Appendix

Careers

The statutory requirement of providing independent and impartial careers advice and guidance for students is acknowledged by the Academy and is delivered through a variety of approaches including lesson time as part of interventions and tutor time, use of impartial resources such as the National Careers Services website; Unifrog; Apprenticeships.org.uk; links with local employers; careers trip and the support of a fully qualified careers adviser for targeted students and an opportunity for all students in Year 10 and 12 to have access to one week of work experience.

KS3

By the end of KS3, We would like our students:

- To have a good understanding of the facts and issues related to being an effective learner, can explain what they have learned and can make use of this understanding in new situations.
- To have a good understanding of the facts and issues related to work roles and budgeting and can explain what they have learned and can make use of this understanding in new situations
- To have a good understanding of the facts and related to identities, rights and responsibilities, can explain what they have learned and can make use of this understanding in new situations.
- To have a good understanding of the facts and issues related to relationships, can explain what they have learned and can make use of this understanding in new situations
- To have explored possible careers that interest them and are starting to understand the steps needed to get there.
- To have explored and researched GCSE options

KS4

By the end of KS4, we would like each student to be able to:

- Know and understand their broad options at the end of KS4, students will be provided with clear advice and information about all the options available and understand which ones are the best for their individual situations and aspirations.
- Know how the National qualifications framework works and the difference between the different levels of study, e.g. foundation learning, level 1, level 2, level3, understand how this relates to the next stage in their education and their future career development and training.

● Access information on apprenticeships and create an account on www.apprenticeships.org.uk (if relevant) and understand what is expected when starting an apprenticeship. ● Access information about the different types of A levels suitable for them

● Access impartial and independent information on Careers by going on the national careers website nationalcareersservice.direct.gov.uk or using the school Careers zone website ● Access information on the types of courses available to me locally by going

on www.ucasprogress.com or local Colleges websites

● Know what skills and qualities they are best at and match them to suitable careers, understand which skills are sought after by employers.
● Prepare and complete Post 16 applications successfully including first and back up choices. ● Know how to complete a CV, letter of application including online ones
● Know how to interview successfully in a variety of contexts.
● Know how to set realistic goals for themselves and be committed to self-improvement. ● Have an opportunity to access real contact with the world of work through visits, talks or work experience. Be prepared for the opportunities and challenges of the world of work. ● Be aware of local and national labour market trends

KS5

Throughout Year 12 and 13 we aim to ensure that each student:

● Understands the range of options that are available for them, given their personal situation, academic achievements and career aspirations.Each student will be given clear, unbiased advice covering careers and Higher Education;

● Has access to an array of talks by different external speakers (from professionals to alumni to University staff), with the chance to participate in question and answer sessions at these talks to further enhance your research into future pathways;

● Is given guidance and advice in applying for their chosen pathway, (be it in Apprenticeships, in a career, or in Higher Education) including help with writing applications, CVs and personal statements;

● Chooses to participate in several enrichment opportunities on offer at Bosworth to help them develop crucial skills for their chosen career/course;

● Has any externally arranged enrichment activities accredited by the school;

● Understands how their enrichment choices enable them to develop a stronger application for their chosen career/course by developing specific skills;
● Gains an understanding of the range of Higher Education institutions that are available and can access information about each one, attend Open Days and induction events.

● Is given the opportunity and support to apply for summer schools (e.g. Sutton Trust, Leicester University), taster conferences and sample lectures in the academic field of your choice;

- Can access a range of schemes offered by different institutions that support students from widening participation schemes (including Leicester University's ROP scheme, and those delivered by the Universities of Cambridge and Oxford);

- Is given support and advice about attending a UCAS convention to help develop your personal research into courses and institutions relevant for you;

- Can access financial support via our bursary schemes to help with the costs of travelling to Open Days and interviews;

- Gains an understanding of good interview skills (for both academic and professional fields) delivered via in-house and external speakers;

- Is given structured help in writing a personal statement which best reflects their personal and academic achievements and is appropriate for your chosen pathway;

- Has access to careers guidance and advice through Prospects to assist you in deciding on a suitable future pathway.

We will do this by:

1. Raising the profile of Careers Education in the Academy eg through assembly or training 2. Providing good , relevant ,impartial and up to date information on careers 3. Involving students through student voice opportunities eg Keele Survey, Student Forum 4. Training staff and giving them advice on where to find independent and impartial information on careers
5. Providing a robust SOL with clear objectives and outcomes for all students 6. Mapping out Careers Education across the curriculum so as to ensure consistency and progression in the delivery of Careers Education
7. Developing links with local providers eg Caterpillar, Triumph
8. Actively promote Work experience to encourage all students to take this opportunity 9. Provide information for parents on our website and links to relevant websites as well as sending them letters at key moments of Careers Education eg end of Year 10, post 16 application.
10. Use and deploy the specialist help provided by Prospects and our careers adviser effectively 11. Ensure vulnerable students and PP students get access to specialist advice 12. Ensure tutors conduct regular one to one interviews as part of the TAG activities and make sure that students record their targets in their log books.
13. Use MAT to enhance opportunities for students
14. Use the Careers Enterprise Ambassador Scheme and the designated ambassador

We will measure this by:

- Lesson observations
- Student and staff voice feedback

- Destination data analysis for post 16 and 18
- Number and percentage of NEETs, the percentage of NEETs will compare favourably to the national and local figures including for critical groups eg SEN or PP
- Percentage of Year group going on work experience
- Record of individual or group Careers interviews given
- Monitor use of log books in tutor time as part of Metalls

The delivery of this entitlement is underpinned by the following values;

- Impartiality
- Confidentiality
- Ownership by the young person
- Promotion of Equality of opportunity
- Transparency
- Accessibility
- Raising aspirations
- Promoting equality of opportunity and actively challenging stereotypes
- Helping young people to progress

Organisation of Careers Education (Staff)

It is acknowledged that careers and work related advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals in the Academy.

SLT links

Kat Smoczynski Assistant Head

Careers Lead

Selma McCristal

PSHE coordinator coordinates PSHE and Careers across all KS with day to day management of KS4 provision .Liaises with with KS 3 and 5 Year Heads who oversee the day to day running of careers Chloe Stephenson and Rebecca Harbour , ensures tutors are trained and know where to find independent and impartial careers information

Careers Adviser working across Key stages

Hemaxi Morar

Provides independent and impartial careers advice to targeted students. These can be full one to one interviews or group sessions eg apprenticeships. She is also responsible to provide destination data as well as working with more vulnerable students such as SEN, PP students or students at risk of NEET. She also provides

training to staff and liaises closely with PSHE coordinator and various Year Heads.

Enterprise skills coordinator

Kat Smoczynski and Dave Claricoates

Organises the provision of enterprise skills opportunities for students at KS 3, 4 and 5 for example through Enterprise day for KS3, 4 and 5 students.

Work experience coordinator

Caroline Tallis

Oversees the organisation of work experience opportunities for Year 10/12 students and is supported by Caroline Tallis, Assistant Year Head.

Tutors

Advice to students on a spectrum of life, learning and work issues is provided through a number of settings and by a range of individuals.

Tutors offer informal advice during tutorial interventions and through their daily 1:1 contacts with students. Tutors are well placed to understand the varied needs of their students and will usually have depth knowledge of the student and their circumstances. The tutor is often the first point of contact for a student who may have an issue they wish to discuss. In this role staff are expected to clarify students' options and suggest alternative courses of action. Advising a student on options will often require signposting an individual to the relevant information resource of source of help. For this reason, staff who operate as tutors need to have a comprehensive knowledge of sources of information and help for a range of students' needs. These staff are supported by other professionals such as the Careers PA.

Whilst the school expects all staff to offer impartial advice to students, staff should clearly understand the limits of their professional skills and knowledge of the range of issues facing students. The provision of an advice service will, from time to time, result in referral to other staff within the school and to other professionals offering a more in depth and specialist support service.

Tutors can contact The Careers adviser by email and request referrals if a need has been

identified.

Referral to specialist careers advise.

KS4

After consultation and liaison with Year Head in charge of careers, Emily Gillespie will interview the following students:

SEN

Pupil Premium students

For other students:

Tutors or students will be able to email Careers PA directly. They will then triage queries and **either:**

- Reply by email to the most simple requests for information, this could include redirections to specific websites or appropriate literature , teaching staff or contact with post 16 institutions ● Meet with the student for a shorter session/surgery 5-15 minutes
- Organise a full careers interview with the student.

Tutors will be informed that a student is being interviewed via slips in pigeon holes or email. Parents will be contacted via email/text/schoolcomms to let them know their child will have a careers interview.

Copies of action plans will be given to tutees and an electronic copy will be put on the G drive for teachers to access.

A similar system is used at KS5 with a particular focus on the level 2 pathway students.

With the recent change of phase, our Year groups have decreased in size and this has given far more flexibility to our Careers adviser who did see all Year 11 students for a one to one interview at least once last Academic Year.

Access for outside Providers

This policy statement sets out the schools arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the providers education and training offer. This complied 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:

Selma McCristal (Careers Lead) smccristal@bosworthacademy.org.uk

Hemaxi Morar (Careers Coordinator/Advisor) hmorar@lifemultiacademytrust.org.uk

A number of events, integrated into the school careers programme (see PSHE programme above) will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.