



West Bromwich Collegiate Academy

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

Date Reviewed: November 2023

Next review: Summer 2024

Policy Statement: Careers should be transformational to the lives of young people. At West Bromwich Collegiate Academy careers will provide a platform for motivation, for students to aim higher, achieve more and reach their aspirations.

1.0 Introduction

1.1 Careers department structure



1. Creative Vision and Leadership

A creative strategy for delivering careers at WBCA underpinned by effective leadership and a shared vision among all stakeholders. Careers builds on local and national strengths.

2. Connected Careers Curriculum

The curriculum is two-fold and includes a taught element through Year 7 to Year 11 but is also embedded within independent subject areas. A range of experiential learning opportunities from work experience to enterprise days, employee engagement sessions and inclusive careers advice are offered.

3. Contextual Partner Engagement

Our approach is based on dialogue, practice, and reflection. The quality of learning experiences also makes a vital difference. We use Compass+ to measure our engagement. Our partnerships play a crucial role in providing student access to career opportunities both by way of employer encounters and conversations with employees from a range of sectors which help to shape our students vision of their future.





4. Consistent and Focussed Learning Journey

We ensure that students have access to a sequence of learning opportunities which are progressive and strengthens the impact of careers. Students at WBCA can develop resilience as they progress through the career programme while becoming aspirational young people. Through each year of study students will focus on all competencies from the CDI framework and will build on these strengths annually.

1.2 Contextual Background

WBCA currently has 804 students on role in in years 7 -11.

It is in Sandwell; a socio-economically deprived area of the West Midlands. 33% of students access free school meals and the Academy has 15 out of 17 possible ethnic groups. The proportion of students that are eligible for pupil premium is above the national average. There are several students who require additional support either through being identified as requiring additional SEND provision or EHCP plans. The careers provision at WBCA acknowledges this and utilises a variety of opportunities to reduce barriers and support students' lifelong ambitions.

1.3 Rationale for the curriculum

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 7 (11–12-year-olds) to year 13 (17–18-year-olds). This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs of the student

At WBCA the careers programme provides a stable careers education with access to further education providers, HE and apprenticeships. External partners are engaged throughout the academy. Young people are motivated by providing them with a clear idea of the routes to jobs and careers. At WBCA careers guidance widens students' horizons, challenges stereotype and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life.

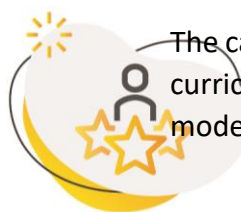
1.4 Links to other policies

The CEIAG policy supports and is underpinned by a range of policies enacted within the academy, it directly links to the Personal Development policy (PSHE) and Work Experience standards document. The CEIAG contributes to the academy's connected curriculum objectives.

2.0 Objectives

2.1 Objectives for learners

The careers provision at WBCA is designed to meet the needs of all learners in the school. The curriculum has been designed to enable all students to progress through a competency-based model, developing skills and knowledge.





- To provide all students with access to an outstanding careers curriculum which prepares them for the future.
- To enable all students to have access to excellent careers advice.
- To enable all students to experience a variety of career opportunities annually.

2.2 Entitlement

Learners in years 7-11 are entitled to independent and impartial careers guidance provided by partners that meet the academies quality standard for careers guidance. As an academy and with our partners we will promote the best interests of our learners to ensure that all options on education are available to students.

3.0 Curriculum overview

3.1 Curriculum

Intent: Students receive a wide range of Careers Education, Information, Advice and Guidance (CEIAG) in every year, based on the following three themes, as stipulated by the Career Development Institute:

1. Self-development
2. Careers exploration
3. Career management

We strive to follow the Gatsby Benchmarks and intend to meet these in full by the end of 2022:

1. A stable career programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Implementation: The Careers Programme at WBCA is delivered to Years 7 through to Year 10 via:

- Careers Focus Days
- Careers Workshops
- Guest Speaker Sessions
- Tutorial Programme Sessions
- Subject specific Careers Trips
- One on one careers interviews with our Careers Adviser
- PSHE Sessions
- Group Talks by Employers, Universities and Training Providers
- Skills Development Activities
- Engagement in competitions and workshops
- Visits to Universities and Careers Events





3.2 KS4 Options

Year 9 students work closely with the careers adviser during the Autumn Term to discuss the various course options available to them at Key Stage 4. Year 9 students also attend a Careers Focus Day offering a further insight to Careers and Enterprise Education. Following on from this, all students and their families attend a Year 9 Options Evening with a 1:1 meeting with a member of the Senior Leadership Team or Head of Department to discuss their chosen courses ahead of starting their lessons in the Spring Term of Year 9.

3.3 Technical Education

The Technical and Further Education Act 2017 states that all schools and academies must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13. Education and training providers will find this information on the school's website including details on which staff members to make contact with.

3.4 LMI

Labour Market Information (LMI) is embedded in SoW within subject areas and accessible via the Careers Hub site for students and staff to interact with. LMI is used to identify career opportunities for our students and support access to education within our local area.

3.5 SEN Provision

Students with identified needs including those with SEN or as having an EHCP plan have a tailored careers provision delivered via the inclusion department. Students receive independent careers guidance on a regular basis whilst following an employability pathway to prepare them for adulthood.

3.6 EAL Provision

Students at WBCA speak a broad range of different languages and it is important to recognise that for the majority of our students this does not limit their access to the curriculum. For a small number of students who arrive to the academy with no or limited English language we provide students with specialised careers advice through the INA centre.

3.7 Work experience

The academy recognises the importance of work experience which takes place in KS4 and KS5.

Work experience plays a central part in students forming realistic and sensible career ideas. Experience in the workplace better informs our student decisions and will increase aspirational career goals.

The Work Experience programme is modified annually as the economic climate changes to provide an opportunity for a meaningful experience for all students at the Academy.

3.8 Assessment and accreditation

At KS3 and 4 WBCA implements the use of a competency structure mapped against the new CDI framework. Students develop their skills in line with a skills passport which enables them to identify and recognise the transferable skills they have developed while at school.





4.0 Implementation

4.1 Management

Staffing includes one member of SLT with responsibility for the strategic overview of Careers. A recently appointed Careers leader who started the role in September 2022. There will also be an independent careers advisor who will come in to conduct interviews with the pupils.

The CEIAG team comprises:

Mrs Mary Henderson – Vice Principal

Miss Jennifer Adams – Careers Lead

Independent Careers Advisors

4.2 Staffing

Staff name	Designated careers role	Responsibilities
Mary Henderson	Vice Principal	<ul style="list-style-type: none"> Strategic support and challenge of careers leader decisions
Jennifer Adams with support from Andrew Glover	Careers Leader	<ul style="list-style-type: none"> Strategic leadership of careers across the Academy Prepare and implement careers strategy Development of careers action plan Analysis of destination data Review, monitor and evaluate careers Report to SLT and Governors on careers Advise SLT and Governors on policy, strategy and resources for careers Academy's careers strategy and action plan Provision of a planned and progressive careers programme Devise schemes of work for careers education Monitor careers provision and student engagement with the careers programme Liaise with tutors, Head of Years, SENCO to identify and support students with targeted and timely careers guidance Secure student access to independent, timely, personal careers guidance Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers Promote careers across the curriculum; liaise with Heads of Year, Heads of Department, Senior Teachers and Careers Champions to plan careers education Lead careers CPD for staff Brief and support staff involved with delivery of careers programmes Secure student access to independent, timely, personal careers guidance Extra-curricular and enrichment tracking and analysis; termly reports to SLT and Governors Maintain careers resources; ensure a broad suite of quality, unbiased resource is available on all pathways; monitor the usage of each resource type and explore if and how information sources can be improved; research available careers resources; ensure resources are up to date and relevant Maintain employer and external partnership database





		<ul style="list-style-type: none"> • Ensure auditing against compass+ and tracker completion with Assistant Principal and Faculty Head • Maintain own CPD
Alison Danks	Black Country LEP Enterprise coordinator	<ul style="list-style-type: none"> • To support the Academy in meeting the Gatsby Benchmarks • To support and advise inclusion as part of the Black Country Hub • To support and advise on developing employer links through the Black Country Open Doors Initiative
Claire Churchill	Governor (Careers)	<ul style="list-style-type: none"> • Actively promoting the career strategy and programme with the governors and wider stakeholders
Inclusion	Support for students - inclusion	<ul style="list-style-type: none"> • Generate individual career action plans as part of the Education Health and Care plan • Liaise with senior teacher (careers) to ensure that students with special educational needs and disabilities can access the careers programme • Provide support to SEN students to help them generate their individual careers action plans • Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans

4.3 Partnerships

School's University and College Partners

Aston University
 University of Bath
 University of Birmingham
 Birmingham City University
 De Montford University
 University of Gloucestershire
 Leicester University
 Newman University
 Keble College, University of Oxford
 Warwick University
 University of Worcester
 University of Wolverhampton
 Sandwell College
 BMET

School's Organisation Partners

Birmingham Hippodrome
 National Youth Orchestra
 NHS West Midlands
 SIPS Education
 West Midlands Police
 Highways England

4.4 Resources

Careers Budget – Financial budget provided annually to support in the delivery of careers and initiatives by departments.

Focus Day Budget – Allocation of financial support to fund careers led focus days.





4.5 Staff development

In order to best understand the needs of the staff it is intended that in the Autumn Term we would undergo a staff training needs analysis. This would then influence our CPD plan moving forward. Therefore, the CPD plan shown in appendix four shows that there are a number of methods used to support staff, with different strategies for the source material, including external training providers, as well as subject-specific professional bodies. This will be amended following feedback from the training needs analysis.

The monitoring of the workforce CPD would involve:

- Staff feedback from INSET
- Careers Champions surveys throughout the year
- Student evaluation of careers provision throughout the year
- Learning walks, to include focus on classroom displays, students' written work

Evaluation of the CPD plan for the workforce will focus on the following strategies:

- Learning walks throughout the year should see a development and greater use of careers examples linked to curriculum
- SOW evaluation at the end of the academic year should show examples of careers embedded into curriculum
- Subject Hubs would show examples for students of curriculum links to careers
- Compass+ would show an increase in the attainment of Gatsby benchmark 4
- Tracker+ would show a wide range of subject events and activities, which would be greater in number and range than the previous Tracker evaluation report
- Student feedback at transition stages would show a greater understanding and knowledge of how subject choices are linked to career aspirations

4.6 Careers review

This policy is reviewed every two years.

WBCA is committed to the monitoring and evaluation of the Careers provision for our students. The main methods used in monitoring the careers programme include:

- Learning walks
- Auditing lesson observation notes
- Auditing 'planning bank' lesson plans
- Student surveys following careers organized events
- Feedback from external visitors
- Contribution to the Whole School RAP

The evaluation of the success of careers provision at WBCA has both short-term and long-term goals. We are committed to transformational change to our students and this is reflected in our evaluation techniques. Not all successes will be easily measurable, yet we are determined to use data in a way that provides knowledge and meaning to the careers that we provide. In addition to evidence gained from learning walks, the main methods of evaluation include:

- Success rate of 'passport to careers' competencies being met

