



HARMONIZE ACADEMY CAREERS POLICY

Vision Statement

We believe that effective careers Education and guidance not only contributes to the well being of individuals but also to the well being of their families and communities, and to the wider society, businesses, and economy.

Harmonize Academy will work and create opportunities for students to overcome their adverse life experiences. Students will be able to make real careers choices to fulfil and realise their academic and careers- based potentials in this evolving world.

Strategic Objectives

Students are utilising opportunities and accessing support when making their choices to lead to promising pathways and careers. (Benchmark 2, 3).

Linking curriculum learning to careers by embedding a stable careers programme accessible to all students. (Benchmark 1,2,3,4).

Students to become more ambitious by exploring Further & Higher Education settings and developing links with employers. (Benchmark 5,6, 7 & 8).

Current priorities

Our careers strategy is informed by these current priorities.

- 1) Offering a 1:1 guidance interview with a qualified Careers Connect for all young people in Year 9-11

- 2) Supporting individual aspirations, improving attainment, and ensuring positive destinations
- 3) Meeting the needs of specific groups, including looked-after children, young carers, children from deprived backgrounds and children with special educational needs and disabilities

Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise, and employability.

- 4) Improving young peoples' working lives by helping them to identify the values that are important to them, such as contributing to the wellbeing of others through their paid and voluntary work.
- 5) Working with parents/carers, alumni and education, community, and business partners to meet students' career development needs.
- 7) Arrange highly engaging activities to promote positive destinations.
- 8) To further develop the Careers section on the school website.
- 9) Ensuring that Staff and students are engaging with Start Profile.

Good Career Guidance Benchmarks -The Gatsby Benchmarks

Harmonize Academy continues to work and develop a CEIAG programme and work plan that follows both statutory guidance and Gatsby Benchmarks. Sir John Holman identified the following benchmarks of good CEIAG, following extensive research and the services of Price Waterhouse Cooper and DFE Guidance 'Careers guidance and access for education and training providers- July 2021:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each learner
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experience of workplaces
- Encounters with further and higher education
- Personal guidance

All pupils in Year 8 to 11 are entitled as follows:

Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend,

which will take place any time during year 8 or between 1 September and 28 February during year 9.

Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to

attend, which will take place any time during year 10 or between **1 September and 28 February** during year 11.

*Note- New legislation states you cannot count two encounters with the same provider in the same phase, this would only count as one.

Implementation

- 1) Learners in Y10 & 11 will have the opportunity for a mock interview with appropriate individuals, from local business, colleges, Universities, and advisors.
- 2) Learners to be encouraged to make realistic, but inspirational, decisions based on ability, aims and career aspirations.
- 3) Learners will have access to support in preparation for the transition to further education or training, including building on the softer skills which employers value.
- 4) Learners will have access to the **'START PROFILE'** programme to support careers decisions and applications.
- 5) Where necessary, contact will be made between the advisors, CEIAG Co-ordinator and parents/carers to support applications and
- 6) External speakers will be invited in to support student learning and to support the thinking and decision-making process.
- 7) The CEIAG lead maintains and oversees the tracking data of applications and destination data of leavers.

- 8) Career day is organised yearly to provide access to local businesses, colleges, training providers, universities and the armed forces for all year groups, Parents, and the community.

- 9) Planning and implementation of work experience for Year 10 & 11, with a view to promoting independent learning skills and aspirational placements.
- 10) Organising workshops and seminars for learners to choose the right career pathway.

Development

- 1) The career Leader has access to staff to support and develop the in-school activities and programme and to work together to organise activities.
- 2) The Career Leader work closely with Career Connect and other stakeholders to promote career education effectively.

- 3) Regular meetings will see the CEIAG lead supported in evaluating the programme and activities in which learners are engaged to inform future developments.
- 4) The governing body will receive the progress of the CEIAG at regular intervals.
- 5) The CEIAG lead the access to staff support and develop the in-school activities/programme and work together to organise school activities.

Strategy

To achieve the objectives of this policy we will,

- 1) Set out clearly the contribution expected of all staff, including subject teachers and tutors for students' career learning and planning.
- 2) Communicate the benefits of effective provision to our partners, including feeder schools, and engage them in co-ordinating provision.
- 3) Actively involve learners themselves in the planning, delivery, and evaluation of the careers programme.
- 4) Ensure the governing body is actively involved in shaping careers policy and strategy.
- 5) Identify a senior member of staff to advise senior leadership team and governors on curriculum, staffing and staffing resources; and to lead the development and implementation.
- 6) Set out clearly the contribution expected of all staff, including subject teachers for students' career learning and planning.
- 7) Actively seek to evaluate and reflect on practice, including evaluations from parents, learners, and outside agencies

Monitoring & Evaluation

- 1) Careers Education will be reviewed by termly meeting with a designated member of SLT or Line Manager.

- 2) Completed questionnaires from students, parents, and teachers.
- 3) Actively involve learners in the planning, delivery, and evaluation of careers programme.
- 4) Ensuring that Careers Provision is evaluated using Compass tool by ensuring that weaker areas are improved.
- 5) Feedback from teachers and other stakeholders.
- 6) Data generated from **Compass+** and **Start Profile**.

Signed:Karo Onowighose {Careers Lead}

Signed: Mrs Marie McConville {Principal}

Date Created: 3rd October 2023

Next Review date: 2nd September 2024