

## Careers Education Information and Guidance (CEIAG) Policy September 2024

At Thomas Deacon Academy our core purpose is:

***“To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and ‘thrive’ as a global citizen”***

1.1 At Thomas Deacon Academy, our core purpose demonstrates our understanding that although important, school years make up a small proportion of an individual's whole life. For this reason, as a school we are committed to offering a wide Careers Education, Information, Advice and Guidance programme that motivates our students into gaining the highest levels of achievement and personal development, learning the necessary employability skills and characters for their desired career and to thrive as global citizens.

1.2 Our CEIAG programme aims to equip and encourage young people into further and higher education and employment and aims to reduce the variance in student outcomes, with a specific focus on supporting the more disadvantaged and the more able within the school community. It comprises classroom-based lessons, offsite educational activities and events for Year 3 to Year 13, with opportunities to develop communication and literacy skills, leadership and teamwork, resilience and resourcefulness and help our students to emerge from school ready for the world of work. We aim to provide meaningful employer and community experiences which support the curriculum and align industry with education.

1.3 The programme has a framework linked to student learning outcomes and incorporates measures to highlight and evidence impact via student voice and indicators of behaviour and achievement progress. Our careers advice, information and guidance is framed by the eight Gatsby benchmarks:

- Benchmark 1: a stable careers programme

We have a written strategy published on the TDA website which has been approved by the Academy Committee and has resources allocated to it. This is reviewed annually and has an identified lead individual with strategic responsibility for overseeing the programme.

- Benchmark 2: learning from careers and labour market information.

Our students have access to good quality information about future study and labour market opportunities via assemblies and online. We encourage parents to aid the support given to their children.

- Benchmark 3: Addressing the needs of each pupil

We aim to provide guidance and support tailored to the needs of every TDA student. We aim to raise student aspirations and consider HE and apprenticeship training and link curriculum learning with careers, including STEM subjects and their career paths.

From July 2019, we are collecting and maintaining data about each student's destination and will share this with the local authority who provide careers guidance for vulnerable students and those with special educational needs and disability (SEND) students.

- Benchmark 4: Linking curriculum learning with careers

We showcase STEM provision at TDA and highlight a wide range of career paths through encounters with employers, alumni and with displays in school. Students will encounter meaningful career learning by the time they leave school in all curriculum areas and in Personal Development (PSHE) lessons.

- Benchmark 5: Encounters for students with employers about work, employment and the skills valued in the workplace.

We provide a number of opportunities for all students to meet employers in Year 7-9 via employer visits, assemblies and workshops and a further opportunity in each curriculum area during Year 10/11 and Year 12/13.

- Benchmark 6: Experiences of workplaces.

These experiences help explore career pathways through partnerships with local employers where possible. Students in Year 10/11 are provided with workplace visits within the curriculum provision for their options subjects, particularly where these are vocational programmes or have clear links to the world of work.

Most students in Year 12/13 experience the workplace environment to understand the context in which they could be working as relevant to their study programme and/or progression intentions.

- Benchmark 7: Encounters with further and higher education.

All students understand the full range of learning opportunities through academic and vocational routes in school, colleges, universities, apprenticeships and the workplace through assemblies, PD programme, guest speakers and other activities. There are visits to local/regional universities and FE colleges across multiple year groups from Year 6, and guest speakers are provided for all students with KS4 and KS5 students experiencing multiple

encounters with a range of providers as relevant to their progression intentions. We host a HE Fayre for all Year 12 students.

- Benchmark 8: Personal guidance interviews.

At TDA, we provide all Year 10, Year 11 and Year 12 students with a 1:1 careers interview and a further progression discussion with our L6 trained Careers Advisors. Some Year 9 students are also provided with early access to careers advice and some identified students receive multiple appointments (which may include parents/carers or SEND/EAL support staff) to meet individual needs. We also offer 1:1 appointments for Year 13 students who need further guidance.

1.4 We want to ensure our CEIAG has suitable breadth, depth and relevance to meet the needs of our students and the interests of employers in the local and national community. The programme will enhance the personal, vocational and academic learning of each student who will be prepared for the next stage in their education, training and employment. We are supported by the Combined Authority Careers Hub and our Enterprise Coordinator in developing our programme which is provided via the Personal Development (PD) and subject curriculum delivery. We are also supported by the Network for East Anglian Collaboration Outreach (NEACO) and work with local employers and a range of FE and HE providers.

1.5 Each year group has a set of Personal Development lessons which target specific skills, especially time management, communication, research and team membership and in addition students are provided with opportunities to learn how to respond to the changing needs of business and consider participation in higher education programmes.

1.6 The post-16 team provide a Personal Development programme which provides further advice and guidance and students are encouraged to seek volunteering and work experience during enrichment time. In Year 12, students take part in multiple 'Futures' events with advice about UCAS/university applications, Gap years, apprenticeships and other progression routes. High ability students in Year 12 and Year 13 have access to a STEM potential programme and Oxbridge/Medicine application support through our partnership with Oundle School and to academic and vocational residential courses through the Sutton Trust and a range of university providers. Mentoring is provided by the HE champion and careers support team.

### **1.7 Measuring Impact**

TDA assesses the impact of its careers programme on students through student voice surveys; the annual parent and staff surveys; the Compass audit; Unifrog reports and through analysis of destinations data in line with activities that they have taken part in school. This supports the evaluation of the programme and planning for future events in order to meet student needs.

1.8 The Careers Programme can be found on the TDA Website.