

# Mildenhall College Academy

## CAREERS GUIDANCE PROCEDURE 2023 - 24



**Mildenhall College**  
A C A D E M Y

		<b>Last Reviewed:</b>	<b>September 2023</b>
<b>Responsibility for Review:</b>	<b>R Goodenough</b>	<b>Next Review:</b>	<b>September 2024</b>
		<b>Originated:</b>	<b>November 2019</b>

## Our Vision

### **Our vision for Careers Guidance at Mildenhall College Academy is:**

To ensure that Careers Guidance at our academy supports our students to gain the confidence and motivation that they need to prepare them for the opportunities, responsibilities and experiences ahead.

This strategy sets out a clear plan on how we intend to work towards meeting this vision in the short, medium and long term. It is to be read in conjunction with our careers policy that can be found on our website.

**All students within the academy have access to careers education. This is evidenced by the Gatsby benchmarks.**

### **Aims**

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

## Objectives

- To meet and exceed the eight Gatsby benchmarks for good career guidance as recommended by the Department of Education Careers Strategy 2018
- To become recognised as the leading academy in CEIAG within the Academy Transformation Trust.
- To enable all learners to reach a positive, and sustained destination in learning or training after Year 11 and Year 13.
- To increase participation in Apprenticeships/ Higher Education and to meet Provider Access Legislation.

We will monitor and evaluate our progression in achieving these aims on a termly basis and review annually with the support of the Enterprise Advisor.

## Our Strengths

- Work experience within sixth form
- Employer encounters
- Friday Futures
- Dedicated members of staff within CEIAG
- Supportive Local Governing Body
- Links with the Enterprise Advisor Network
- Links with HE

### THE BAKER CLAUSE

The Baker Clause is an amendment to the Technical and Further Education Act 2017 which states that schools must allow colleges and training providers access to all students in years 8- 13 to tell them about non-academic routes which are available to them.

The provisions made at Mildenhall College Academy are covered by the Careers Strategy and Programme of study.

In summary, all students at Mildenhall College Academy have opportunities to learn about opportunities to access alternative routes to employment, including vocational qualifications and apprenticeships via readiness curriculum activities which include; SKL lessons, assemblies, tutorials, external speakers, Friday Futures, work experience and careers fairs.

## Development Plan: Mildenhall College Academy

Using the Compass tool has enabled us to see how the provision of Careers Guidance at Mildenhall College Academy compares against the Gatsby benchmarks, a nationally recognised standard of good practice. Although we have achieved 100% throughout the benchmarks, we aim to be better than 100% and go above and beyond.

Results from Compass | Date: 17<sup>th</sup> July 2023

### Careers Strategic Plan – Context for Goals

Goals	Evidence/Justification for each Goal Drawing insights for justification from the learning and evidence from the literature and practice e.g., evaluation, assessment (e.g., Compass, Force Field Analysis) etc.
To increase the amount of personal guidance within the academy. GB8	<ul style="list-style-type: none"> <li>- GB8 at 100%.</li> <li>- By the end of year 13 the majority of students will get a one-to-one career advisor appointment.</li> <li>- By the end of year 11 the majority of all students will have had a 1:1 appointment. Although some are targeted for more specific intervention and follow-up dependent on their individual need.</li> <li>- Recruitment of more hours into the personal guidance team must be sourced to gain compliance with GB8.</li> <li>- Destination data is sitting below 95% even though there is a 100% offer rate at the end of year 11. Ensure career guidance is adequate to support effective decision-making. Investigate why students do not remain in sustained destination.</li> <li>- Ensure all routes at post 16 are available and explained to students with equal emphasis. Is it too focused on traditional routes?</li> </ul>
To increase experiences with workplaces.	<ul style="list-style-type: none"> <li>- GB6 at 100%</li> <li>- All students are exposed to online material/ employers visiting the academy.</li> <li>- Ensure professional and vocational routes are available to students to give them impartial viewpoints.</li> <li>- Week 1 work – preparing students for jobs that do not even exist. How can I combat this? Ensure innovative business included. Ensure all employers are asked to talk about how their sector is likely to change over the coming decade when they engage with students.</li> </ul>
To analyse destination data with more scrutiny to identify key themes.	<ul style="list-style-type: none"> <li>- Whilst destination data for the academy is produced each year for the academy and trust and appears on our website, a more detailed analysis could be produced. Are we providing the correct amount of exposure at the right times for our students? Are we overly reliant on a few good encounters rather than trying to get a broader range built into the careers plan?</li> </ul>

	<ul style="list-style-type: none"> <li>- Career Leader holds the responsibility for the pupil premium expenditure. Look at patterns between student demographics and their intended destinations. Investigate whether PP students traditionally go onto work related courses at the local college, are at higher risk of becoming NEET / not sustaining their destination?</li> </ul>
To increase employer contributions to all faculties within the academy.	<ul style="list-style-type: none"> <li>- To create careers champions for each faculty, responsible for championing careers within each of their faculties. SOL and curriculum maps updated to include learning from LMI information for their faculty area. To plan displays from each faculty, championing jobs in that field.</li> <li>- To review an audit completed last year on faculty involvement with employers to see whether faculty leaders have acted upon Career Leader advice and feedback. Work with all FLs to ensure they have at least one encounter with an employer once a year in their faculty area.</li> <li>- To maintain 100%+ on GB4 and GB5.</li> </ul>
To increase parental engagement with post 16 and post 18 routes.	<ul style="list-style-type: none"> <li>- Parental engagement at the academy is low to moderate. At parents' evenings we range between 50-70% turn out. At an event for parents and carers in November 2022, we had 30 parents sign up but only 15 attended.</li> <li>- Investigate why parents do not engage with our academy across the variety of planned events.</li> <li>- Trial different methods of engagements.</li> <li>- Get feedback on parental engagements.</li> </ul>
Creating a map of all the evaluation that takes place within careers.	<ul style="list-style-type: none"> <li>- Evaluation takes place but is not uniform or consistent. Academy practice varies depending on who leads the event. Does the academy need to create a more standardised approach to feedback being obtained?</li> <li>- How do we best use this feedback?</li> <li>- Implement ideas and new strategies based on evaluation.</li> </ul>
Careers champions within each faculty.	<ul style="list-style-type: none"> <li>- As mentioned above, create new posts within the academy.</li> <li>- Job description to be created.</li> <li>- Discussion with Principal on how to proceed.</li> </ul>
Increase hours of careers advisor to meet GB8	<ul style="list-style-type: none"> <li>- 20 days per annum currently. Not enough to hit 10% or GB8. The focus has been on PP and SEN students to secure an offer of learning.</li> <li>- Support from NEACO winding down. Currently only working with Yr 10-13. Next year it will be Yr 11-13.</li> <li>- Source funding for recruitment for more provision.</li> <li>- Be creative with small group careers sessions.</li> </ul>
Increase awareness of apprenticeships, internships, and traineeships.	<ul style="list-style-type: none"> <li>- Incorporate more work from Apprenticeships Suffolk</li> <li>- Ask Apprenticeships Suffolk to lead on staff training to lead on types of apprenticeships.</li> <li>- Ensure Baker Clause is met.</li> <li>- Statutory requirement for all routes to be taught.</li> </ul>

## Roles and Responsibilities

Careers guidance is the responsibility of all relevant staff at Mildenhall College Academy

Name	Title	Main responsibilities
<b>Mr Richard Goodenough</b>	Career Leader	Developing strategy, careers programme, tracking destinations
<b>Mrs Nicki Howe</b>	Guidance Adviser	1:1 interview, class workshops.
<b>Mrs Jane Seaney</b>	Careers Administrator	See job description
<b>Miss Sarah McGahan</b>	SENCo	Co-ordinating EHCP (Educational Health Care Plan) and careers interviews
<b>Ms Jacqui Burke</b>	Enterprise Adviser	Supporting employer engagement
<b>Mr Darian Vomund</b>	Enterprise Co-ordinator	Support from the LA (local authorities)
<b>Mr Paul Ngum</b>	Link Governor	Challenging the academy on decisions made with relation to CEIAG.

### Job Description of the Careers Administrator – reporting to the Career Lead

To promote the academy ethos of working together; supporting individuals, work hard; be kind and MCA TRAITS by leading by example and by leading on the provision of a wide a range of impartial careers information, advice and guidance to students in Years 7-13.

#### Responsibilities specific to the role:

- Planning, coordinating and 1:1 guidance with students for the career's advisor
- Providing information for the academy to use in visual displays, tutor time and at MCA6 to inform students of career and study opportunities. #TransformingLives
- Delivering small group sessions to support students and to gather information that can be used in the planning of the curriculum and wider CEIAG offer.
- Create future resources across the different year groups to inform them of opportunities and the actions they need to take to be successful in school and beyond.
- Liaising with the Assistant Principal Personal Development to ensure that all statutory requirements are met
- To support information evenings including; parents' evenings, KS4 and KS5 information evenings and others as agreed.
- With the Assistant Principal Personal Development, ensure the academy fulfils all the Gatsby Benchmarks.
- Meet with Governors and Local Authority each half term.
- Use compass plus to plan, track and evaluate careers opportunities as well as engaging with local employers to provide a range of opportunities for students.
- To visit work experience placements and monitor and support lower school placements under the direction of the Assistant Principal Personal Development.

## **Work Experience**

It is vitally important that students have experience of the world of work. Work experience is set up for all students in year 12 in the summer term. It is possible that work experience can be provided for students in the lower year groups to support their studies. Any requests for this must be made to Mr Goodenough.

All work experience placement checks are completed by Grofar prior to students starting at that placement.

## **Careers Appointments**

Students requesting a careers appointment should speak to Mr Goodenough or Mrs Seaney who will ensure an appointment is made. Staff can also request an appointment to be made for a student to see a careers advisor. This must also be done via Mr Goodenough or Mrs Seaney. Appointments will be with either: -

Nicki Howe – Careers Advisor

Jane Seaney – Careers Administrator

## **Priority**

Whilst all students are entitled to see a careers advisor there is limited time available for appointments. Therefore, priority will be given in the following order: -

- Year 11 and Year 13 students
- Students at risk of NEET/ NIL
- SEN Students, PP Students, CLA students
- All other students

## **Monitoring**

Student attendance at careers events is recorded in Compass +. An online recoding system that measures attendance against the Gatsby Benchmarks.