



**Darwen Aldridge Community Academy  
Careers Education, Information, Advice & Guidance, Work  
Related Learning Policy**

By the age of 25, all Aldridge graduates will have experienced an outstanding and enjoyable education and be able to sustain the life of their choice. They will be independent, thriving economically and making a real, positive contribution to their communities.

This policy was created in January 2015, reviewed and updated in May 2017  
To be reviewed by a group of parents, staff and students before January 2018.

We believe that people from a range of backgrounds and experiences can enhance the life and development of the institution and that all individuals should be treated on the basis of individual merit and without prejudice. The Academy will therefore aim to provide an education service which actively promotes equality of opportunity and freedom from discrimination on grounds of age, cultural background, economic status, disability, ethnicity, gender, religion/belief, marriage/civil partnership or sexual orientation in both education and employment. We will strive vigorously to remove conditions which place people at a disadvantage and will actively combat bigotry and discrimination. The Academy expects all employees, students and associated partner organisations to endorse this policy.

## **Definitions**

**Careers Education** is defined as a planned programme of curriculum activities and learning experiences that helps people to:

- Understand themselves and the influences on them (self-development)
- Investigate opportunities in learning and work (career exploration)
- Make and adjust plans to manage change and transition (career management)

**Careers Information, Advice and Guidance** is defined as support to help students and prospective students, make and implement well-informed realistic decisions about their careers and manage transition, through one to one and group activity.

**Employability** will give students access to local vacancies and Labour Market Intelligence to help students make well informed decisions.

**Impartial** can be defined as fair and unbiased.

## **Aims**

- To help students develop an understanding of themselves and others as individuals including their own and other's strengths and limitations, abilities and potential, personal qualities, needs, attitudes and values.
- To enable students to develop a knowledge and understanding of education, training and employment through investigating opportunities available to them at a local, national and international level.
- To support students in developing and implementing action plans to enable them to take ownership of their own future.

## **Principles Underpinning Impartial Careers Education**

- Empowers young people to plan and manage their own future.
- Responds to the needs of each learner.
- Provides comprehensive information and advice.
- Raises aspirations.
- Actively promotes equality of opportunity and challenges stereotypes.
- Helps young people to progress.

## **Objectives for Careers Education and Guidance**

**At DACA students will have the opportunity to:**

- Get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
- Consider their own qualities, skills, interests and academic potential.
- Understand the options/choices open to them at the end of Key Stage 3, Key Stage 4 and Key Stage 5.
- Discuss their choices with their teachers, tutors, parents, employers and professionals.
- Investigate knowledge and skills people need at work.
- Make decisions about their own learning and the curriculum.
- Access careers information in the Library, lessons and tutor time.
- Participate in work related activity e.g. National Careers Week activities, employability and self-employment skills development and for some, volunteering programmes.

- Investigate the knowledge and skills people use at work through opportunities in the curriculum, master classes, internships and employer engagement.
- Speakers from the world of work in schools
- Engage in workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Attend careers fairs and career networking events e.g. Hive Skills Showcase
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence via the school website
- Help with basic career management skills like CV writing, CV building, job searches and job interviews during tutor time.
- Review their progress towards achieving their career goals with their Progress Tutor during PEP reviews, three times an academic year.

### **Implementation of Careers Education**

Careers Education is delivered through Global Entrepreneurship Week/National Careers Weeks events (led by the AP for Entrepreneurship), Career Ready programme (led by the AP for Entrepreneurship), the Curriculum (led by DOLS), Assemblies and Tutor Time (led by AP Heads of Schools) and the PSHEE programme (led by PSHEE Lead).

### **Equality and Diversity**

Careers Education is provided to all students and provision is made to all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

### **Resources to Support Careers Education and Guidance**

The Library, IT access, school website, careers literature, prospectuses, application forms are available to students.

CXL Advisor (Careers) are also:

- Available to SEND & Vulnerable students via an appointment.
- Available at Choices Evenings, Parents' Evenings, Open Evenings and at some National Careers Weeks events.

There will be extra support where appropriate. Students in Years 9, 10 and 11 are targeted for additional help by SENCO and Form Tutor. All Year 8, 9, 11 and KS5 have one to one IAG meetings.

Taster Days at College, Visits to HEI, Attendance at post 16 Open Day events, Careers fairs etc. Appropriate IT resources – National Careers Service, Careers Box and Barclays Life Skills.

### **Parents and Carers**

Parental/Guardian involvement is encouraged at all stages. This is promoted through the distributions of the Academy information highlighting key events and the school website. Parents/Guardians are welcome to attend career interviews.

## **Work Experience**

We believe that it is essential for our students to be well rounded individuals and develop the skills that employers and higher education providers demand. Year 10 and Year 12 students at the academy are given the opportunity to participate in a more traditional style work experience placement to further develop these skills.

In Year 10 and 12, students who wish to participate in work experience can find their own placement, this takes place over a two week period for Year 10 and one week for Year 12. This allows students to experience the job search process as well as having the option to choose a placement that they may be particularly interested in. Students in Year 10 who are unable to find their own placement will receive work related learning activities through the curriculum during the same fortnight. All placements, including self-placements will have a health, safety and risk assessment completed prior to commencement.

## **Safeguarding**

We are committed to our responsibility to safeguard and protect the interests and welfare of young people.

We understand the benefits of a multi-agency approach to safeguarding, child protection and family support and we expect all employees, stakeholders and volunteers to share this commitment. All employees receive training so that they can respond quickly to at-risk young people and vulnerable adults. We work closely with local Safeguarding Boards and have established policies and procedures to support our commitment to the welfare and safety of all our students. This extends to work related learning and off site activities.

In addition, the Academy is satisfied that the pupil has been prepared sufficiently to:

- Avoid potential situations where they may be vulnerable
- Be able to respond appropriately should they have concerns or if an incident occurs

## **Monitoring, Review and Evaluation of CEIAG Programme**

The ELT members with responsibility for Careers are responsible for ensuring the CEIAG programme is reviewed and evaluated in line with Academy monitoring processes i.e. Student Voice/Stakeholder Voice, Parent Voice and Personal Adviser. The process of review and evaluation incorporates the following:

Completion of the Careers Development Tool at faculty and whole school level.

Use of the LRC and review of contents to ensure relevant/up-to-date

National Careers Week

Global Entrepreneurship Week

CPD activity undertaken in relation to CEIAG

Student Reviews

Employer Engagement Evaluations

Analysis of destination information to monitor the number of students who progress into training, education and work in relation to labour market trends.

Ensuring that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects.

## **Provider Access Policy**

### **Introduction**

This policy statement 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 8-13 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 [careers@daca.uk.com](mailto:careers@daca.uk.com)

Local providers are invited to key relevant events. In addition, external providers interested in coming into the academy should speak to Miss McMahon for KS5; Mrs Lewis for KS4; Mr Turner for KS3 or Mrs Davies for whole school careers, to identify the most suitable opportunity.

The academy policy on safeguarding sets out the academy's approach to allowing providers into school as visitors to talk to our students.

Resources

Once visits have been agreed, the academy will provide appropriate rooming to facilitate the visit, along with any equipment requested by the provider, where it is available.

Providers are welcome to provide a copy of their prospectus or other relevant course literature that will be made available to students in the Library and Sixth Form office.