

Joyce Frankland Academy, Newport
Careers Education, Information, Advice and Guidance (CEIAG) Policy
2022 – 2023

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ALT Link: Daniel Langley

Governor Link: ...



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1 CEIAG Intent

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. (www.gatsby.org.uk)

Students in their time at JFAN are supported and guided to explore available opportunities and skills, understand how to fulfil potential and flourish in future destinations.

Our intent at Joyce Frankland Academy, is to provide a broad, balanced careers curriculum, which embraces our core beliefs of; **Explore, Fulfil, Flourish**, and which provides the deep knowledge and understanding needed to allow all students to develop into **independent, inquisitive, imaginative** and **insightful** citizens who contribute positively to their communities through the employability skills linked to the 4Is.

Careers Education, Information, Advice and Guidance (CEIAG) is an essential element of the support given to students at Joyce Frankland Academy, enabling them to prepare for the choices, challenges and opportunities that arise at each stage of their development, both in the Academy and post-18. This is planned for and delivered in key phases of their time at JFAN, with the meetings varying according to this.

In setting out to achieve our aims, Joyce Frankland Academy uses the Gatsby Charitable Foundation's Benchmarks to develop and improve the school's careers provision. The Academy recognises that revised statutory guidance is structured around these benchmarks and that by adopting them we can be confident that we are fulfilling our legal duties. In addition to this, we work alongside the Careers Development Institute to build on their guidance of 'I can' statements by the end of KS3, KS4 and KS5.

The eight Gatsby benchmarks of Good Career Guidance are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The six areas of the CDI Framework are:

1. Grow throughout life
2. Explore possibilities
3. Manage career
4. Create opportunities
5. Balance life and work
6. See the big picture

2 Context

Joyce Frankland Academy, Newport is smaller than the average-sized secondary school. Most of our students are from a White British background and very few speak English as an additional language. The proportion of pupils supported by the pupil premium is below average, as is the proportion of students who have special educational needs or a disability. The proportion of students who enter or leave the school other than at the normal times is above average. There is an important element of students within the school that come to us from the local barracks.

The local employment data (see Appendix 1), for **Uttercliffe District** is illustrative of the socio-economic features of our locality. Such data is considered in the provision of our Careers guidance, although it is recognised that many in the population travel regularly to larger cosmopolitan areas such as London or Cambridge for employment.

As can be seen from local employment data, very many of the local employment opportunities stem from a variety of small to medium size businesses in a variety of different fields. It is further noted from the data that there is a burgeoning care and retail element, employment groups 6-7, these factors are taken into consideration as an over-arching part of whole school policy.

A more comprehensive break down of local employment by industry is available in Appendix 1.

Ambitions for our students

Preparing our students for success in life beyond Joyce Frankland Academy is our main ambition. Our Careers policy is therefore central to what we do in this aspect. All members of staff have a key part to play in this. Students see us at work every day, so we are their most significant role models as to how to act in the workplace. An essential starting point for us all, therefore, is to maintain high professional standards of dress, conduct and work.

All staff at Joyce Frankland Academy play a role in providing guidance to students, in their capacity as form tutor, subject teacher, Head of Year or Senior Leader. All subject areas and co-curricular activities help to prepare students in some way for the working world, whether that is through developing their use of the ITs and the underpinning employability skills or by meeting employers (both in school and on visits).

We strive to:

Prepare our students for the choices, challenges, responsibilities and opportunities of work, including both the emergent and currently dominant industries locally.

We encourage our students to explore local employment opportunities and we strive to offer the students an insight in to emerging employment opportunities.

Enable students to fulfil their potential here, and encourage them to aim high in their careers with their post 14, post-16 and post-18 choices.

Empower students to make informed choices and to plan and manage their own career progression so that they go on and flourish.

Senior members of staff meet with students at key transition points to discuss the options available and implications of the different choices that could be made. We also host a range of parents' information evenings from Years 9 to 13, and keep parents up to date with work related learning news and events via e-mail and on our website. We also have specific Careers focus display boards for parents to engage with during year group parents evenings. We empower students, and their parent/carers, to make important decisions more independently because they receive current information.

Students who join our school, at key transition points or otherwise, are individually given an interview that is intended to offer information, advice and guidance so that careful reflection and consideration of choices is evident.

3 Entitlement

Explicit Delivery of the Programme/Overview of Provision

Curriculum time is explicitly dedicated to Careers. Careers lessons comprise a key part of the PSHE and tutorial programme from Years 7 to 13 (please see Appendix B for further detail). Lessons are also supplemented by visits from local employers and education providers within the context of curriculum and super-curricular opportunities. Through all these sessions, students learn about different career paths and the local employment scene, gain an understanding of the skills required in the modern work place and reflect on their own personal skills, both in terms of what they currently possess and what they need to develop.

An additional aspect of our provision is through signposting, use of on-line platforms (mainly Unifrog) and resources that have been created to support our students. Time is dedicated, in school and at home, to the use of these and students regularly research and consider the resources that staff have signposted to them through the school website.

Furthermore, students are supported with independent, personalised guidance at each key phase in their education and career progression, including: a meeting with a member of the senior leadership team during their GCSE choices in Year 9, a meeting with a Level 6 trained careers advisor during Year 10/11 to support their post 16 choices and are offered a meeting with a Level 6 trained careers advisor during Year 12/13 to support their post 18 choices.

The careers education we provide has been developed in consideration of the Gatsby Report's benchmarks, the CDI (Career Development Institute) Framework for careers, employability and enterprise education 7-19. Our programme is developmental with activities in each year building on and deepening students' understanding of what has been learnt in previous years. We take an evaluative approach with our outcomes being impact led.

It is recognised that our programme must regularly develop and evolve to match both current and future employment skill needs. The CEAIG Programme, of which Careers provision is a sub-set, is subject to annual review and development on an annual basis.

Tracking the meaningful encounters that each student experiences is underway across the school. The current entitlement is that each student have at least one meaningful encounter per year in relation to Careers/WRLE and this will be logged via their Unifrog log in (please see Appendix C for further detail on

these encounters). These meaningful encounters do not include the aim that providers have multiple opportunities, with the minimum being two per phase (Year 8-9/Year 10-11 and the opportunity in Year12/13) to speak to students and their parents across Years 7 -13 to offer information on vocational, technical and apprenticeship qualifications and pathways. These meaningful encounters are planned to achieve the four key points below to abide by the 2023 updated Provider Access Legislation:

- Information about the provider and the approved technical education qualifications or apprenticeships that the provider offers
- Information about the careers to which those technical education qualifications or apprenticeships might lead
- A description of what learning or training with the provider is like
- Responses to questions from the pupils about the provider or approved technical education qualifications and apprenticeships.

More on this is outlined in the Provider Access/Baker Clause Policy Statement which can be found on our website.

4. Next Steps

Our Next Steps are identified through evaluation processes that include:

- Compass Tool
- Student feedback based on the CDI 'Can do' statements
- Parent feedback
- Employer/provider feedback
- Staff feedback

These five areas of evaluation help to shape the future careers provision, identifying areas of strength and development.

References:

Gatsby Benchmarks:

<http://www.gatsby.org.uk>

Local Employment Data:

[Labour Market Profile - Nomis - Official Census and Labour Market Statistics \(nomisweb.co.uk\)](http://labourmarketprofile-nomis.gov.uk)

Appendices:

Appendix A - Local employment data

Employment and unemployment (Jul 2021-Jun 2022)				
	Uttlesford (Numbers)	Uttlesford (%)	East (%)	Great Britain (%)
All People				
Economically Active ¹	45,700	82.0	80.3	79.6
In Employment ¹	45,200	81.0	77.9	75.5
Employees ¹	37,500	69.1	68.3	66.0
Self Employed ¹	7,700	12.0	9.4	9.2
Unemployed (Model-Based) ²	1,100	2.4	3.0	3.8
Males				
Economically Active ¹	25,300	84.9	84.0	82.4
In Employment ¹	25,300	84.9	81.6	79.1
Employees ¹	22,100	76.6	69.7	67.1
Self Employed ¹	3,200	#	11.6	11.8
Unemployed ²	1	1	2.9	3.9
Females				
Economically Active ¹	20,400	78.7	76.7	74.7
In Employment ¹	19,900	76.7	74.2	71.9
Employees ¹	15,500	60.7	66.9	65.0
Self Employed ¹	4,400	16.0	7.2	6.6
Unemployed ²	1	1	3.1	3.7

Source: ONS annual population survey

¹ - Sample size too small for reliable estimate (see definitions)

² - Estimate is not available since sample size is too small (see definitions)

³ - numbers are for those aged 16 and over, % are for those aged 16-64

⁴ - numbers and % are for those aged 16 and over, % is a proportion of economically active

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Employment by occupation (Jul 2021-Jun 2022)				
	Uttlesford (Numbers)	Uttlesford (%)	East (%)	Great Britain (%)
Soc 2020 Major Group 1-3	30,500	67.5	50.3	51.4
1 Managers, Directors And Senior Officials	6,700	14.8	11.0	10.3
2 Professional Occupations	12,700	28.0	24.4	25.8
3 Associate Professional Occupations	11,200	24.7	14.7	15.0
Soc 2020 Major Group 4-5	7,200	16.0	20.5	18.7
4 Administrative & Secretarial Occupations	3,900	8.5	11.1	10.1
5 Skilled Trades Occupations	#	#	9.4	8.6
Soc 2020 Major Group 6-7	4,600	10.2	14.2	14.6
6 Caring, Leisure And Other Service Occupations	#	#	7.7	7.9
7 Sales And Customer Service Occs	#	#	6.4	6.6
Soc 2020 Major Group 8-9	#	#	15.0	15.3
8 Process Plant & Machine Operatives	1	1	5.4	5.7
9 Elementary Occupations	#	#	9.5	9.6

Source: ONS annual population survey
 # Sample size too small for reliable estimate (see definitions)
 1 Estimate is not available since sample size is too small (see definitions)
 The figures are in % and not in absolute numbers (see definitions)

Note: Figures are % of total population

% is a proportion of all persons in employment

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UK Business Counts (2022)				
	Uttlesford (Numbers)	Uttlesford (%)	East (Numbers)	East (%)
Enterprises				
Micro (0 To 9)	5,135	91.0	245,350	90.0
Small (10 To 49)	440	7.8	22,415	8.2
Medium (50 To 249)	60	1.1	3,875	1.5
Large (250+)	15	0.3	955	0.4
Total	5,645	-	272,695	-
Local Units				
Micro (0 To 9)	5,400	87.9	267,540	85.6
Small (10 To 49)	630	10.3	36,485	11.7
Medium (50 To 249)	100	1.6	7,515	2.4
Large (250+)	15	0.2	955	0.3
Total	6,145	-	312,530	-

Source: Inter Departmental Business Register (IDBR)

Note: % is as a proportion of total (enterprises or local units)

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Employee Jobs (2021)				
	Uttlesford (Employee Jobs)	Uttlesford (%)	East (%)	Great Britain (%)
Total Employee Jobs	43,000	-	-	-
Full-Time	29,000	67.4	66.9	66.1
Part-Time	14,000	32.6	33.1	31.9
Employee Jobs By Industry				
B : Mining And Quarrying	100	0.2	0.1	0.1
C : Manufacturing	3,000	7.0	7.3	7.6
D : Electricity, Gas, Steam And Air Conditioning Supply	20	0.0	0.2	0.4
E : Water Supply; Sewerage, Waste Management And Remediation Activities	250	0.6	0.7	0.7
F : Construction	3,000	7.0	5.9	4.9
G : Wholesale And Retail Trade; Repair Of Motor Vehicles And Motorcycles	5,000	11.6	15.2	14.4
H : Transportation And Storage	9,000	20.9	5.5	5.1
I : Accommodation And Food Service Activities	3,500	8.1	6.9	7.5
J : Information And Communication	1,250	2.9	4.1	4.5
K : Financial And Insurance Activities	500	1.2	2.1	3.6
L : Real Estate Activities	500	1.2	1.7	1.8
M : Professional, Scientific And Technical Activities	4,000	9.3	9.2	8.9
N : Administrative And Support Service Activities	4,000	9.3	11.8	8.9
O : Public Administration And Defence; Compulsory Social Security	1,250	2.9	3.4	4.6
P : Education	3,500	8.1	9.5	8.8
Q : Human Health And Social Work Activities	3,000	7.0	12.2	13.7
R : Arts, Entertainment And Recreation	800	1.9	2.2	2.3
S : Other Service Activities	700	1.6	1.8	1.9

Source: ONS Business Register and Employment Survey - open access

Date: 2021-01-01

Note: % is a proportion of total employee jobs excluding farm-based agriculture

Employee data includes self-employed, government supported business and VET forces

Date includes farm-based agriculture

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Appendix B – Yearly Plan:

Our year plan is consistently updated. On page one of this document you can see the flow diagram of the focus points for each year group. If you wish to view an up to date copy of the year plan, please contact dqrindrod@joycefrankland.org

Appendix C – Examples of the meaningful encounters at JFAN

Contact With the World of Work

In the Curriculum

Activity	Impact	Evidence
Weekly Careers Sessions during form time	Students gain an understanding of the importance of Careers as a process, with a variety of specific sessions at key parts of their experience at JFAN.	Year Plan Gatsby 1 CDI 1-6
Marking policy – personal development via identified strengths/targets, green pen response, Challenge	Students gain an understanding of their strengths and areas for improvement; they are	Work scrutiny within Faculties Student questionnaire comments

Checkpoints, personalised feedback and RAG tracking	encouraged to reflect on their own performance.	Staff feedback via questionnaire. Gatsby 3, 4, 8 CDI 1, 3
Curriculum	Students develop employability skills, highlighted as the 4Is, through tasks completed in class; students learn about specific careers related to their subjects	Work scrutiny within Faculties Staff feedback via questionnaire Careers Week Gatsby 1, 2, 3, 4, CDI 1 - 6
Leadership opportunities across the Academy	Students are able to be trained, model, and to develop, leadership skills that are transferable in to the world of work.	Student feedback. Unifrog Interactions. Gatsby 3, 4 CDI 1, 3, 4, 5
STEM related activities within Science and Technology	Students gain understanding of STEM related careers during lessons, including further opportunities for students through extra-curricular club attendance and the specific STEM day in Year 8, thus opening up choices for the future.	Student feedback, student participation rates. Unifrog Interactions. Gatsby 4 CDI 1, 2, 3, 4
Careers related signage, including local employment data and discussion of transferable skills on the school website, subject specific posters, Unifrog and via visits.	Students are able to see, and link, how subjects relate to potential future employment opportunities. Local employment data helps to inform student option choices in relation to emergent and dominant local industries.	Student feedback Scrutiny Unifrog Interactions. Gatsby 1, 2, 4 CDI 2, 3, 6
Subject links with local businesses and through visits or trips are encouraged as part of their curriculum.	Students see how what they are studying in class relates to the world of work	Student feedback Unifrog Interactions. Careers Week Trip evaluation forms Trip rationale forms Gatsby 4, 5, 6 CDI 2, 6

Experience of the Workplace

Activity	Impact	Evidence
Subject Trips and Talks	Subjects are encouraged to take students on trips to	Trip rationale forms Trip evaluation forms

	experience workplaces relevant to their curriculum.	Gatsby 2, 4, 5, 6 CDI 1, 2, 3, 4, 5, 6
Student events	Students complete a task set by an external employer/employee and receive feedback on the completion of this task.	Year group specific careers days Gatsby 6 CDI 1, 2, 3, 4, 5, 6

Parental/Local Community Involvement and representatives from the world of work

Activity	Impact	Evidence
Subject specific visits	Representatives from local companies deliver talks and QA sessions; students gain an understanding of different jobs, the skills and the qualifications required to do them	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6 CDI 1 - 6
Parent/Carer/Ex-Student involvement	Parents/Carers/Ex-Students attend year group specific sessions to share their experiences and expertise. This includes the year group summer Careers sessions, Careers Week sessions and curriculum time too.	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6 CDI 1 - 6
Year 7 – Our community at work	Parents/Carers/Ex-Students attend year group specific sessions to share their experiences and expertise.	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6 CDI 1 - 6
Year 8 – STEM workshops	Local STEM Businesses, Employers and Employees host workshops for students, sharing their experiences and expertise.	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6 CDI 1 - 6
Year 9 – Elite Skills Academy	The Army Outreach Team deliver sessions for students to work on the skills that make them an elite force.	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6

		CDI 1 - 6
Year 10 – Enterprise Day	Students work with local entrepreneurs to create and pitch a business idea. They develop their employability skills in a real world setting, receiving targeted and individual feedback during the day	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6 CDI 1 - 6
Year 9/10/12 - Careers Fair	Students receive presentations from local providers, employers and employees	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6 CDI 1 - 6
Year 12 and 13 – Business Speed Dating	Students have sessions to ask employers/employees/businesses about their careers and opportunities. Students also complete a task set by an employer, receiving individual feedback during the session.	Student feedback Visitor feedback Unifrog Interactions. Curriculum plans Records of student attendance, tracking Gatsby 2, 4, 5, 6 CDI 1 - 6

Information and Guidance Meetings

Activity	Impact/Amplification	Evidence
Year 7 transition/transfer interviews	All new Year 7 students are interviewed with their parent/carer by a member of senior staff in order to discuss potential options and to start the personalisation process.	Student uptake Unifrog Interactions. Gatsby 3,8 CDI 1-6
Year 9 options interviews	All students given an options interview with their tutor/Head of Year at which students are advised about the choices they are making for their options. Some students are invited for a second interview with a senior member of staff.	Students make realistic choices for option subjects Unifrog Interactions. Gatsby 3,8 CDI 1-6
Post 16 Guidance meetings	Members of the year group form team have meetings with students to discuss	Unifrog Interactions. Student feedback Staff feedback

	their choices and provide advice; students are supported to make informed choices. Students that require further support if they are deemed to be at risk of NEET are referred to the Region of Learning Project with Form the Future.	Gatsby 3,8 CDI 1-6
Year 10/11 Guidance meetings	Students meet with a Level 6+ trained advisor to discuss their career pathways.	Unifrog interactions Student feedback Action plans Advisor feedback GB 3,8 CDI 1,2,3,4,5,6
Region of Learning Project	Students deemed to be at risk of NEET, or meet the other requirements are identified to take part in the project of CEIAG	Unifrog Interactions. Student feedback Staff feedback Gatsby 3,8 CDI 1-6
Target group mentoring via ALT	Ensuring that all target group students plan for an appropriate progression route into GCSE, 6 th Form, further or higher education, employment or apprenticeships or GAP years.	Student feedback Unifrog Interactions. Improved attainment Improved attendance Fewer Gatsby 3, 8 CDI 1-6
Rotary Club Mock Interviews	Students gain interview IAG as well as guidance regarding potential local career paths.	Student feedback Unifrog Interactions. Visitor feedback Records of student attendance, tracking Gatsby 2, 3, 5
Post 18 Guidance meetings	Members of the year group form team have meetings with students to discuss their choices and provide advice; students are supported to make informed choices. Students that require further support if they are deemed to be at risk of NEET are referred to the Region of Learning Project with Form the Future.	Unifrog Interactions. Gatsby 3,8 CDI 1-6
Year 12/13 Guidance meetings	Students are offered the opportunity to meet with a	Unifrog interactions Student feedback

	Level 6+ trained advisor to discuss their career pathways.	Action plans Advisor feedback GB 3,8 CDI 1,2,3,4,5,6
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Approval and review

Approved [date] by Governors at Curriculum and Standards Committee

Next review: September 2023

Signed:

Chair of Governors

Head teacher