



## Careers Policy

<b>Date Published</b>	<b>May 2024</b>
<b>Version</b>	<b>1</b>
<b>Approved Date</b>	<b>May 2024</b>
<b>Review Cycle</b>	<b>Annual</b>
<b>Review Date</b>	<b>May 2025</b>

An academy within:



“Learning together, to be the best we can be”



## 1. Introduction

- 1.1. Kenwood Academy's careers curriculum aims to equip all young people with the knowledge, experience and confidence to compete for and secure their future employment, prosperity and happiness. We firmly believe that our young people will add great value to the local and national workforce.
- 1.2. Careers education is a national curriculum requirement. At Kenwood Academy this is delivered through: tutor time, curriculum subjects, 1:1 independent careers advice and guidance meetings, visits and information sessions / evenings.

## 2. Aims

- 2.1. Through our careers curriculum, we aim for all our young people to:
  - Become resilient and independent learners
  - Have high aspirations
  - Have an increasing understanding of their plans for the future
  - Improve their employability skills
  - Develop an awareness of the world of work and what careers are available
  - Secure a positive destination at the point of leaving Kenwood Academy

## 3. Roles & Responsibilities

- 3.1. The following staff members are key contacts for Careers within the school:
  - Matt Hallam (Head of School) – Careers lead
  - Sarah Richardson (Trust Careers Advisor) – Careers Advisor
  - Craig Turton (Careers Hub) – Enterprise Advisor

## 4. Organisation & Content

- 4.1. Through our careers programme we will provide young people with the necessary skills and experiences required for them to confidently enter the world of work when they have completed their education.
- 4.2. Kenwood Academy's careers programme consists of a range of activities and

experiences aligned with the Gatsby Benchmarks, which serve as a framework for world-class careers provision.

4.3. The table below sets out the intended careers programme for 2024-25.

	Autumn term	Spring term	Summer term
Year 8	<p>Independent Careers Advisor – introduction to 'Start'</p> <p>NOLA Awards - behaviours for working outdoors</p> <p>Work experience: Whirlow Hall Farm</p>	<p>Start – Online Platform engaging with employment opportunities of interest</p> <p>Careers Week – Local Labour Market Information; types of destinations</p> <p>Work experience: Whirlow Hall Farm</p>	<p>POP Launch: Whose line is it anyway? – engagement with employers and providers</p> <p><b>Technical/vocational tasters with local college/s, training providers x 2</b></p> <p>Work experience: Whirlow Hall Farm</p>
Year 9	<p>Independent Careers Advisor – 'Start'</p> <p>Considering jobs of interest</p> <p>NOLA Awards – behaviours for working outdoor</p> <p>Work experience: Whirlow Hall Farm</p>	<p>Start – Online Platform to support options choices 14-19, including awareness of apprenticeships and UTC opportunities</p> <p>Careers Week – Local Labour Market Information; types of destinations (Employment, Apprenticeships – what it is, entry requirements)</p> <p>Work experience: Whirlow Hall Farm</p>	<p>POP Launch: Whose line is it anyway? – engagement with employers and providers</p> <p>Whose line is it anyway? – engagement with employers and providers</p> <p>Careers in the curriculum: Mathematics and English</p> <p>Work experience: Whirlow Hall Farm</p>
Year 10	<p>Independent Careers Advisor – 1:1 interviews</p> <p>Work experience: Whirlow Hall Farm</p>	<p>Careers Week – Local Labour Market Information; types of destinations (Supported Internships, FE T-levels, Higher Education – what it is, entry requirements, how to apply)</p> <p>Work experience: Whirlow Hall Farm</p>	<p>Independent Careers Advisor – interview and support</p> <p>POP Launch: Whose line is it anyway? – engagement with employers and providers</p> <p><b>Technical/vocational tasters with local college/s, training providers x2</b></p> <p>Careers in the curriculum: Mathematics and English</p> <p>Careers Fair – access to providers, including those offering apprenticeships</p> <p>College visits (new spaces)</p> <p>Work experience: Whirlow Hall Farm</p>

<p><b>Year 11</b></p>	<p>Independent Careers Advisor (LA and Trust) – 1:1 interview and support</p> <p>Promotion of college visits</p> <p>Apprenticeships – support with applications</p> <p>Post 16 parent and carers information evening</p> <p>Work experience: Whirlow Hall Farm</p>	<p>Careers Week – Local Labour Market Information; types of destinations (Employment, Apprenticeships, Supported Internships, FE T-levels, Higher Education – what it is, entry requirements, how to apply, SEND support)</p> <p>Careers in the curriculum: Vocational (performing arts, hospitality, creative digital media, sport, construction)</p> <p>Independent Careers Advisor (LA and Trust) – 1:1 interview and support</p> <p>Work experience: Whirlow Hall Farm</p>	<p>POP Launch: Whose line is it anyway? – engagement with employers and providers</p> <p>Work experience: Whirlow Hall Farm</p>
<p><b>Year 12</b></p>	<p>Department for Work and Pensions – Job Ready Programme</p> <p>Work Experience</p> <p>SHU work experience taster day</p> <p><a href="#">HEPP Supporting disabled students into higher education</a> (Parent/carer/student virtual session)</p> <p>Post-18 assembly - Destinations Support</p>	<p>Work Experience</p> <p>Young Enterprise – Launch</p> <p>SHU catering work experience</p> <p>Destinations Support</p>	<p><b>(Optional) Technical/vocational tasters with local college/s, training providers x2</b></p> <p>Small group sessions: future education, training and employment options</p> <p>Young Enterprise – Trade Event</p> <p>Day at DfE – employer encounter</p> <p>Updating CVs, attend UCAS event (encounter with providers), exploring UCAS, writing personal statements. FE &amp; HE visits.</p>
<p><b>Year 13</b></p>	<p>HE and higher apprenticeship applications</p> <p>Independent Careers Advisor – 1:1 interview and support</p> <p>Work Experience</p> <p>Destinations Support</p>	<p><a href="#">HEPP Funding support at university for disabled students</a> (Parent/carer/student virtual session)</p> <p>Independent Careers Advisor – 1:1 interview and support</p> <p>Destinations Support</p>	<p>Independent Careers Advisor – 1:1 interview and support</p> <p>Destinations Support</p> <p>Updating CVs</p>

## 5. Provider Access Legislation

5.1. This policy statement sets out Kenwood Academy’s arrangements for managing the



access of providers to the school for the purpose of giving young people information about the provider's education or training offer. This complies with Kenwood Academy's legal obligations under Section 42B of the Education Act 1997.

- 5.2. Every young person, whatever their ambitions, should have the opportunity to explore what it is like to learn at the full range of learning providers, including colleges, universities, apprenticeship and training providers (including employers), University Technical Colleges (UTCs) and Studio Schools.
- 5.3. As such, all young people at Kenwood Academy are entitled to hear from a range of local providers about the opportunities they offer through options events, group discussions and taster events.
- 5.4. The department for education introduced a legal duty in 2018 to require all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all year 8 to 13 pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.
- 5.5. By hearing directly from a range of providers, every pupil can build up a full picture of the options available and consider how the opportunity to study or train in different ways, and in different environments, might suit their needs, skills, interests and aptitudes. This will lead to better-informed choices and help to reduce the risk of young people dropping out of courses.
- 5.6. **All maintained schools and academies must provide six encounters with a provider of technical education or apprenticeships for year 8 to 13 pupils.** These six meetings have been timed to inform consideration of post-14, post-16 and post-18 options and progression to the next stage of education or training.

*Kenwood Academy will aim to provide:*

- 5.7. **Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all young people to attend,** to take place any time during year 8 or between 1 September and 28 February during year 9.
- 5.8. **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.
- 5.9. **Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend,** to take place any time during year 12 or between 1 September and 28 February during year 13.
- 5.10. provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:
  - share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers



- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

## 6. EHCPs

- 6.1. All young people at Kenwood Academy have an education, health and care plan. As such, they will have formal opportunities to discuss education, training and career opportunities as part of their annual review, from year 9 onwards.
- 6.2. We will encourage parents to access the [National Careers Service](#) website for education advice for special educational needs or a disability.

## 7. Management of provider access requests

### Procedure

- 7.1. A provider wishing to request access should contact Matt Hallam (Head of School) - see contact details below.

### Opportunities for provider access

- 7.2. A number of events, integrated into our careers programme, as outlined in the table above, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Please speak to the Head of School to identify the most suitable opportunity for you.
- 7.3. Meaningful online engagement is also an option and we are open to providers that are able to provide live online engagement with our young people.
- 7.4. Providers are welcome to leave a copy of their prospectus or other relevant course literature at Kenwood Academy, and these will be displayed in our library on each site. The libraries are available to all young people at lunch and break times.

### Safeguarding

- 7.5. Our safeguarding policy outlines our procedures for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy.

### Premises and facilities

- 7.6. The premises in support of a provider visit include classrooms for approximately 10 students, accompanied by two members of staff.



Classrooms are equipped with a desktop computer and an interactive whiteboard.

- 7.7. Any presentations can be emailed through to the Head of School one week in advance of the agreed session and it will be set up ready to use on the day.
- 7.8. Should you require access to the internet or for students to have access to laptops please also request this when making arrangements, as a minimum, one week in advance of the session.
- 7.9. We ask that providers are mindful of the needs of our young people, by setting out the aims and structure of the presentation in advance of the session. This will enable staff to prepare young people for a meaningful encounter. The presenter should outline the aims and structure, again, at the beginning of the session with the young people to support cognition. If using presentation slides, they should be uncluttered, ideally with a dark blue font, on an off-white/light grey background.

#### Further information

- 7.10. Kenwood Academy will signpost opportunities to explore other providers through a range of government-funded resources that offer further information and support for schools, including: [Amazing Apprenticeships](#), [National Careers Service](#) website information on post-16 and post-18 options, and [Jobcentre Plus Support for Schools programme](#).

#### Complaints

- 7.11. Any complaints with regards to provider access can be raised following the school complaints procedure or directly with The Careers & Enterprise Company via [provideraccess@careersandenterprise.co.uk](mailto:provideraccess@careersandenterprise.co.uk)

## 8. Impact

- 8.1. In 1967 David Sainsbury set up the Gatsby Charitable Foundation and agreed its first grant – £50 to the Liverpool School of Tropical Medicine. David Sainsbury (now Lord Sainsbury of Turville) has since given Gatsby more than £1 billion to distribute to charitable causes. In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the [Good Career Guidance report](#).
- 8.2. The eight Gatsby Benchmarks defined in the report serve as a framework for world-class careers provision and have been adopted as part of the Government's Careers Strategy, statutory guidance for schools and guidance for colleges.



- 8.3. In addition, The Careers & Enterprise Company now supports the implementation of the Benchmarks in education with a national network of support, resources and targeted funding.
- 8.4. One way in which we monitor the success of our careers curriculum at Kenwood Academy is through an online Compass Evaluation tool which measures the implementation of our careers curriculum against the eight Gatsby Benchmarks. We complete this evaluation each term and publish this on our school website.

## 9. Destinations

- 9.1. We will collect and maintain accurate data for each young person on roll at Kenwood Academy on their education, training or employment destinations for at least three years after they leave school or from the end of KS4, whichever is sooner.
- 9.2. To collect individual level data, Kenwood Academy can:
- collect the data by contacting former pupils. In doing so, we will need to be aware that the collection, retention and later use of pupils' contact details will involve the processing of personal data, for which Kenwood Academy will need to satisfy ourselves that we have the proper legal basis.
  - establish an effective data-sharing agreement with the relevant local authority. Local authorities (LAs) have a statutory duty to track and support all 16- and 17-year-olds in their area. This duty extends to young people with SEND up to the age of 25. Kenwood Academy has a corresponding statutory duty to collect and share data with LAs to support this. Kenwood Academy does not need consent to collect or share this data with LAs. LAs are not required to share data on former pupils with schools but have broad powers under which they may be able to share information on 16- and 17-year-olds if schools request it.

## 10. Contact information

- 10.1. Parents and carers will receive information and updates about ways to support young people on their journey into the world of work through EHCP reviews and over the course of the year as opportunities become available.
- 10.2. If you would like any more information about our careers programme or further help and support please contact:





- **Kenwood Academy's Careers Lead:** Matt Hallam (Head of School)
- **Email:** kenwood@nexusmat.org
- **Telephone:** 0114 2582140
- **Nexus MAT Careers Advisor:** Sarah Richardson
- **Email:** kenwood@nexusmat.org