



# Three Towers

An Alternative Provision Academy

*Expanding Horizons*

## CEIAG Strategy

Careers Education, Information, Advice & Guidance

Adopted: September 2020

Review: as required by statutory guidance

## 1. Introduction

*“High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.”*

(Careers guidance and inspiration in schools - DfE March 2015)

## 2. CEIAG Staff

Provision of careers education, information, advice and guidance will be delivered by TTAPA staff and monitored by:

CLT Link:	Mrs C Lynch – Deputy Headteacher
Careers Leader:	Ms J Heyes - Head of Vocational Learning
Independent Careers Advisor:	Ms Anne Harry- Aspiring Futures

## 3. Aims.

Impartial, independent careers education enables our learners to:

- Understand themselves and develop their capabilities
  - consider their personal skills, attributes and qualities;
  - develop key skills and capabilities including career management skills such as self-reliance and presentation;
  - formulate and discuss their values, attitudes and preferences in relation to work; and
  - investigate social and moral issues at work.
  
- Investigate careers and opportunities
  - consider the changing patterns of work and careers;
  - find out about the range of education and training options including apprenticeships and other vocational pathways;
  - investigate the knowledge and skills people need at work and the methods used to assess these;
  - use occupational and labour market information to investigate opportunities.
  
- Implement their career plans
  - make decisions concerning their post-16 choices;
  - seek and use information and guidance to shape their plans;
  - use self-assessment in their career planning;
  - use action planning and the recording of achievement to support their career development.

## 4. Curriculum & Delivery

Our careers programme is designed to meet the needs of the students at TTAPA.

We provide

- annual Careers Fayre;

- career guidance meeting with an independent Level 6 advisor in a suitably quiet place;
- C.V and personal statement writing;
- interview tips and mock interviews;
- regular Careers Newsletters including up-to-date information on college and apprenticeship/training provider open days;
- support with College, traineeship and apprenticeship applications and interviews;
- university campus visits.

Additional prospectus and other relevant course literature is available from the Vocational Learning Team.

	<b>Aim</b>	<b>Careers Programme</b>
Y 7 - 9	<p>To raise awareness of a wide range of careers and pathways;</p> <p>To identify, strengths and skills;</p> <p>To develop confidence and have expectations of themselves and for their futures.</p>	<p>Careers Fayre;</p> <p>PSHE Career related activities;</p> <p>Enterprise activities;</p> <p>National Careers Week;</p> <p>Career Journey- developing an understanding of how the curriculum links to different careers;</p> <p>Y9 discussions around options and vocational provision.</p>
Y10	<p>To develop awareness of a wide range of careers and pathways;</p> <p>To develop confidence and have expectations of themselves and for their futures.</p>	<p>Careers Fayre;</p> <p>Guidance Meeting for identified learners;</p> <p>PSHE Career related activities;</p> <p>National Careers Week;</p> <p>Career Journey- developing an understanding of how the curriculum links to different careers;</p> <p>iDEA Digital Award;</p> <p>Vocational option/ Work experience;</p> <p>Weekly Work-Related Learning (WRL) Lesson;</p> <p>Guest Speakers.</p>
Y11	<p>To increase awareness of a wide range of careers and pathways;</p> <p>To develop, knowledge and skills;</p> <p>To improve learners confidence and have expectations of themselves and for their futures.</p>	<p>Careers Fayre;</p> <p>Level 6 Guidance Meeting;</p> <p>PSHE Career related activities;</p> <p>National Careers Week;</p> <p>Career Journey- developing an understanding of how the curriculum links to different careers;</p> <p>iDEA Digital Award;</p> <p>CV and Personal Statement writing</p>

		sessions; Mock Interviews; College talks; College taster day; Guest Speakers; Vocational option/ Work experience; Weekly Work-Related Learning (WRL) Lesson.
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## 5. Useful Links

The Labour Market- Career Opportunities

<https://bridgegm.co.uk/labour-market-information>

Parental Guidance

<https://www.parentalguidance.org.uk/>

A Parent's guide to on paths to professional careers

<https://careers.icaew.com/-/media/careers/files/brochures/paths-to-professional-careers-a-parents-guide.ashx>

The Buzz Quiz- inform and inspire young people's career choices

<https://icould.com/buzz-animals/>

National Careers Service

<https://nationalcareers.service.gov.uk/>

The national online careers film and video library

<https://www.careersbox.co.uk/>

A Parent's Guide to Apprenticeships

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/711088/Parent-Guide-Apprenticeships.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/711088/Parent-Guide-Apprenticeships.pdf)

Apprenticeship Opportunities

<https://www.gov.uk/apply-apprenticeship>

Greater Manchester Apprenticeship and Careers Service

<https://gmacs.co.uk/>

The governments guide to apprenticeships

<https://www.apprenticeships.gov.uk/>

Prospectus finder for universities

<http://www.prospectusfinder.co.uk/>

NGTU (Not Going to Uni)  
<https://www.notgoingtouni.co.uk/>

My First Job  
<https://www.getmyfirstjob.co.uk/>

Go Construct  
<https://www.goconstruct.org/>

The skills needs of the British construction sector  
<https://www.citb.co.uk/>

Autocity - automotive industry  
<http://www.autocity.org.uk/>

Your Future in Automotive  
<https://www.fisita.com/yfia>

Jobs in Science and Maths  
<http://www.futuremorph.org/>

NHS Health and Careers  
<https://www.healthcareers.nhs.uk/>

Army  
[www.army.mod.uk](http://www.army.mod.uk)

Royal Navy  
[www.royalnavy.mod.uk](http://www.royalnavy.mod.uk)

## Appendix 1: Gatsby Benchmarks

The Gatsby Benchmarks are a framework of **8 guidelines** that define the best careers provision for schools and colleges.

### Benchmark 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 pupils, parents, teachers and employers.

### Benchmark 2: Learning from labour market information

Every pupil, 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.

### Benchmark 3: Addressing the needs of every pupil

Pupils have different career guidance needs at different stages. 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 considerations throughout.

### Benchmark 4: Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

### Benchmark 5: Encounters with employers and employees

Every pupil 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.

### Benchmark 6: Experiences of workplaces

Every pupil 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.

### Benchmark 7: Encounters with further and higher education

All pupils 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.

### Benchmark 8: Personal guidance

Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.