**Sheffield Springs Academy**

**Careers Programme**

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**2022 - 2023**

**It starts with a DREAM**

**Add FAITH & it becomes a BELIEF**

**Add ACTION & it becomes a way of LIFE**

**Add PERSEVERANCE & it becomes a GOAL**

**Add PATIENCE & TIME, it becomes a DREAM come TRUE**

It is our **AMBITION** to have a well-established programme of activities designed to support our pupils as they choose their 14 – 19 pathways that are right for them. To work closely with businesses, colleges, and universities within Sheffield. To support pupils’ individual needs, ensuring they have academic and vocational opportunities to ensure they are fully prepared for life after Sheffield Springs Academy. In essence, we want our pupils to match our AMBITION and forge their own way in life to becoming well rounded, contributing human beings.

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**Guiding Legislation** - [DFE - Skills for Jobs & Lifelong Learning](http://www.gov.uk/government/publications/skills-for-jobs-lifelong-learning-for-opportunity-and-growth)

The legislation that governs Careers Education Information and Guidance within secondary schools was defined within the government paper Skills for jobs: lifelong learning for opportunity and growth. This paper sets out clear expectations for the support students should receive, employer engagement and how the impact of careers education should be measured. For your information, please see below for the two key guiding principles included in the paper.

**The Baker Cause**

The Bakers describes the rights of our students to access impartial and personal guidance in relation to their career and educational progression. Please see the full clause below:

‘Schools and colleges have a responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need.’

**The Gatsby Benchmarks**

As with all schools, we are required to use the Gatsby Benchmarks as the primary measure and guidance for our careers programme. Please find below a description of each of the benchmarks below:

|  |  |
| --- | --- |
| **Benchmark** | **Description** |
| 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. |
| 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. |
| Addressing the needs of each 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| Personal guidance | Every pupil should have opportunities for guidance interviews with a career’s 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. |

**Leadership Structure for CIEAG**

Careers Education is an integral part of supporting our student progression. A map of how the careers leadership can be seen below. It is also important to highlight that the Careers Team also works closely with the SEN Team, Behaviour and Safeguarding as well as the Local Authority to ensure that students are given the best opportunities possible.

**Careers Access Policy**

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.

To view the full policy please follow this link – <https://www.sheffieldsprings-academy.org/about-us/policies>

**Careers Programme**

Below sets out our career programme that our students will progress through exploring their career aspirations, employability skills and possible educational or training pathways. The exact activities may vary due to offers from local employers and educational providers however, they will compliment or be comparable to the activity laid out in the programme below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Careers Education** | | | | **Careers Activities** | |
| **Building Foundations** | **Year 7** | All pupils will work on key employability skills throughout the year during tutor time alongside encounters with both local employers and education/training providers.  Student will take part in ASPIRE Questionnaire exploring their understanding of their own skills, local labour market and their own aspirations.  They will be exploring employability skills through The Springs Challenge and will have to give a public presentation by the end of the year.  All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and Character Days. Alongside activities exploring career skills and local labour market information. | Early Risers- Enterprise Day  Character Days  National Careers Week  National Apprenticeship Week  Nebula Programme  Hepp Talks  Shef Fest  NOMAD Understanding the Charity  BAE & Air Force Roadshow  Army Apprenticeship Talk  Barclays Life Skills  Employer Encounters  Apprentice Meeting  Our Staff Careers Quiz  Career Drop Ins | |
| **Year 8** | All pupils will work on key employability skills throughout the year. They will be continuing to engage with providers with a move to experience which allow them to explore the skills and business sectors in more detail.  Student will take part in ASPIRE Questionnaire exploring their understanding of their own skills, local labour market and their own aspirations.  As part of The Springs Challenge pupils will be working towards completing the Crest Award during tutor time. They will also visit either STEM events at the Big Bang Fair or Get Up to Speed Event.  All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and Character Days, alongside activities exploring career skills and local labour market information. | Character Days  National Careers Week  National Apprenticeship Week  Nebula Programme  Hepp Talks  Shef Fest  Get Up To Speed  Army Apprenticeship Talk  Employer Encounters  Apprentice Meetings  JCP Careers Session  Barclays Life Skills  Henryboot Careers Partner Session  Careers Drop Ins | |
| **Creating Aspirations** | **Year 9** | All students will have a group meeting with the school’s careers adviser where they will be able to discuss their current aspirations and GCSE options. Supported by form period activates exploring the different aspects of post-16 progression.  Student will take part in ASPIRE Questionnaire exploring their understanding of their own skills, local labour market and their own aspirations.  As part of The Springs Challenge pupils will be competing in a Social Action Prject developing their creativity skills as well as presentation and planning skills. They will also put themselves to the test completing a 15-mile walk.  Pupils can apply to be on the Better Learner Better Workers, Discover US and Mosaic schemes focusing on STEM and employability skills.  All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and Charatcer Days, alongside activities exploring career skills and local labour market information. | Charatcter Days  National Careers Week  National Apprenticeship Week  Careers in Curriculum Sessions  STEM Trips  Better Learners Better Workers Programme  JCP Sessions  Year 9 Small Focus Group  Career Session  Hepp Fest  Medical Mavericks  Army Apprenticeship Talk  Employer Encounters  Apprentice Meetings  JCP Careers Session  Barclays Life Skills  Henry boot Careers Partner  Session  Get Up to Speed  Girls in STEM Event  Careers Drop Ins  Social Action Projects | |
| **Starting the Journey** | **Year 10** | One to one careers guidance meetings will be available to all pupils and will focus on post 16. Alongside assemblies delivered by different post-16 providers highlighting to students the different progression options.  Student will again take part in ASPIRE Questionnaire asking about their understanding of their own skills, local labour market and their own aspirations and how it has changed.  As part of The Springs Challenge pupils will be working on social action projects across the year to develop their employability skills.  Pupils can apply to be on the Better Learner Better Workers, Discover US and Mosaic schemes focusing on STEM and employability skills.  All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and ACE Days. Alongside activities exploring career skills and local labour market information. | ACE Day  National Careers Week  National Apprenticeship Week  Careers in Curriculum Sessions  STEM Trips  Employer Encounters  Apprentice Meetings  JCP Careers Session  Barclays Life Skills  Henry boot Careers Partner Session  NOMAD Charity Talk  Post-16 Provider Assemblies  Discover US  ASK Apprenticeship  HEPP Fest  ASK Apprenticeship Assessment  Centre  Home Office Assessment Centre  Sheffield Hallam As an Employer Talk  Year 10 Careers in Context Form Period Activity  Year 10 Careers One-to-One Interview  Girls in STEM Event  Career Drop Ins | |
| **Year 11** | One to one careers guidance meetings will support pupils in their choice of post 16. With further specialist support being made available if needed.  All year 11 students will take part in The Futures Day where student will complete their Sheffield Progress application and a CV in preparation for their Post-16 application and future job application.  As part of The Springs Challenge pupils will be working on ensuring they have completed their applications for Post 16 and that they become work ready.  Pupils will have opportunities to visit employers and further/higher education providers throughout the year.  All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week. Alongside activities exploring career skills and local labour market information. | Year 11 Careers One-to-One Interviews  Curriculum Careers Sessions  Post-16 Provider Sessions  ASK Apprenticeship Assembly  Futures Day- Application and CV Writing  NCS Assembly  Careers Advisor Application Support  Interview Preparation and Practice  Parental Support and Transition Guidance  Careers Drop Ins | |

In the following sections provide examples of some of the material that will be made available to our students and to provide context to the career programme set out above.

**ASPIRE Questionnaire Student Voice**

Below we layout the key careers questions that student will complete as part completing the ASPIRE questionnaire which they will do at the beginning of year 7,8,9,10. The answers to these questions will be reviewed to aid in both adjusting the planning to ensure that careers activity meets our students’ aspirations and allows the student their say on the activities and quests that are invited in.

Dedicated Careers Questions

1. Do you know what you want to do when you are older?

2. What do you want to be?

3. What options are you considering straight after leaving school?

4. Are you considering university?

5. Are you considering an apprenticeship?

6. Would you like more work experience this year?

7. Have you had a ‘proper’ careers conversation with an adult about your future?

8. Do you think you’re likely to achieve your goals?

9. Is school helping you move towards your goals?

10. Overall, how excited are you about your future after school?

11. Do you want more help and information?

**PHSE Questions**

Students are asked about a range of current issues and to rate their understanding and if there is anything that they would like to learn more about. The examples of the topics that they are asked about can be seen below:

|  |  |  |
| --- | --- | --- |
| Current Affairs | Different Cultures, Beliefs and Opinions | Digital Life |
| Managing Your Finances | Media Literacy and Critical Thinking | Mental Health and Wellbeing |
| Staying Healthy | Staying Safe | The Environment |

**Skills Questions**

As above in the PSHE section the students are asked to rate themselves on common skills and what they would like to improve. Please see the list of skills below:

|  |  |  |  |
| --- | --- | --- | --- |
| Academic | Calmness | Communication | Comprehension |
| Creativity | Hobbies | Leadership | Organization |
| Problem Solving | Resilience | Self-Awareness | Self-Development |
|  | Sports and Activity | Teamwork |  |

**Processing Responses**

The responses to the student questionnaires are initially done by the ASPIRE team and this information is then past to the Careers team in school where it is then used to identify areas that students would like more information or there is a skill or area that as a whole needs to be addressed to ensure that student are equipped with the employability and cultural knowledge to progress onto Post-16 education and their career aspirations.

**Local Labour Market Snapshot**

Every region of the United Kingdom has different business and employers that are constantly evolving which defines the job market. Below is a snapshot of the Local Labour Market information for the Sheffield City region which is an example that will be provided to the students updating regularly to ensure they are given the best information possible.

