



The Cavendish High Academy

Careers Programme and Policy

2022-2023

Donna Tofts

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Vision

At the Cavendish High Academy our Careers Vision is to equip students with the skills needed to thrive during adulthood, both personally and professionally. Through our careers provision, we aim to enhance student individuality and ensure that our young people and their families can make informed decisions about their next steps.

Commitment

The Cavendish High School Academy is committed to providing our students with a programme of careers education, information, advice and guidance for all students in years 7 – 14.

This policy has due regard to legislation and statutory guidance, including but not limited to, the following:

- [Careers Strategy 2017](#)
- [Ofsted School Inspection Handbook](#)
- [Gatsby Benchmarks](#)
- [Statutory Careers Guidance](#)
- [Liverpool City Region Combined Authority Skills Report 2022 - 2023](#)

Aims

The Cavendish High School's Careers Education, Information, Advice and Guidance policy has the following aims:-

- to contribute to strategies for raising achievement, especially by increasing motivation
- to support inclusion, challenge stereotyping and promote equality of opportunity
- to encourage participation in continued learning including higher education and further education
- to develop enterprise and employment skills
- to contribute towards the future economic prosperity of individuals and communities
- to meet the needs of all our students through appropriate differentiation
- to focus students on their future aspirations
- to involve parents and carers

Aims for Students

By participating in The Cavendish High School Academy's' CEIAG programme students will:

- Find out about different courses and qualifications they might need and opportunities there might be available
- Develop the skills needed for working life
- Make realistic, but ambitious choices about courses and jobs
- Develop a plan of action for the future

- Understand the different routes after Year 11, including training, further and higher education and jobs
- Where appropriate and applicable be able to make effective applications for jobs, training and further education
- Develop interview skills
- Improve confidence and self esteem

Roles and Responsibilities

Role	Principal	Senior Leadership Team	Careers Leader	Careers Advisor	Enterprise Coordinator	Enterprise Adviser
Name	Elaine Haver	Clair Ball Paula Burke John Munro	Donna Tofts	Donna Tofts	Lesleyann Craig	Sharon Dobson
Line Management	Chair of Governors	Principal	SLT	SLT		
Core Focus	Leadership and management of the school	Direct responsibility for Performance Management of the Careers Leaders	Coordinating the school's careers provision	Providing information, advice and guidance to pupils, one-to-one and in groups	A trained professional who works with the school to build careers plans and make connections to local and national employers	A volunteer from business who will work with Careers Leader and the senior Leadership team to drive improvements in the school's careers provision.
	Statutory Duties	Leadership of PSHE	Coordinating of careers education programme	IAG for all students from Year 9	Supporting the school	Supporting the school
	Line Management	Line management of Careers Leader	Work closely with Careers Advisor	Supports at transition event	Create links with employers	Create links with employers
	Setting targets	Statutory Duties	Compass evaluation	Support at parents evening	Attending future events	Attending future events
	Evaluating targets	SEF/SIP	KUDOS	Support and advice for annual reviews	Coordinate EAN meetings	Provide opportunities
		Liason with SLT/Principal	Supported internships	Careers lesson introduction to KS3	Inform school of career opportunities	
		Options process	Networking			
		KUDOS	Careers and Enterprise			

			Company Link			
		Curriculum mapping	Local authority Prep for Adulthood task group			
			Chamber link			
			National Careers Week			
			Destinations data			
			Post 16 assemblies			
			Enrichment activities			
			Careers promotion across the school			
			Business link			
			Parental engagement			
			Student voice			

Strategic Plan

Strategic Objective 1:		
Increase parental involvement and confidence in supporting their child with their next steps.		
Linking to GBM1		
	Actions	Outcomes
Year 1	Parental evaluation to inform planning.	Strong parental engagement. Use it to inform planning e.g. identify gaps.
Year 2	Parental open evening exploring transition and skills.	Raise awareness of post-16 and post 19 options. Encourage parents to actively support students' planning and

		research.
Year 3	Employers to support in the delivery of talks to parents when appropriate.	Raise awareness of post-16 and post 19 options. Encourage parents to actively support students' planning and research.
Ongoing	Careers section in the parental newsletter. School website with transition support for parents.	Result of this would be empowering parents and student to make informed decisions about the future.

Strategic Objective 2:		
Build a continuous and increasing network of partners and providers who can engage learners in developing skills and preparing for their futures.		
Linking to GBMs 1-8		
	Actions	Outcomes
Year 1	Using Compass+ to log a database of contacts and analyse student interests. Currently using the Future Skills Questionnaire to evaluate students' understanding of the school's careers programme.	Maintaining records of key contacts and targeting relevant opportunities for students. Evaluate student experiences of the careers programme.
Year 2	Timetabling regular engagement throughout the year by assigning a local growth sector to focus on each half-term. This ensures that students are aware of the skills needed in their local economy.	Students having an awareness of their economy and developing skills needed in the economy. This will drive curriculum planning.
Year 3	Explore opportunities within the local community to provide students with weekend voluntary work to develop skills and	Drive work experience and develop employability skills.

	confidence.	
Ongoing	Increase employer engagement through links with LCR Careers Hub, Enterprise Coordinator and Enterprise Adviser.	Regular employer visits scheduled on a Monday. Developing skills, raising awareness and aspirations.

Strategic Objective 3:		
Developing a culture of a whole school approach towards careers through staff CPD.		
Linking to BM1 and BM4		
	Actions	Outcomes
Year 1	Staff CPD shifting focus from jobs towards skills and adulthood e.g. independent living.	Shared responsibility. A whole school approach to the careers programme. Increased staff usage of Compass+.
Year 2	Action from first staff CPD: Nominate Careers Champions supporting planning and evaluation.	Evidence of careers education in curriculum planning across the year.
Year 3	Careers Champions run staff CPD showing how to use Compass+ to log careers interventions across the school. This encourages a shared responsibility across the school.	A whole school approach to the careers programme.
Ongoing	Utilise the support of the LCR Careers Hub and EA to raise staff awareness of the local economy and Gatsby Benchmarks (BM4).	Shared responsibility. A whole school approach to the careers programme. Increased staff usage of

		Compass+.
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Implementation of Careers Education

At the Cavendish High School Academy we place great emphasis on our students having a Careers programme in place that ensures that they are well equipped for the future and have the information needed to make realistic and informed decisions about further education, training and employment.

Programme of Study

Year 7 & 8 Year 1	<p>Developing yourself through careers, employability and enterprise education</p> <p>Describe what you are like, what you are good at and what you enjoy doing Explain how to get what you want</p> <p>Learning about careers and the world of work</p> <p>Give examples of what it means to have a career Give examples of what people like and dislike about the work they do Describe a local business, how it is run and the products and/or services it provides Describe the main types of employment in your area: past, present and emerging</p>
Year 7 & 8 Year 2	<p>Developing your career management and employability</p> <p>Describe the main types of employment in your area: past, present and emerging Identify key qualities and skills that employers are looking for Show that you can use your initiative and be enterprising To know how to make plans and decisions carefully To know how to make a good impression on other people</p>
Year 9 & 10 Year 1	<p>Developing yourself through careers, employability and enterprise education</p> <p>Describe yourself, your strengths and preferences Be able to focus on the positive aspects of your wellbeing, progress and achievements Explain how you are benefitting as a learner from careers, employability</p>

	<p>and enterprise activities and experiences</p> <p>Learning about careers and the world of work</p> <p>Give examples of different kinds of work and why people’s satisfaction with their working lives can change</p> <p>Give examples of different business organisational structures</p> <p>identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>
<p>Year 9 & 10</p> <p>Year 2</p>	<p>Developing your career management and employability</p> <p>Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p> <p>Recognise when you are using qualities and skills that entrepreneurs demonstrate</p> <p>Know how to prepare and present yourself well when going through a selection process</p> <p>Show that you can be positive, flexible and well-prepared at transition points in your life</p>
<p>Year 11 & 12</p> <p>Year 1</p>	<p>Developing yourself through careers, employability and enterprise education</p> <p>Recognise how you are changing, what you have to offer and what’s important to you</p> <p>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p> <p>Learning about careers and the world of work</p> <p>Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction</p> <p>Explain different types of business organisational structures, how they operate and how they measure success</p> <p>Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices</p>
<p>Year 11 & 12</p> <p>Year 2</p>	<p>Developing your career management and employability skills</p> <p>Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services</p> <p>Show how you are developing the qualities and skills which will help you to improve your employability</p> <p>Show that you can be enterprising in the way you learn, work and manage</p>

	<p>your career</p> <p>Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you</p> <p>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</p>
<p>Year 13 & 14</p> <p>Year 1</p>	<p>Developing yourself through careers, employability and enterprise education</p> <p>Assess how you are changing and be able to match your skills, interests and values to requirements and opportunities in learning and work</p> <p>Reflect on the positive elements in your career story to show the responsibility you are taking for managing your own wellbeing, progress and achievement</p> <p>Know how to develop and use strategies which will help you to deal with the challenges of managing your transitions</p> <p>Learning about careers and the world of work</p> <p>Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others</p> <p>Discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of your own thinking about career satisfaction</p> <p>Explain the main reasons why business organisations change their structures</p> <p>Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices</p>
<p>Year 13 & 14</p> <p>Year 2</p>	<p>Developing your career management and employability skills</p> <p>Develop and make the most of your personal networks of support and show that you are a proactive and discerning user of impartial face-to-face and digital careers information, advice and guidance services</p> <p>Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers</p> <p>Develop and apply enterprise qualities and skills in your approach to learning, work and career planning</p> <p>Be able to research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship,</p>

	<p>employment and volunteering options open to you</p> <p>Know how to make career enhancing plans and decisions including developing the resilience required to sustain them</p> <p>Know how to prepare for, perform well and learn from participating in selection processes</p> <p>Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions</p>
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Facilitators for the Careers Education

Careers Ambassadors

NHS Cadets

Equality and Diversity

Careers education is provided to all students and provision is made to allow 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.

Partnerships

Partnership working is encouraged to deliver a CEIAG programme that meets the holistic needs of students. We work in partnership with a range of local organisations including Department of Work and Pensions, Merseyside SLD Consortium, Halton Community Bridge Builders, numerous college providers, Supported Internships, Halton People into Jobs and Mencap. We have also built up excellent relationships with local employers.

The Cavendish High Academy also works alongside Halton's Preparing for Adulthood programme and the [local offer](#).

Parent/Carer Entitlement

Parent/Carers can access careers support for their child in a variety of ways including:

- Careers section on the school website
- Using the websites such as the national careers service website
- Attending the annual review meetings and feeding into the Education Health and Care Plan

- Communicating with the school Careers Leader

Monitoring, Review and Evaluation

Careers Education within The Cavendish High academy is monitored, reviewed and evaluated annually by the Careers Leader and Leadership & Management Team. Annual discussions with key stakeholders are intended to generate positive changes and improvements to the programme that ensure the programme delivers positive results and is of benefit to our young people. Also Careers Education is reviewed through Compass Plus termly by Careers Lead.

September 2022

Provider Access Statement

Introduction

This statement sets out the school/colleges' arrangements for managing the access of providers to students for the purposes of giving them information about education or training opportunities. This complies with the school's legal obligations under Section 42B of the Education Act 1997

Student Entitlement

Students in Years 7-13 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 evenings, 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: (include name, title, address, phone number and email address.)

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Programme which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

Donna Tofts, donna.tofts@chs.academy

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be accessed.

Management of provider access requests procedure

A provider wishing to request access should contact;

Years 7/8/9	Paula Burke Head of Department	paula.burke@chs.academy
Years 10/11/12	Clair Ball Head of Department	clair.ball@chs.academy
Years 13/14	John Munro Head of Department	john.munro@chs.academy
Careers Lead	Donna Tofts	donna.tofts@chs.academy