

Person(s) Responsible:

Roles and Responsibilities – all stakeholders

Class Teachers

Careers Leader – N Perrott

CEIAG Link Governor – Sarah Burnett

Introduction: Dartmouth Academy has a crucial role to play in preparing pupils for transitions for their next stage of education, training or employment. Careers Education, Information, Advice and Guidance (CEIAG) are an important and integral part of all pupils' entitlement and learning here at the Academy to aid their personal development.

Through a planned careers education programme, we are committed to providing the appropriate activities and experiences to enable pupils to make well-informed decisions and successful transitions in life and work. We support pupils to prepare for their preferred transitional pathway whether that is to continue with further education, employment, training or living independently. We have a person-centred approach to pupil outcomes through our EHCP annual reviews process, where we work with all stakeholders to shape clear and ambitious targets for pupils to prepare for their next steps.

We work closely with the local authority due to the vulnerable nature of some of our pupils with Education, Health and Care plans in place, ensuring that we know of all the services available to support pupils, to access these and share this knowledge amongst our community.

Terminology: There are a number of terms used to describe different careers interventions, and there is inevitably some overlap between them;

- Careers education is the delivery of learning about careers as part of the curriculum. Careers education is often closely related to work experience and other forms of work-related learning.
- Work-related learning is the provision of opportunities to develop knowledge and understanding of work and to develop skills for employability through direct experiences of work.
- Careers information is the provision of information and resources about courses, occupations and career paths.
- Careers advice is more in-depth explanation of information and how to access and use information.
- Careers guidance or careers counselling is a deeper intervention in which an individual's skills, attributes and interests are explored in relation to their career options.

Vision

All pupils will achieve their true potential whilst being fully prepared for their transition into the ever-changing world of work. The intent of our Careers Curriculum at Dartmouth Academy is to provide a stable careers programme where all pupils are provided with the opportunity to prepare for their transition into the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop employability skills and enhance knowledge of labour market information whilst providing them with the access to all career

pathways. Pupils will experience a range of encounters tailored to their individual needs and circumstances which will include encounters of workplaces and employers, an insight into further and higher education establishments and opportunities for personal guidance. Dartmouth Academy has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving 100% in each of the eight Gatsby Benchmarks.

Strategic Objectives

Objective 1-Promote and increase careers education in the curriculum across all year groups.

Benchmarks : 2,3,4,7

- Encourage all staff to work in their curriculum areas to lead CEIAG initiatives.
- All curriculum areas to incorporate careers and LMI into S of L and knowledge organisers by September 2021.
- Encourage all staff to engage with Careerpilot with tutees.

Objective 2-Increase pupil and parent/carer involvement and confidence in career planning.

Benchmarks: 2,3,6

- Post 16 pathways through social media informative posts, information desk at key stage 4 reporting evenings, invitation to Careers Fair.
- Introduce online platform, Compass+, to allow pupils to build up a portfolio of achievements and successes.

Objective 3-Develop a programme of encounters to meet the individual needs of all pupils by creating a network of employers and educational providers to support learning.

Benchmarks: 3,4,5,6

- Develop an alumnus of support.
- Continue to develop links with organisations and build on existing relationships.

Current State

Staffing includes one member of staff who has overall responsibility as Careers Leader for the school who works with local post 16 providers to support the pupils to think about how Further Education can help them reach their goals. Dartmouth Academy is working hard towards embedding Careers throughout the school including an audit of current S of L, all must now include overt references to GB’s in every curriculum area.

The strategy sets out where Dartmouth Academy is currently, using the Gatsby Benchmarks to explore what we currently do and what we need to do next. The strategy goes on to describe the key objectives in detail and explain how different stakeholders involved in careers and employability will work together to achieve these objectives over the next 3 years.

Gatsby Benchmark/detail	In what ways do we meet this?	In what ways could we further develop this?
<p>1. A stable careers programme Every school and college should: Have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers. Backing from the senior management team and governing body. Publish the careers programme on the school’s website so pupils, parents,</p>	<p>Website information, strategic document linked to AIP. Link governor. Support of SLT. Funding. PSHE. Curriculum audit document includes GB’s. Compass+.</p>	<p>Provider Access Policy is on website, write overarching policy statement. Audit S of L for GB’s. Train staff/pupils in using Compass+. Pilot with yr 11 and BRU, SWE, MPA in PSHE sessions. Website improvement (Paignton Academy). Stakeholders feedback. Increase funding.</p>

<p>teachers and employers can access and understand it. Regularly evaluate the programme, with feedback from pupils, parents, teachers and employers.</p>		
<p>2. <u>Learning from career and labour market information</u> All pupils and their parents should have access to good quality information about future study options and labour market opportunities. By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>	<p>Website. Social media. Careerpilot. PSHE. Whole school displays. Curriculum area displays. Support from business adviser, Neil Forshaw.</p>	<p>Train PSHE team in use of Careerpilot for use with every year group. Organise regular slots for N Forshaw to come in. Develop parental engagement: bookable appointments at parents' evenings for SDC and Exeter College. Survey parents for opportunities. Newsletter items.</p>
<p>3. <u>Addressing the needs of each pupil</u> Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity. A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of careers activities that every pupil has the opportunity to participate in. These records must be made available to the pupil. Schools should collect and maintain destination data for each pupil for 3 years after they leave school.</p>	<p>Careers Southwest support with SEND. Mock interviews x2. Careers guidance interview. Currently use 'Best Self' sheet.</p>	<p>Implement tracking on Compass+, a new tool from The Careers & Enterprise Company which will help us benchmark, manage, track and report on our school's careers programme. Use for all tutor groups, with tutors, to build up from year 7, individual profiles. This informs future planning. Utilise Compass+ for destinations data capture.</p>
<p>4. <u>Linking curriculum learning to careers</u> All teachers link curriculum learning with careers. Teachers highlighting the relevance of their subject for a wide range of future career paths. By the age of 14, every pupil has had the opportunity to learn how the different subjects help people to gain entry to a wide range of careers.</p>	<p>Curriculum audit document includes GB's. All curriculum areas have been audited for baseline data on confidence with GB's. All areas provided with curriculum links for S of L. Displays available for each curriculum area.</p>	<p>Review and refine S of L. Audit S of L to compare with baseline data. Pupil voice survey.</p>
<p>5. <u>Encounters with employers and employees</u> Every pupil should have multiple opportunities to learn from employers about work, employment and the skills</p>	<p>Careers Fair. Yr 8/9 Army day. Rotary volunteers in curriculum areas. Speakers in assembly.</p>	<p>Link all employers to Compass+. Explore digital encounters with employers and employees. Consider how pupil engagement is measured.</p>

<p>that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes. All young people in years 7-13 should have at least one meaningful encounter a year, in line with the Gatsby benchmarks. Meaningful encounters cover a range of activities with employers, both in and outside the school.</p>	<p>Business and Rotary interviews x2, evaluative notes passed to pupils prior to second interview.</p>	
<p>6. <u>Experiences of workplaces</u> Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/ or work experience so they can explore their career opportunities and expand their networks. By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>Aspiration week.</p>	<p>Use Compass+ to document pupil jobs. Review Aspiration Week, WEX might only be 2-day placement? Consider Dartmouth work place visits for those that do not find a placement. Create electronic method of recording impact of experiences. Talk to Fiona Bennett at KCC re 2019 WEX blog.</p>
<p>7. <u>Encounters with further and higher education</u> All pupils should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace. By the age of 16, every pupil should have had a meaningful encounter with a provider of the full range of learning opportunities.</p>	<p>Annual Careers Fair. Annual Exeter College trip. Annual SDC trip. Annual Plymouth Uni trip. Yr 9 advisory group to Exeter Uni Medical School. Exeter College present in assembly. SDC present in assembly.</p>	<p>Create an annual rolling programme to extend trips to other year groups. Compulsory entry on Evolve for ALL trips to contain a Careers element. Apprenticeship information sessions delivered for pupils/parents & teachers - ASK</p>
<p>8. <u>Personal Guidance</u> Every pupil should have guidance interviews with a level 6 qualified career adviser. Every pupil should have at least one interview by the age of 16.</p>	<p>Interviews x2 with level 6 qualified Careers adviser. Careers South West SEND interviews and WEX support.</p>	<p>All data to be linked to Compass+. Careers adviser to access Compass+.</p>

	6 th form	Apprenticeships	Local FE College	Other FE College	Employment or Independent Training Provider	Other	NEET
All leavers in July 2021							
Girls							
Boys							
All leavers July 2020							
Girls							
Boys							

Action Plan

Strategic Objective 1-Promote and increase careers education in the curriculum across all year groups.

Benchmarks : 2,3,4,7

	Targets	Actions
Year 1 2020-2021	Encourage all curriculum areas to lead CEIAG initiatives within S of L, provide teaching staff CPD to enable them to provide informal IAG within class context that ensures an impartiality. Introduce Compass + to KS 4 tutors.	Staff to implement CEIAG into S of L and Knowledge Organisers for all year groups referencing careers and Labour Market Information (LMI). Compass + used with KS 4 pupils in tutor time.
Year 2 2021-2022	All curriculum areas regularly reference careers and LMI in S of L and KOs.	KO's widely used across the school. Staff are talking about Careers in lessons. Appoint Careers Champions to lead on subject projects and create links with businesses.
Year 3 2022-2023	Curriculum areas take ownership and lead CEIAG initiatives. Careerpilot widely used in school.	KOs reviewed, developed to incorporate careers and LMI. Links with businesses and employers embedded and projects ongoing. Pupil records recorded on online platform of Careerpilot.

Strategic Objective 2-Increase pupil and parent/carer involvement and confidence in career planning.

Benchmarks: 2,3,6

- Post 16 pathways through social media informative posts, information desk at key stage 4 reporting evenings, invitation to Careers Fair.
- Introduce online platform, Compass+, to allow pupils to build up a portfolio of achievements and successes.

	Targets	Actions
Year 1 2020-2021	Introduce Compass + to all staff. Raise profile of Careers at Dartmouth Academy.	Compass + INSET for staff. KS 3 pupils introduced to Compass +. Tutor time allocated to Compass+. Promote CEIAG in newsletter. School website to be updated with LMI. Careers and LMI promoted at reporting evenings.
Year 2 2021-2022	Raise awareness of post 16 pathways. Careers included in lessons in all subject areas. Increase parental engagement with careers and LMI at reporting evenings. Create opportunities for stakeholders to access CEIAG information.	External speakers in assembly rota. Destination data indicates that a range of IAG is being given to pupils & parents. Record number of parents engaging with careers/LMI info desks at reporting evenings. Develop an informative Careers page for all stakeholders on our website.
Year 3 2022-2023	Pupil confidence with Careerpilot and Compass+ increases. Increased awareness of post 16 pathways. Attendance at 1:1 guidance meetings to be 100%. Review the IAG role to establish next steps and succession planning. Review IAG practice with other schools to identify next steps.	Pupil voice on Careerpilot and Compass+ indicates positive impact on Careers and LMI knowledge. Curriculum areas have Careers and LMI display in classrooms. Employer encounters incorporated into lessons. Whole year group at KS3 to make a uni visit.

Strategic Objective 3-Develop a programme of encounters to meet the individual needs of all pupils by creating a network of employers and educational providers to support learning.

Benchmarks: 3,4,5,6

- Develop an alumnus of support.
- Continue to develop links with organisations and build on existing relationships.

	Targets	Actions
Year 1 2020-2021	<p>Develop links with organisations and build on existing relationships.</p> <p>Increase variety of businesses/organisations we work with:</p> <p>Sector</p> <p>Size</p> <p>Track careers interactions to ensure coverage across all pupils in all year groups as appropriate.</p>	<p>Meet with targeted organisations and implement agreements.</p> <p>Review tracking system, identify areas for improvement and fill gaps.</p> <p>Highlight pupils that need specific or additional support and put strategies in place.</p> <p>Access funding for each pupil to meet with a Level 6 qualified Careers Adviser. Positive feedback from IAG meetings using anecdotal, proformas, parent/carer/pupil feedback indicates the role is having positive impact.</p>
Year 2 2021-2022	<p>Develop an alumnus of support.</p> <p>Work more closely with Enterprise Adviser.</p> <p>Increase variety of businesses/organisations we work with.</p> <p>Work more effectively across the Trust to share resources and contacts for the benefit of all pupils.</p>	<p>Implement data sharing agreement to keep in touch with leavers.</p> <p>Implement data capture process and system for storing information.</p> <p>Set up social media account to attract/contact former pupils.</p> <p>Maintain current external relationships.</p>
Year 3 2022-2023	<p>Increase employer links within each curriculum area.</p> <p>Develop phase Careers Champions.</p>	<p>Match up Alumni with relevant curriculum areas.</p> <p>Careers Champions responsible for ensuring subject display areas are up to date and providing relevant information to the phase team to enable a whole school approach to careers.</p>

Monitoring and Evaluation Plan

The Careers programme at Dartmouth academy is delivered through a variety of activities including through PSHE lessons, tutorials, bespoke opportunities, assemblies, activities and events delivered by external agencies and encounters with businesses and employers. By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and inform our future decision making.

Monitoring activities adopted by Dartmouth Academy:

- Learning Walks
- Lesson observation
- Surveys of stakeholder's voice
- Whole school career tracking
- Work scrutiny
- S of L
- Knowledge Organisers

Evaluation activities are used to mature the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Dartmouth Academy:

- Analysis of whole school career tracking
- Feedback from personal guidance interviews
- Lesson observations
- Work scrutiny
- Surveys of stakeholder's voice
- Destination data

Each academic year the Careers leader will contribute to the AIP for careers actions which will be reviewed annually and the provision on offer to pupils will be audited utilising Compass+.

Opportunities for Access

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

YEAR 6

Autumn Cycle 1	Spring Cycle 2	Summer Cycle 3
Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirements. External providers in assemblies.	PSHE and wider curriculum. External providers in assemblies.	PSHE and wider curriculum. External providers in assemblies.

YEAR 7

Autumn Cycle 1	Spring Cycle 2	Summer Cycle 3
Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirements. PSHE and wider curriculum. External providers in assemblies.	PSHE – and wider curriculum. External providers in assemblies. Forces day.	PSHE – and wider curriculum. External providers in assemblies.

YEAR 8

Autumn Cycle 1	Spring Cycle 2	Summer Cycle 3
Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills	PSHE – and wider curriculum. External providers in assemblies. Forces day.	PSHE – and wider curriculum. External providers in assemblies.

requirements. PSHE and wider curriculum.
External providers in assemblies.

YEAR 9

Autumn Cycle 1	Spring Cycle 2	Summer Cycle 3
Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement. PSHE and wider curriculum. External providers in assemblies.	KS 4 Options event. PSHE – and wider curriculum. External providers in assemblies.	PSHE – and wider curriculum. External providers in assemblies. Forces day.

YEAR 10

Autumn Cycle 1	Spring Cycle 2	Summer Cycle 3
Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement. Mock interviews with employers. PSHE – work experience preparation sessions and wider curriculum opportunities. External providers in assemblies	PSHE – and wider curriculum. External providers in assemblies.	PSHE and wider curriculum – assembly and tutor group opportunities. Work Experience/ Aspiration Week. Technical/vocational and other tasters at local sixth forms, college/s, universities, training providers. External providers in assemblies.

YEAR 11

Autumn Cycle 1	Spring Cycle 2	Summer Cycle 3
Employer event for pupils, parents/carers - market stall event giving overview of local, regional and national opportunities and skills requirement. Mock interviews with employers. PSHE and wider curriculum. External providers in assemblies.	PSHE and wider curriculum. External providers in assemblies	PSHE and wider curriculum- assembly and tutor group opportunities. Technical/vocational and other tasters at local sixth forms, colleges, universities, training providers. External providers in assemblies

Appendix 1 - SWOT analysis

Strengths	Areas for development (weaknesses)
<p>Small cohesive staff. Being part of ESW. Careers provision has been extended to primary. Support from G Cleasby at SDC. Support from C Earp at Exeter College. SLT support. Links with employers. Excellent relationships with stakeholders. Rising awareness amongst staff. Experienced link governor. Curriculum audit includes Gatsby Benchmarks. Some areas have already included Careers on Knowledge Organisers.</p>	<p>Careers Leader does not have L6 qualification. Careers leader working in isolation. Whole staff INSET required for Compass+. Whole staff INSET required for Careerpilot. Careers vs exams. Curriculum time allocated to CEIAG. NEET pupils-non-attenders but still on role. Gatsby Benchmark 6 – Experiences of workplaces in years 7-11. Benchmark 5 – encounters with employers, what is meaningful? Gatsby Benchmark 8-funding for personal guidance.</p>
Opportunities	Threats
<p>Being part of a wider trust and sharing resources with other schools. Sharing good practice between schools. Developing partnerships with all stakeholders. Increase apprenticeship opportunities to reduce any NEET. Increase curriculum links to businesses. Staff to celebrate CEIAG in their classrooms. Achieve 100% in all Gatsby Benchmarks.</p>	<p>Government changing how CEIAG operates in schools. OFSTED-how consistently are they grading CEIAG? Changing mind sets of external stakeholders in an area of deprivation.</p>

Appendix 2 - Gatsby Benchmark Progress

Gatsby Benchmark	Dartmouth Academy 2020	National % 2020	Dartmouth Academy 2021	National % 2021	Dartmouth Academy 2022	National % 2022	Dartmouth Academy 2023	National % 2023
1 A stable careers programme	82	21						
2 Learning from career and labour market information	100	45						
3 addressing the needs of each pupil	90	20						
4 Linking curriculum learning to careers.	100	38						
5 Encounters with employers and employees.	100	52						
6 Experience of workplaces.	100	47						
7 Encounters with further and higher education.	80	21						
8 Personal guidance.	100	57						

Appendix 3 - Careers Programme

Rationale

CEIAG has an important contribution to make to the education of all pupils in order to provide an effective transition from school to adulthood and employment. The Academy will provide a range of opportunities for pupils to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and further support progression.

Purpose and Aims

The main purpose of CEIAG is to provide pupils with opportunities to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualifications pathways suitable for pupils' individual needs. The Academy is committed to not just fulfilling its statutory requirements in this area but providing for exceptional pupil support and guidance throughout their time at Dartmouth Academy.

The aim of CEIAG is to enhance the provision made to prepare pupils for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment;
- Helping pupils to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering pupils to plan and manage their own future;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance;
- Actively promoting equality and challenging gender stereotypes.

Methods

The methods by which the CEIAG team will accomplish these goals are providing a range of opportunities that enhance the curriculum:

- Promoting awareness of the world of work;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement;
- Promoting awareness and understanding of work, industry, the economy and community;
- Relating skills, attitudes and knowledge learned in the Academy to the wider world;
- Developing pupils' personal and social skills to relate to the world of work;
- Providing informed and impartial guidance;
- Enabling pupils to make considered decisions in regard to future choices;
- Maintaining and developing effective links with key partners, including Connexions, CSW, ASK and work experience providers;
- To prepare pupils for transition to further education or employment with training. Specifically, impartial and independent IAG is provided to pupils through a number of ongoing delivery methods:

- The Academy website;
- Careers in lessons;
- PSHE lessons;
- Planned delivery of year group/transition specific activities (see appendices 1 and 2);
- University links;
- College and 6th form links;
- Industry specific talks and presentations;
- Face to face guidance with a qualified Level 6 Career Guidance practitioner;
- Assemblies and group activities for specific pathways (Apprenticeships);
- Display boards including careers posters for every curriculum area.

Management

CEIAG is currently led and managed by the Careers Leader who is responsible for:
The management and co-ordination of the various aspects of CEIAG;

- The activities at each key stage;
- Monitoring/evaluation;
- Liaison with SLT and LGB;
- Regular meetings with PSHE team who deliver aspects of Careers;
- Consulting with Faculty Heads/lead teachers;
- Sharing good practice between Trust schools;
- Careers CPD;
- Liaising with CSW.

Approval and review

Date of Policy: June 2020

Approved (Date) by Governors at Local Governing Body

Next review: June 2023

Signed:  Kellie Knott, Chair of Governors

Signed:  Emily Simpson-Horne, Head teacher