
<https://www.thecdi.net/New-Career-Development-Framework>
- Gatsby Benchmarks:
<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>
- Careers and Enterprise Company (Primary Resources):
<https://www.careersandenterprise.co.uk/schools/primary/>



9. Annual Monitoring and Review of the Policy

The policy will be reviewed annually.

Policy Agreed: May 2023

Policy to be reviewed: May 2024