



The Halifax Academy

Careers Policy 2020-2023

Name of Policy Writer	Maja Kozic-Shaw
Date written & Adopted	June 2020
Last Updated	June 2022
Next Review Due	June 2023

Careers Education, Information, Advice and Guidance Policy (CEIAG)

Contents

- 1.0 School Vision
- 2.0 Policy Scope
- 3.0 Objectives
- 4.0 School Responsibilities
- 5.0 Governor Responsibilities
- 6.0 Provider Access
- 7.0 Monitoring, Evaluation and Review
- 8.0 Information and resources
- 9.0 Accreditation
- 10.0 Links with the Community, Other Outside Agencies and Businesses

<u>Appendix 1</u>	Summary of the Gatsby Benchmarks
<u>Appendix 2</u>	Careers Charter by Year Group
<u>Appendix 3</u>	Arrangements for Provider Access

Linked policies

THA Provider Access Policy

Linked Documents

‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, October 2018

Adopted by the Governing Body: June 2020

Review Period: June 2022

Review Date: June 2023

Careers Education, Information, Advice and Guidance Policy

1.0 School Vision

- 1.1 At The Halifax Academy, our purpose is to provide our students with a voice to change the world. Our approach is underpinned by our values of Heart, Mind, Connect, which relate to different aspects of character or behaviour that we seek to nurture in our students, so that they achieve personal and academic success. We help our students to understand the world around them and the importance of education, enabling them to explore different careers and make well informed post-16 choices. We encourage them to find their own unique voice, by strengthening their sense of identity, independence, self-belief and ambition, so that they can confidently articulate and pursue their career aspirations, ultimately achieving personal fulfilment in their chosen career path.
- 1.2 The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0 Policy Scope

- 2.1 This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four and final year of Key Stage 2 (Phases 3, 4 & 5).
- 2.2 The policy also applies to Year 11 students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July and August of Year 11, the policy is still applicable.
- 2.3 The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, October 2018)
- 2.4 This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- 2.5 This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- 2.6 This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7 All members of staff at The Halifax Academy are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8 It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- 3.1.1 To ensure that all students at the school receive a stable careers programme
- 3.1.2 To enable all students to learn from information provided by the career and labour market
- 3.1.3 The CEIAG programme should be individual and address the needs of each student
- 3.1.4 To link the curriculum learning to careers learning
- 3.1.5 To provide students with a series of encounters with employers and employees
- 3.1.6 To provide students with experiences of workplace(s)
- 3.1.7 To ensure that students have a series of encounters with further and higher education
- 3.1.8 To provide each student with the opportunity to receive personal guidance

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

- 4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 11
- 4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- 4.1.3 This advice must cover a range of education or training options
- 4.1.4 This guidance must be in the best interests of the pupil
- 4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

- 4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- 4.2 The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3
- 4.3 The Halifax Academy believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. Through our CEIAG programme, which is underpinned by our values of Heart, Mind, Connect, we aim to equip our students with the wisdom, self-worth and courage to make successful transitions to the next stage of their lives. We strive to provide our students with a voice to pursue their ambitions and ultimately make a meaningful difference in the world. We aim to support social mobility by improving opportunities for all our young people.
- 4.4 The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)
- 4.5 Staff responsible for Careers:
Ms Natalie Hawkins – SLT link for Careers
Mrs Satch Jabbal – Curriculum Support Coordinator
Mrs Maja Kozic-Shaw – Careers Lead
Ms Rachel McKenzie – Careers Advisor

5.0 Governor Responsibilities

- 5.1 The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:
- 5.1.1 based on the eight Gatsby Benchmarks
5.1.2 meeting the school's legal requirements
- 5.2 The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.
- 5.3 There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0 Provider Access

6.1 Introduction - This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

6.2 All pupils in years 7-11 are entitled:

6.2.1 to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;

6.2.2 to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;

6.2.3 to understand how to make applications for the full range of academic and technical courses.

6.3 Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

6.4 The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0 Monitoring, Evaluation and Review

7.1 The Headteacher will ensure that:

7.1.1 the work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2 a member of the Senior Leadership Team (Assistant Headteacher for Careers) has an overview of CEIAG work and reports regularly back to the team

7.2 The effectiveness of this policy will be measured in a variety of ways:

7.2.1 Feedback from stakeholders through mechanisms such as student and parent surveys/questionnaires;

7.2.2 Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.3 observations of CEIAG activities including the tutorial delivery:

7.2.4 Faculty development plan and annual review with SLT;

7.2.5 the views of Higher Education providers and employers is sought through informal discussion and evaluation following contribution to school events, such as Apprenticeship Fair, Interview Skills Days, Post 16 Options etc.

7.2.6 the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3 The Governors of The Halifax Academy will review this policy every three years.

8.0 Information and resources

All students have access to an extensive Careers library, one to one meetings with our careers advisor, C+K Careers website including their 'Directions' booklet, access to UniFrog (parents have access to this too), a careers education programme delivered through Character lessons. Pupils have the opportunity to write their own CVs and attend a mock interview day in order to prepare them for Sixth Form/College/Job interviews. We also have access to Future Goals, JED and a Careers Meter.

9.0 Accreditation

The school is currently working towards achieving the C&K Careers Quality Standard, a nationally validated award.

10.0 Links with the Community, Other Outside Agencies and Businesses

The Halifax Academy has a vast bank of links with businesses, colleges and universities in the local area and beyond in Leeds, Bradford and Manchester.

Speakers from colleges, sixth forms and other training providers are invited into school as appropriate. Students are actively encouraged to visit sixth forms and colleges and attend Open Days where appropriate (In person or virtually). In addition, information is available to all students in the Careers Library.

The Halifax Academy has strong links in the local area with Summerfield Care Home, Lloyds Banking Group, Dean Clough, Hays Recruitment, Willmott Dixon and several more.

Appendix 1

Summary of the Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>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.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<ul style="list-style-type: none"> • A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
<p>4. Linking curriculum learning to careers</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
<p>5. Encounters with employers and employees</p>	<p>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.</p>	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>

Appendices

<p>6.Experiences of workplaces</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
<p>7.Encounters with further and higher education</p>	<p>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.</p>	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. • *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
<p>8.Personal guidance</p>	<p>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.</p>	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendices

Appendix 2



Careers

“Because the people who are crazy enough to think they change the world are the ones who do.”

Steve Jobs

The Halifax Academy careers programme aims to provide all students with regular access to employers, further education providers, expert guidance and workplace experiences to support students in making informed and educated decisions about their next steps.

We want all of our students to have **a voice to change the world**. This means, we must teach our students to be able to navigate the unwritten social codes of interviews and networking with confidence. We recognise that the job market is ever-changing and seek to provide our students with knowledge, opportunities and experience that allow them to thrive Post-16.

We have specialist leadership for careers within the Academy and have been accredited with the **Quality in Careers** award, showing our commitment to high quality careers education, information, advice and guidance (CEIAG). Our careers offer is underpinned by the Gatsby framework with a commitment to meeting all eight benchmarks.

The intended outcomes of the careers programme include, but are not limited to:

- Students undertake work related experiences
- Students reflect upon and refine their aspirations
- Students increase their knowledge of education, training and career opportunities
- Students make informed next steps so as to realise their potential Post-16

All staff are involved in careers education whether that be through our tutor Character Programme, the wider curriculum or whole-school events such as:

- Apprenticeships Week
- Post-16 Evening
- Careers Fair
- Visits from/to universities
- Taster days at local colleges and universities

Appendices

- Interview skills days
- Skills workshops
- Brilliant Club workshops
- STEAM Ambassadors
- Mock trials at Capsticks Solicitors
- Workplace visits
- Careers panels with local businesses
- 'Restart a heart' day
- NHS taster day & careers talks
- Women in Engineering experience day

	Term 1	Term 2	Term 3
Phase 1 Reception & Year 1	<p>Careers Inspiration: Teacher, cook, caretaker, scientist, zoo ranger, curator</p> <p>Linking Curriculum (GB4): EYFS: As the children settle into school life they will meet a range of people who work in school who have a range of jobs EYFS and Yr 1: Weekly visit to the Outback working alongside Verity the gardener. Yr 1: Visit the Piece Hal and Bankfield Museum and be a curator for the day. Yr 1: A Day in the Life of a Zoo Ranger Yr 1: A Day in the Life of a scientist from Eureka science museum</p>	<p>Careers Inspiration: Firefighters, police officer, farmers, author, librarian palaeontologist, curator</p> <p>Linking Curriculum (GB4): EYFS : People who help us in the community - a range of careers that help us. EYFS and Yr 1: Weekly visit to the Outback working alongside Verity the gardener. EYFS: A Day in the Life of a farmer at Cannon Hall Farm Yr 1 Be a palaeontologist for the day and complete a fossil dig EYFS Visit Shibden Hall and be a curator for the day.</p>	<p>Careers Inspiration: Gardener, RNLI, Zoo ranger</p> <p>Linking Curriculum (GB4): EYFS and Yr 1: Weekly visit to the Outback working alongside Verity the gardener. EYFS A Day in the Life of a RLNI crew member EYFS A Day in the Life of a Zoologist learning about a range of African Animals</p>

Appendices

<p style="text-align: center;">Phase 2 Year 2, Year 3 & Year 4</p>	<p>Careers Inspiration: Researcher, Geologists, Electrician.</p> <p>Linking Curriculum (GB4): Yr 2 Science - Materials and a visit to Eureka Yr 3 Science - Rocks and soils Yr 4 Electricity</p>	<p>Careers Inspiration: Pilot, Environmentalist.</p> <p>Linking Curriculum (GB4): Yr 2 A Day in the Life of a Pilot (the history of flight) Manchester airport visit where we learn about all the airport jobs. Yr 3 A Day in the Life of a Travel Journalist Yr 4 A Day in the life of a reporter reporting about the Amazon</p>	<p>Careers Inspiration: Architects, Palaeontologists, Archaeologists.</p> <p>Linking Curriculum (GB4): Yr 2 A Day in the Life of an Architect Yr 3 A Day in the Life of a Geologist Yr 4 Be an archaeologist for the day; Mr Egypt brings ancient Egypt alive! Phase 2 as a whole will also become entrepreneurs this term and develop their own initiatives to turn £50 into £500.</p>
<p style="text-align: center;">Phase 3 Year 5 & Year 6</p>	<p>Careers Inspiration: Meteorologist, Flood Engineer</p> <p>Linking Curriculum (GB4): Be a Meteorologist for a day: Yr 5 collect data on wind using the Beaufort scale. Be a flood engineer for the day: Year 6 travel to York to examine flooding strategies.</p>	<p>Careers Inspiration: Dentist, MP</p> <p>Linking Curriculum (GB4): Science: A Day in the Life of a Dentist: Y5 students examine teeth, consider their basic functions and composition; they will consider how they may become damaged and what to do to look after teeth. History: A Day int the Life of an MP: Y6 Students are</p>	<p>Careers Inspiration: Doctor, Nurse, Health Care worker</p> <p>Linking Curriculum (GB4): Science Y6: Be a Health Care Professional for a day: a doctor / nurse talks to the students about circulatory system and healthy lifestyles.</p>
		<p>visited by a member of parliament to discuss recent protests and the Black Lives Matter movement.</p>	

Appendices

<p>Phase 3 Year 7</p>	<p>Careers: Careers Talk (GB7, GB3, GB8): Students are introduced to a range of options including different qualifications, what is higher education and what skills employers are looking for.</p> <p>Linking Curriculum: (GB4) Science: doctors, dentists, marine biologists (Scientific attitudes). Geography: NGO worker (climate) History: Historian (Continuity and Change) R.E: Politician (Beliefs and Values) Computing: Web System Security Engineer English: Autobiographical Writer (Unit 1)</p>	<p>Careers: Tutor Time (GB2, GB3, GB8): Living in the Wider World: Dreams and Goals Introduction to Unifrog; Dream Jobs; what are employable skills? personal interests and creating a careers journal.</p> <p>Linking Curriculum: (GB4) Science: Radiographer (structure and function of living organisms) Geography: Climate scientist (The Poles) History: Archaeologist and Conservation (Worlds Apart) R.E.: Aid workers (Expression of Faith) Computing: Game Designer English: Writer (Unit 3)</p>	<p>Careers: Makefest: Employer Encounters (GB5) Students are visited by a range of local and national employers that discuss different careers pathways related to with them.</p> <p>Linking Curriculum: Wellbeing (GB5, GB6, GB8) Dreams and Goals Morals, values and the importance of goal setting for success. Different types of work, including employed, self-employed Planning for future employability skills. (GB4) Science: Astronomer (space physics) Geography: Soil Scientist (UK Landscape) History: Local Government (Significance) R.E: Community Worker (Development of good life) Computing: Software Development Programmer English: Journalist (Unit 5)</p>
----------------------------------	--	---	--

Appendices

<p>Phase 4 Year 8</p>	<p>Careers: Careers Talk (GB7, GB3, GB8) Students understanding of academic and vocational pathways is developed and their own potential aspirational journey mapped.</p> <p>Linking Curriculum: (GB4) Science: chemical engineer, forensic scientist (Chemical reactions). Geography: Humanitarian Aid Worker (Migration) History: Public Service (Similarity and Difference) R.E: Journalist (Belief in God) Computing: Technology Development Trainer English: Writer (Unit 1)</p>	<p>Careers: Tutor Time (GB1, GB2, GB3, GB8) Dreams and Goals: UniFrog review and making effective choices; C&K Careers Group interviews</p> <p>Linking Curriculum: (GB4) Science: radiographer, sonographer (Waves) Geography: MP (Human Geography of the UK) History: Media (Cause and Consequence) R.E: Charity Officer (One Community) Computing: Software Developer English: Poet (Unit 2)</p>	<p>Careers: University expedition (GB7) Students will visit University. For some students this will be their first experience of a higher education institute. Makefest: Employer Encounters (GB5) Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p> <p>Linking Curriculum: Wellbeing (GB3, GB6) Dreams and Goals The tension between diverse cultures, British Law and Religion including everybody’s human rights.</p>
			<p>Wellbeing; Why is Health and Safety important in the workplace and how does the law protect us? (GB4) Science: forensic scientist, crime scene investigator (genetics evolution) Geography: DEFRA (Fieldwork) History: International Development (Diversity) R.E: Solicitor (Prejudice and Discrimination) Computing: Games Developer English: Journalist (Unit 6)</p>

Appendices

<p>Phase 4 Year 9</p>	<p>Careers: Employer Encounters (GB5) Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p> <p>Virtual Work Experience: (GB6) Students engage in a range of virtual work experience activities to begin the year.</p> <p>Linking Curriculum: (GB4) Science: research scientist (atomic structure) Geography: Working in renewable energy (Climate Change and Energy) History: International Organisations (Cause and Consequence) R.E: Equality Officer (Diversity and Inclusion) Computing: Application Analyst and Developer Business: Business Manager English: Journalist (Unit 2)</p>	<p>Careers: Tutor Time: Dreams and Goals: (GB7) All I need to know about the labour market and post 16, apprenticeships and University.</p> <p>Careers week activities (GB2, GB3) Careers week supports students in deciding what post 16 provider would be the most suitable for them and their future. National Apprenticeship week Students learn about higher level apprenticeships and then they are given the opportunity to attend talks on apprenticeships and find out what they can offer.</p> <p>Options evening (GB2, GB3, GB8) Students engage with a range of subject leaders to discuss next steps in their learning and begin to decide which subjects might support them in achieving their career aspirations.</p> <p>Linking Curriculum: (GB4) Science: microbiologist (cells) Geography: City Planner (India) History: Lawyer (Sources and Interpretations) R.E: Youth Worker (The Circle of Life) Computing: Forensic Computer Analyst Business:</p>	<p>Careers: Employer Encounters (GB5) Students will be visited by a range of local and national employers who will discuss different careers pathways related to with them.</p> <p>Linking Curriculum: (GB4) Well Being Dreams and Goals: The Apprentice – enterprise and managing risk. (GB4) Science: bioengineering researcher (cells & organisation) Geography: Flood Management (Sustainable Futures) History: Political Correspondent (Change and Continuity) R.E: Councillor (Kind to Humanity) Computing: Web Developer/ Software Developer Business: Graphic Designer English: Travel Writer (Unit 4)</p>
		<p>Market Researcher English: Author (Unit 3)</p>	

Appendices

<p style="text-align: center;">Phase 5 Year 10</p>	<p>Careers: Careers Fair: Post-16 Encounters (GB7) A range of post-16 providers speak to students about ‘a day in the life of’ at their establishment to encourage students to think about the next steps in their educational journey.</p> <p>Linking Curriculum: (GB4) Science: research scientist B3 Infection and Response Geography: Tourism (Landscapes) History: Diplomat (Cause and Consequence) R.E: Religious Scholar (Islamic Beliefs) Citizenship: Magistrates (Responsibilities of Democracy) Computing: Cyber Security Analyst Business: Market Researcher English: Literary Critic (Macbeth)</p>	<p>Careers: Careers week activities (GB2, GB3, GB7) Careers week supports students in deciding what post 16 provider would be the most suitable for them and their future.</p> <p>National Apprenticeship week Students learn about higher level apprenticeships and then they will be given the opportunity to attend talks on apprenticeships and find out what they can offer.</p> <p>Linking Curriculum: (GB4) Science: Chemical Engineer Chemical Reactions C4 Geography: Banking (People of the UK) History: Museum Curator (Sources and Interpretations) R.E: Human Rights Campaigner (Relationships and Families) Citizenship: Judges and Policemen (Justice System) Computing: Network Engineer Education Business: Sales and Marketing Manager English: Opinion Writer (Language Paper 2)</p>	<p>Careers: Tutor Time Dreams and Goals (GB3) Aiming high and embracing new challenges; matching your future career to your strengths and skills; challenging career stereotypes and writing effective CVs</p> <p>Careers Interviews (GB8) Students receive impartial careers guidance from a trained careers guidance councillor. University Expedition (GB7) Students visit University. This will be an additional experience of a higher education institute.</p> <p>Linking Curriculum: (GB4) Well Being: Dreams and Goals: Aiming high and embracing new challenges; matching your future career to your strengths and skills; challenging career stereotypes; post 16 pathways. Interview skills day. (GB4) Science: Electrician P1 Electricity Geography: Environmental Agency (Environmental Concerns) History: Financial Consultant (Significance) R.E: Lobbyist (Religions and Life) Citizenship: Legal Representatives (Trade Unions) Computing: System analyst/ data analyst Business: Finance Officer / Accountant English: Speech Writer (Spoken Language Unit)</p>
--	---	--	--

Appendices

<p>Phase 5 Year 11</p>	<p>Careers: Mock results, options and advice (GB3, GB8) Students receive their mock results followed by an impartial guidance meeting with an external careers leader to discuss what the results mean to them, where their next steps are and their options for further study.</p> <p>Application support for academic and vocational routes (GB3, GB8) Students work with advisors and senior leaders to create applications for a number of providers in order for them to be able to make informed choices about their future.</p>	<p>Careers: Tutor Time: Dreams and Goals Writing CVs; applications for 6th forms and apprenticeships; preparing for interviews and how to ace them.</p> <p>Parents' Evening Workshop (GB2) Students engage with external providers to help make decisions about their next study options, this supports parents and students in developing understanding. Local providers will provide up to date local labour market information.</p> <p>Post-16 Taster Session (GB2, GB3) Students experience a range of taster sessions as local post-16 education providers to support them in making informed choices. (GB7)</p>	<p>Careers: Transition Support (GB2, GB7) Tailored sessions for students who may have trepidation about leaving the academy to go to 6th form or college. External providers deliver sessions on how they will be supported beyond the school.</p>
-----------------------------------	--	--	---

The Gatsby Benchmarks – Key

The careers provision of The Halifax Academy has been closely mapped to the eight Gatsby Benchmarks in order to ensure all students, on leaving education, can meet the demands of the fast-changing world of work.

GB1: A stable careers programme

GB2: Learning from career and labour market information

GB3: Addressing the needs of each pupil

GB4: Linking curriculum learning to careers

GB5: Encounters with employers and employees

GB6: Experiences of workplaces

GB7: Encounters with further and higher education

GB8: Personal guidance

Appendix 3

Arrangements for Provider Access

Introduction

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Mrs Satch Jabbal.

Telephone: 01422 301080

Email: sjabbal@thehalifaxacademy.org

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other

Appendices

specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.