



“WORKING *HARD*, ACHIEVING *MORE*”

**Careers Strategy & Planning 2023 – 2025
(including Provider Access Policy Statement)**

*“Choose a job you love, and you will never have to work a
day in your life,” Confucius*

Vision

Our vision: To send students out into the world that we would want to work with as colleagues, to ensure our students have the skills, knowledge and qualities to manage their career, to get real happiness and satisfaction from what they do in their work and to develop a desire for lifelong learning.

Introduction and Values

We are committed to our core values within our Careers programme, specifically developing Tenacity within our students in the aftermath of the Pandemic and the wider disruption there is within the workplace as skills and job requirements change radically as society changes and technology redefines our working lives.

This document aims to outline for all stakeholders, staff, students, governors how we will do this, what students can expect each year, how we plan to enhance our provision, track the performance of our programme against benchmarks and record the destinations of students.

With this strategy we want to;

- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).
- Empower students to plan and manage their own futures.
- Provide comprehensive information on all pathways available to students, including technical qualifications and apprenticeships.
- Raise aspirations and enable students to deal and bounce back from setbacks.
- Develop confidence within our students to push themselves.
- Promote equality, diversity, social mobility, and challenge stereotypes.
- Enable students to sustain employability and achieve personal and economic wellbeing throughout their lives.

Sarum Academy **Careers Leader** is Gareth Jones, **Link Governor** is Richard Millidge

Statutory requirements and expectations – our commitment

Sarum Academy is committed to meet of all its statutory obligations in respect of Careers Education.

- We are committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships.
- Promote equality of opportunity, eliminate harassment and discriminatory practices and support students with protected characteristics.
- Ensure independent careers guidance from year 7 to year 13 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways, and is focussed on the student.
- That all students will have had access to one independent guidance interview before the end of Year 11 and a subsequent interview before the end of Year 13
- That all Education and Training providers will have access to students with a specific policy for external providers.

Equality and Diversity

Careers education is provided to all pupils and provision is made to allow all pupils to access the curriculum. Pupils are encouraged to follow career paths that suit their interests, skills, and strengths with the absence of stereotypes. All pupils are provided with the same opportunities and diversity is celebrated. Please see our [Equality Policy](#) for further information

Level 2 Learners

Pupils leaving the Academy working below Level 3 and not able to access the courses and qualifications on offer at the Academy Sixth Form are signposted to other provision available locally. The range of courses available at these providers is better suited to the needs of pupils. These pupils are tracked carefully, and support is sought from Wiltshire Council in ensuring students do not become NEET

How will the Careers Programme be evaluated?

This will take place annually and will include:

- Feedback from pupils in the form of a pupil survey in PSHCE lessons
- Feedback from parents in the form of a parent survey once a year
- Feedback from WEX placements
- Feedback from Mock interviews by employers
- Utilising Compass + to report on Careers activities within the Academy to ensure that Gatsby benchmarks are hit and identify any gaps.
- Working with the local CEC to benchmark against best practice within other schools and to identify any gaps.

The evaluation will be undertaken by the Careers Leader and shared with the link Governor for careers and SLT.

Our Stakeholders / Partners



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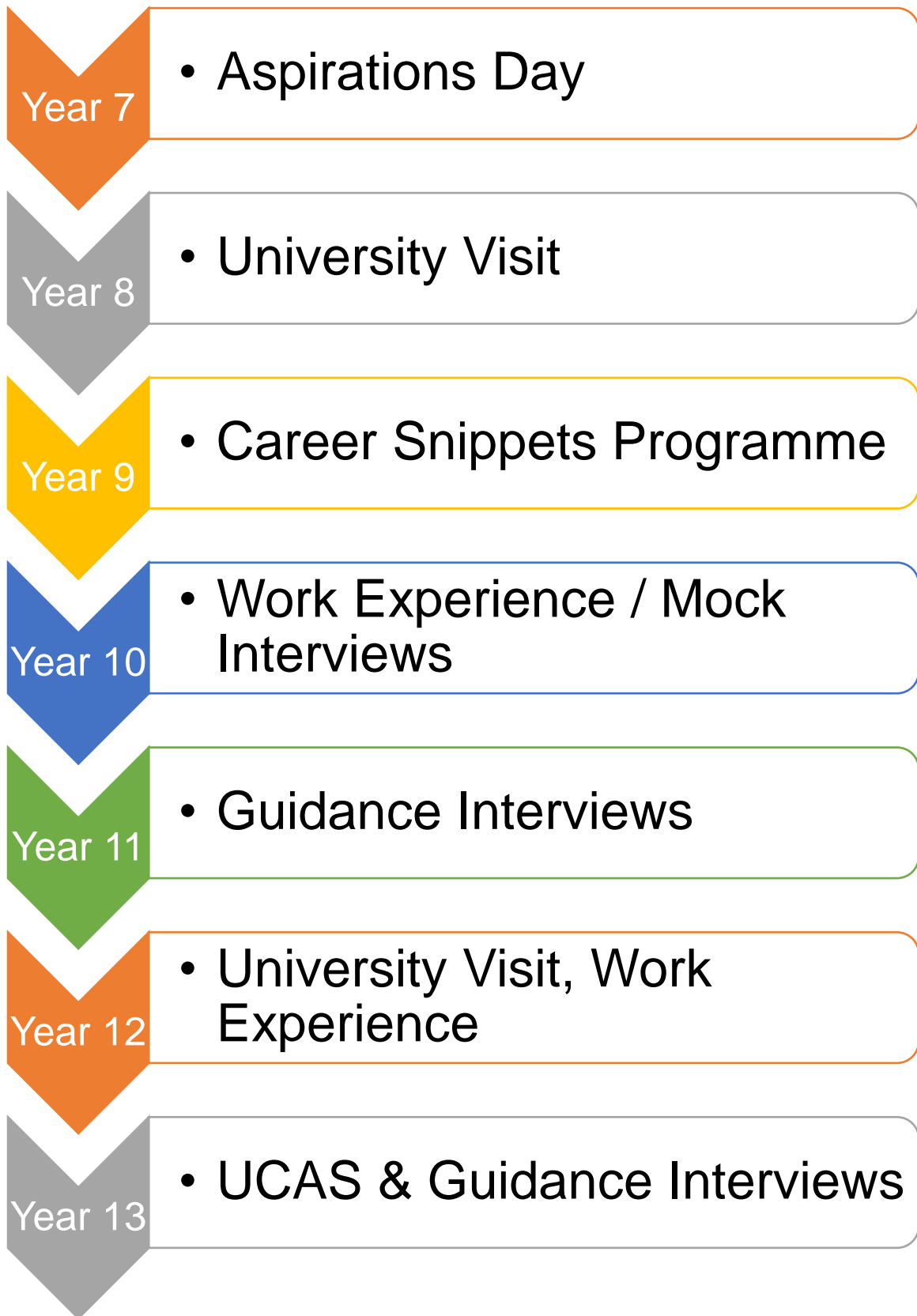
**SARUM
ACADEMY**

**THE CAREERS &
ENTERPRISE
COMPANY**



**Salisbury & District
Education
Business Partnership**

Major Careers Experiences





Careers at Sarum Academy



Careers Education, Advice, Information and Guidance – Mapping and Implementation

Year	Focus	Activities-Inputs	Pupil Leadership Opportunities	Personal Social, Health & Citizenship Education	Additional support for vulnerable groups
7	Aspirations for the future	Meet the Tutor Evening Parent Teacher Conference	School Council Peer mentors Ethos Group Pupil Leaders	Aspirations for the future Enterprise Skills (product to promote and budget) Challenging Career Stereotypes Raising aspirations – Career Paths School Diversity Week	Literacy Interventions ELSA, self-esteem, anger management groups Social stories work
8	Personal reflection, career paths and options	Parent Teacher Conference Options Evening Options Interview Y8 University Visit Career Snippets	School Council Peer mentors Ethos Group Pupil Leaders RP Ambassadors	Personality Type & Linking skills to careers Research expectations for variety of careers > Aspirational Mapping options to careers School Diversity Week	Literacy Interventions ELSA, self-esteem, anger management groups 1:1 careers research support from TA
9	Personal reflection, career paths	Career Snippets – Employer Engagement Careers Newsletter	School Council Ethos Group Tour Guides Enrichment Programme RP Ambassadors	Goal setting & Enrichment & Aspiration Enterprise project Apprenticeships & Further Education Options planning and careers discussions School Diversity Week	Literacy Interventions ELSA, self-esteem, anger management groups
10	Work experience including preparation, implementation, and evaluation – CV's	Parent Teacher Conference Work Experience Mock interviews Mentoring Career Snippets – Employer Engagement Y10 Small group Careers Workshops WIN Connect programme, Interview, and confidence skills Careers Newsletter	School Council Peer Readers Ethos Group Duke of Edinburgh Scheme, including service Academy Ambassadors	Work Experience Mock Interviews CV Preparation / Personal Statements taken from CV Work experience review and evaluation School Diversity Week	Attendance intervention Vocational College Placements Bespoke Work Experience meetings
11	Post 16 choices and the application process – Destination tracking	Parent Teacher Conference Careers Guidance Interviews Post 16 Information	School Council Prom committee Duke of Edinburgh Scheme, including service	Assembly programme Discussions about next steps and transition with pastoral team Post 16 pathway opportunities on website	Priority for Careers Interviews Tracking Signposting for pupils below Level 2

		Evening Post 16 Interview Mentoring Career Snippets – Employer Engagement Careers Newsletter		School Diversity Week	Grade Booster Classes Career fair attendance
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Careers Education, Advice, Information and Guidance – Sixth Form Mapping

12/13	CVs, Personal Statements, UCAS and next steps	Parent Teacher Consultations University Visits Careers Fair Assemblies – Higher Education presentations, Apprenticeship Assemblies Career Snippets – Employer Engagement WIN Connect Programme Work Experience Mock Interviews Careers Newsletter	Senior Prefects Peer Readers Sports Leaders DofE Extended Project Qualifications	Curriculum Vitae update Y12 Independent study and behaviour for learning Staying safe – alcohol, drugs, and sexual and mental health Managing money Being an active citizen, voting Personal statements and UCAS application Higher Education Visits UCAS Conventions What Career Live Apprenticeship Assemblies School Diversity Week	Careers Interviews Retention Tracking
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The Gatsby Benchmarks

Statutory guidance for careers education published in January 2018 introduced the Gatsby Benchmarks. It is expected that schools will use the benchmarks as an audit tool, and it is a Target that schools will meet them in full by the end of 2020.

Benchmark	What does success look like?	What actions we will take as a school to achieve these targets/develop our provision?	Sarum Compass Evaluation (December 22)	% schools fully achieving benchmark Nationally	% schools fully achieving benchmark Wiltshire
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	<i>Benchmark fully met. Next steps. Develop programme more effectively based on assessments and yearly reviews</i>	100%	43%	75%
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	<i>Benchmark fully met. Majority of pupils & parents to use up-to-date careers information via the website. Employer interactions are also disseminating information Sixth Form and Main Libraries updated with resources Next steps – Distribution of Termly Careers Bulletin</i>	100%	66%	87%
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	<i>Systematic records for all pupils are kept via Career Pilot. Next steps – Distribution of Termly Careers Bulletin, work on improving the collection of destination data for students past their time at Sarum. Work more pro-actively with the local Council in respect of SEND students.</i>	100%	38%	59%
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	<i>Benchmark fully met All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of English, Maths, Science and PSHCE lessons. Next</i>	100%	60%	78%

	wide range of future career paths	<i>steps – CTL survey termly of careers education delivered and permutation of linking curriculum to careers across every subject not just benchmarks.</i>			
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.	<i>Next steps – Careers Snippets now embedded within the curriculum for Years 9, 10 & 12, provision to widen for remaining Years 11 & 13. Leverage Careers Collective for experiences with Years 7 & 8.</i>	100%	56%	77%
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.	<i>Benchmark fully met. Next steps – Move back to Physical WEX placements as soon as safe to do so after the Pandemic, continue to support students and ensure that Year 12 experiences are more targeted</i>	100%	36%	66%
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.	<i>Next steps - Introduce a second university visit into KS3 within Year 9. Develop ASK apprenticeship Assembly into Year 10. Identify and ask ITP's to present as part of the Career Snippets programme.</i>	100%	33%	59%
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.	<i>Benchmark fully met – all pupils meet with independent careers advice for a careers interview. Next steps - Introduce a second interview within Sixth Form if WIN support continues and look at rolling out small group work within Year 10 from MLP Careers Provision. Develop systems for getting feedback and monitoring quality and effectiveness of interviews.</i>	100%	100%	70%

Provider Access – Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 8-13 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 broad range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, PSHCE lessons, group discussions and taster events.
- to understand how to make applications for the full range of academic and technical courses.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

Management of provider access requests

Opportunities for access

Several 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: Please see our Careers Map for full possible touch points within our Careers Planning and Strategy Document [on our website](#) to identify the one that would be best suited for your organisation. As an initial guide, this will include PSHCE lessons, Assemblies, Career Snippets as well as Extended Learning Days & Careers Fairs as primary touch points. We welcome both in the flesh encounters and online events to ensure providers can reach as many students as possible.

Procedure

A provider wishing to request access should contact Mr Gareth Jones as Careers Leader via email, gareth.jones@sarumacademy.org or via the main office on 01722 323431. We will always work with providers in ensuring that access is given wherever possible to talk to our students. If a provider wishes to complain about any aspect of obtaining access or access they have with our students, they are invited to write in the first instance to the Deputy Head, Richard Clarke richard.clarke@sarumacademy.org

Premises and facilities

The school will make the performance hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers section of the Library, which is managed by Pupil Services. The Library is available to all students at lunch and break times and literature will also be made available to Careers professionals to distribute.

Destinations Data

Our Destinations Data is kept as a separate bespoke report with granular information about industry areas as well as destination data, [please see our website here](#) for detailed information, updated each year.

Previous Providers

For a list of previous providers, as well as information about all the opportunities our students receive as part of their careers education, please see the download of our full [Careers plan from Compass+](#)

Approval and review

Next review: *February 2024*

Signed:

Chair of Governors/Link Governor

Head teacher