

Cliff Park Ormiston Academy Careers Policy

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Policy Version Control

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Introduction

Statutory Requirements

Aligning with the Government's [Careers guidance and access for education and training providers](#) (January 2023) whiter paper, Cliff Park Ormiston Academy uses the Eight Gatsby Benchmarks to develop its careers programme. These benchmarks set out what is required in order to ensure students have 'good careers education'. Furthermore, the academy uses the CDI Career Development Framework to ensure students develop the six career development skills that they need to have positive careers.

As set out in the Government's guidance, all schools must ensure that:

- pupils are provided with independent careers guidance from year 7 to year 11;
- there is an opportunity for a range of education and training providers to access all pupils in year 7 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships;
- they publish a policy statement setting out their arrangements for provider access and ensure that it is followed;
- the Gatsby Benchmarks are used to improve careers provision – this is commonly known as 'Baker Clause';
- every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer;
- a named person is appointed to the role of Careers Leader to lead the careers programme;
- details of their careers programme for young people and their parents are published on their website.

Aims

In accordance with statutory guidance, Cliff Park Ormiston Academy aims to offer independent careers education guidance for all students so that they are inspired and motivated to fulfil their potential. We aim to help every student develop high aspirations and consider the full range of Post-16 options available to them, both locally and beyond. We aim to meet (and exceed wherever possible) the DfE recommendations¹ that schools should present careers education that:

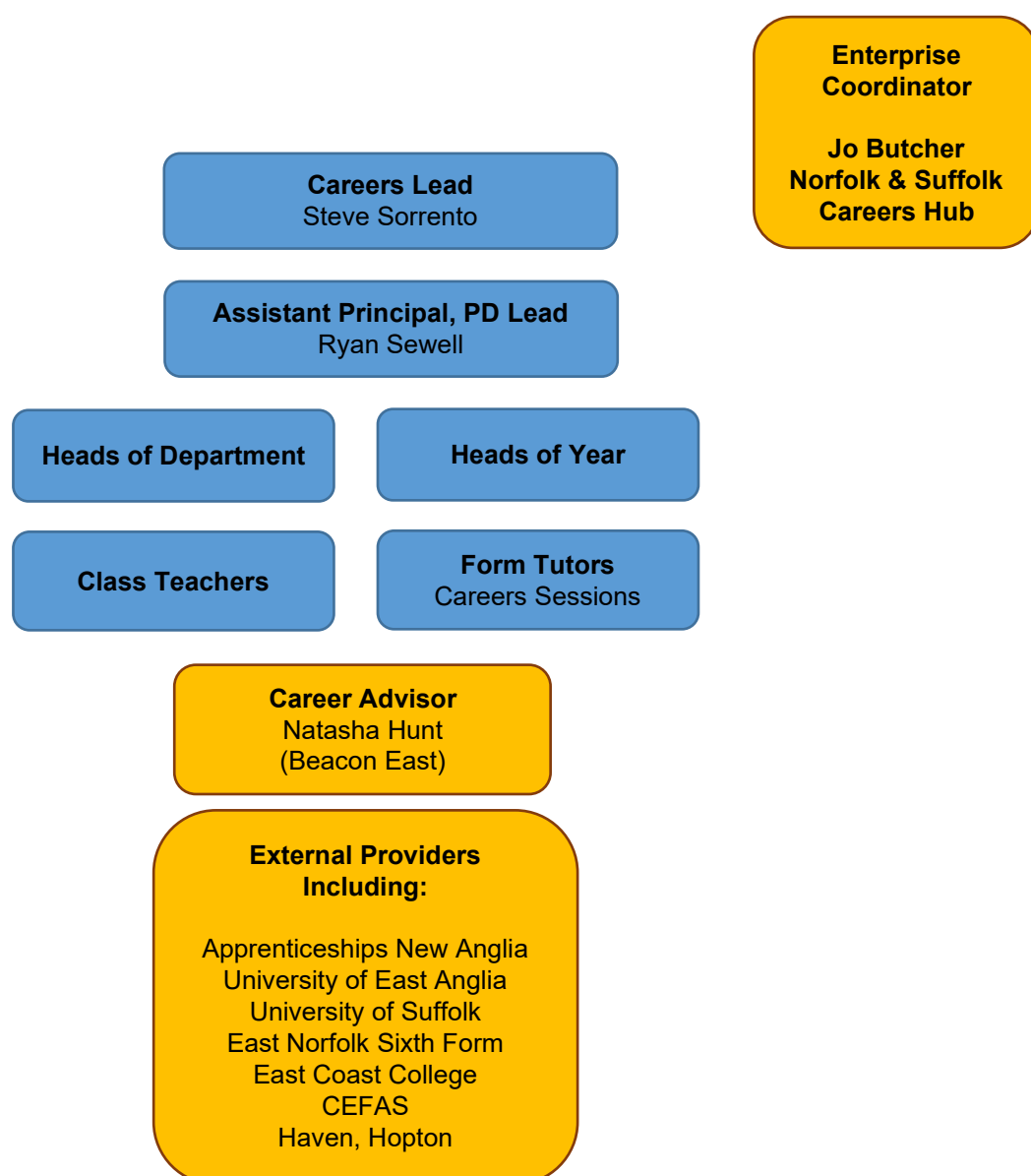
- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;

¹ Section 42A of the Education Act 1997

- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

In order to deliver careers education¹ at Cliff Park Ormiston Academy that meet the Government's targets, the academy works with its Enterprise Advisor, through the 'Careers and Enterprise Company' (CEC), in order to develop its yearly plan.

Careers Education Team Structure



¹ Cliff Park Ormiston Academy uses the term 'careers education' within this policy as an umbrella term for careers education, information, advice and guidance (CEIAG).

Policy Links

- Quality of Education Policy
- Curriculum Policy
- Equality Policy
- Provider Access Policy

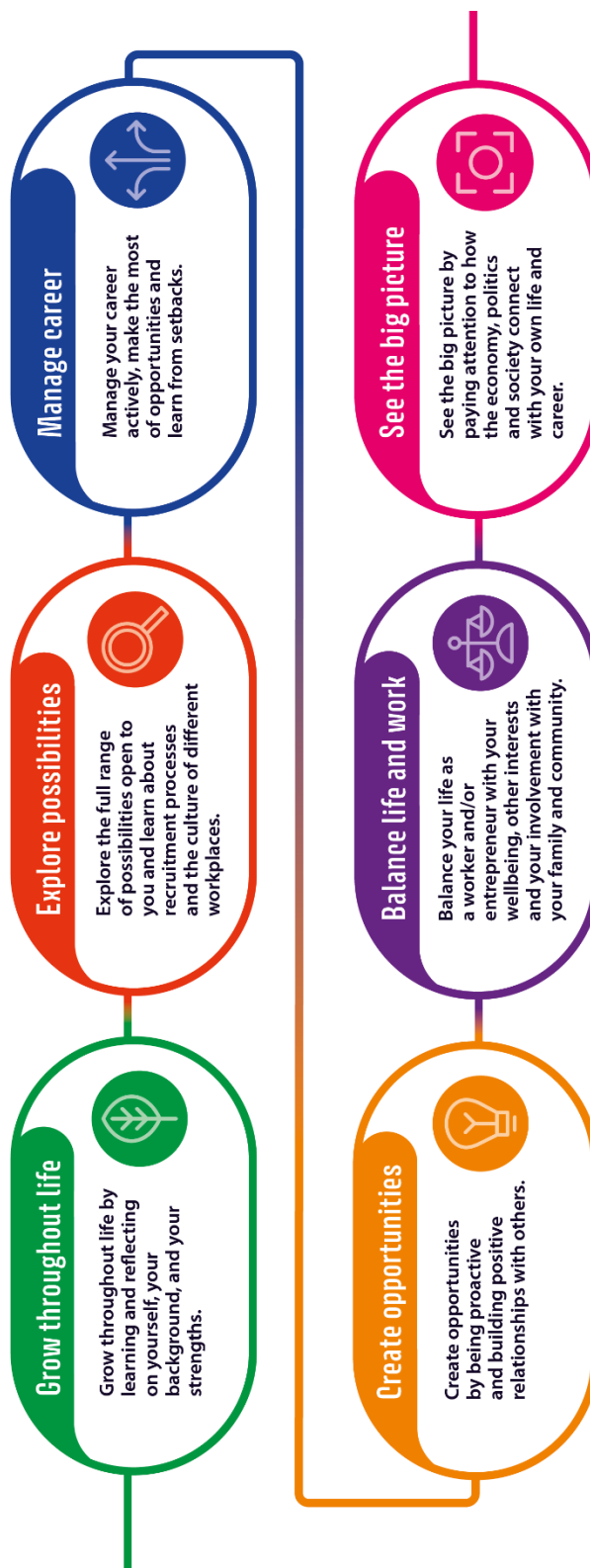
Other Documents Informing the Careers Programme

- 'Good Career Guidance' (Gatsby)
- 'Career Development Framework' (CDI)
- [Careers guidance and access for education and training providers](#) (Jan 2023)

Gatsby Benchmarks

1	A STABLE CAREERS PROGRAMME	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.
2	LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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.
3	ADDRESSING THE NEEDS OF EACH STUDENT	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.
4	LINKING CURRICULUM LEARNING TO CAREERS	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.
5	ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	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.
6	EXPERIENCES OF WORKPLACES	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.
7	ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	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.
8	PERSONAL GUIDANCE	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. They should be expected for all students but should be timed to meet their individual needs.

CDI Framework



Implementation

Cliff Park Ormiston Academy will achieve this policy's aims by:

- providing in-house and external (if deemed appropriate) inset to staff to support teaching and learning opportunities within the curriculum and to develop confidence and knowledge when teaching CEIAG lessons as part of the morning enrichment programme and wider subject curriculums.
- encouraging departments to signpost careers links within their subject and provide time for this to take place. This incorporates the Maritime Curriculum within Key Stage 3.
- promoting a variety of opportunities for career and employability learning outside of regular lessons through visits, speakers, workshops, drop-down days, careers fair and business links (see CEIAG Plan)
- developing links with identified stakeholders, including further and higher education providers, training providers, parents, alumni and local businesses.
- working in partnership with the Careers and Enterprise Company (CEC) to organise events and track progress against the Gatsby Benchmarks
- working in partnership with the academy's allocated advisor from the UEA in order to ensure hard to reach student groups receive high quality careers guidance and further and higher education.
- developing mentoring opportunities through business links
- ensuring all students participate in bespoke careers lessons through the PSHE curriculum.
- ensuring all students have opportunities to visit education/training providers and companies as set out in the Government's guidance:
 - Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend, to 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, to take place any time during year 10 or between 1 September and 28 February during year 11.
- ensuring all students have access to online information through UNIFROG
- ensuring all students experience the world of work in Years 8 and 10.
- providing extended careers learning opportunities (including extended work experience placements where necessary) for targeted students

CPD

Cliff Park Ormiston Academy' CPD programme ensures that:

- areas for staff development are identified through line-management meeting and/or whole-academy CPD and addressed.

- those responsible for the leading of Careers Education are given support through time and training.
- academy staff, including academy leaders and Governors, are kept up-to-date with the latest Government requirements
- the school shares good practice through OAT Careers Lead meetings and CEC meetings.

Stakeholder Links

The academy continues to develop strong links with stakeholders and the local community by:

- running Business Breakfasts throughout the year in order to develop support for the academy's Careers Fair, Maritime Curriculum and careers programme.
- developing a network of parents, employers and training providers who deliver 'Insight into Industry' talks for students during Form Time/Lunchtime.
- Develop relationship with the local Chamber of Commerce
- meeting with all students and their parents during the Options process
- building on links from work experience to support and enhance in-house programmes
- making use of the CEC co-ordinator's and advisor's network to support and develop in-house projects
- making use of the local post-16 providers and universities to offer in-house and external, bespoke programmes
- making use of labour market information to support workshops and guest speakers.

Access to Impartial Information and Guidance

The academy ensures that:

- all students have access to presentations from all local post-16 providers (see Provider Access Policy)
- the careers programme is in line with the academy's equality duty
- all Year 11 students have access to careers education and employability guidance with an impartial, Level-6 qualified Careers Advisor through Beacon East.

Evaluation and Monitoring

The academy ensures that the careers programme is monitored and evaluated in the following ways:

Monitored by	Monitoring Process	Regularity
Careers and Enterprise Company	Working with the Careers Leader: Monitoring the progress made towards the 8 Gatsby Benchmarks.	Termly
Governors	Careers Leader presentation/discussions with LGB: Monitoring and evaluating the academy's CEIAG programme.	Termly
Director of Curriculum, Careers Lead	Evaluation of events/talks/work experience and related activities through student evaluation forms and provider feedback. Information collated.	Ongoing
	Logging of information on Unifrog & Compass+	Ongoing
	Monitoring college applications and organising workshops/help sessions/interviews	Ongoing
	Review and development of Careers Plan	Yearly
	NEET data and Leavers Activity Report – working with LEA	Ongoing
	Learning walks – evaluating quality of PSHE/CEIAG lesson delivery during 'Character and Culture' delivery.	Ongoing
AP – Teaching and Learning & DoC	Evaluation of careers links within subjects during lesson time, including Maritime Curriculum specific lessons.	Ongoing – CPD/CAB meetings

Statement of Entitlement

At Cliff Park Ormiston Academy, we are passionate about ensuring we provide our students with as much careers guidance as possible to enable them to make excellent decisions for bright futures.

Students and parents have the right to information and advice about future options and are welcome to book appointments with either their Heads of Year or our Careers Lead.

Our Careers Lead within the academy is:

Mr Sorrento (ssorrento@cliffparkoa.co.uk)

Cliff Park Ormiston Academy is also working in partnership with the county Enterprise Coordinator (Gt Yarmouth) to lead on additional CEIAG opportunities throughout the year.

In addition to this, Cliff Park Ormiston Academy has access to Unifrog, a program that enables students to explore career pathways, along with live local information regarding post-16 opportunities including apprenticeships. Students' individual logins can be obtained from Mr Sewell and their Form Tutors.

In Form Time, students complete a range of careers-focused learning activities throughout Years 7-11 to help them to make option (Year 9 into 10) and post-16 choices.

Careers Fairs, Parents' Information Evenings and student visits to our local colleges and universities ensure students are fully informed about their future pathways. It is this support that helps us strive for a 0% NEET figure, meaning every year 11 student who has left Cliff Park Ormiston Academy has found employment through an apprenticeship, training opportunities or gone on to study at college.

Year 8 Work Shadowing and Year 10 Work Experience give students the opportunity to sample life within a professional, working environment, whilst our work with outside providers develops students' learning skills and sharpens their team work.

The academy has developed a partnership with individuals working in a diverse selection of industries to create 'Insight into Industry' talks.

Each talk is an opportunity for students in all year groups to meet an individual who is working in an industry area that they are interested in. They will be able to find out about what they get up to on a daily basis, as well as the educational route they took into this industry area.

These sessions:

- Take place during form times and lunch times
- Are only open to students who have a genuine interest in this area
- Have a maximum of 25 places available for each session.

For a comprehensive outline of careers education for each year group, please see the academy's CEIAG Plan.

Maritime Curriculum

As part of [Maritime Futures](#), Cliff Park Ormiston Academy has developed a Key Stage Three 'Maritime Curriculum' across a number of subjects.

'Maritime Futures' is an integrated curriculum approach at Key Stage Three pioneered by Cowes Enterprise College on the Isle of Wight. In discrete curriculum subjects, national curriculum content is taught through a maritime lens, using the wealth of exciting learning opportunities the maritime sector presents.

At Cliff park this approach has been developed through:

- Maritime-focused lessons across a number of discrete subjects. This 'maritime snake' can be found here: [Maritime Curriculum KS3 Cliff-Park.pdf](#)
- Partnership work with [CEFAS](#) (Centre for Environment, Fisheries and Aquaculture Science), including lesson co-construction in Geography and Science and drop-down days.
- Partnership work with Haven (Hopton), developing careers-related experiences.

Further information regarding OAT's Maritime Futures programme can be found at <https://maritimefutures.co.uk/>.

Web Links

OAT Futures

A portal to help students investigate careers across England in a number of different sectors.

www.lmiforall.org.uk/cm2/

Find out about different occupations, including workforce information and current projected salaries.

www.icanbea.org.uk

ICanBeA.org.uk is a website designed to educate you in the massive spectrum of opportunities we have in Norfolk and Suffolk

www.russellgroup.ac.uk/our-universities

Russell Group universities are committed to the highest levels of academic excellence in both teaching and research.

www.unifrog.org

Unifrog in the Complete Destinations Platform for students and teachers, and is an online platform that supports students and staff with impartial and independent guidance on a full range of careers options

www.apprenticeshipsnorfolk.org

Supported by Norfolk County Council, the Apprenticeships Norfolk Network has been set up to make it easier for employers and young people to find out more about Apprenticeships.

www.helpyouchoose.org

The information, advice and careers guidance website for young people in Norfolk

www.ucas.com

We provide application services across a range of subject areas and modes of study for UK higher education providers.

www.swarmtraining.org.uk

Swarm connects entrepreneurial young people with business owners. Our young people work through a Level 3 enterprise apprenticeship and apply their learning to make money for the small business.

<https://etonx.com>

University Interview Guide -The guide showcases some of the most common questions asked during an interview, as well as tips on how students can best answer them. It also shares advice on how to present oneself to make a good impression, such as being assertive (but not overbearing), using strong and confident body language, type of clothes to wear, and plenty of other practical and useful information.

<https://www.how2become.com>

Learn how to write a CV, how to complete an application form and how to pass a job interview. Also find out about different careers