



# **Careers: *We write our story, now and in our future***

**Approved by:** Local Governing Body **Date:** May 2023

**Last reviewed on:** N/A

**Next review due by:** May 2024

## 1. CAREERS AT MATFORD BROOK ACADEMY

At Matford Brook Academy, *we write our story*. Our mission is to provide an excellent, all-through education that empowers children to believe they can, and should, change the world around them. We reflect this through our Academy values of scholarship, kindness and community.

In order for our pupils to be empowered to 'write their story', they need to receive good quality, impartial information, advice and guidance pertaining to careers. This allows them to make powerful choices about their onward progression and their career pathways. There has never been a time when careers guidance has been as important for young people as it is today with the world of employment a complex and evolving arena.

We support all of our pupils to make well-informed decisions about their options and will support them at every transition point. Although statutory careers guidance is for children from Year 7 and above, our status as an all-through school means that we provide all children, including those in the EYFS and primary, with the opportunity to explore a broad and ambitious range of careers.

At key transition points – such as transitioning into secondary or post-16 education – we support our pupils, informing them of their different options and introducing them to the world of work. By doing so, we aim to prepare them for the world of employment, whichever pathway they choose.

### Related documents

Our Academy Careers Plan is based on the following:

- ★ 'Careers guidance and access for education and training providers' – Department for Education, 2023
- ★ The Gatsby Benchmarks

## 2. Matford Brook Academy Careers Plan - Aims

### Aims for our Careers, Education, Information Advice and Guidance (CEIAG)

- ★ Provide good quality independent and impartial careers advice to students which inspires them and motivates them to fulfil their potential
- ★ Provide advice and guidance which will empower young people to plan and manage their own futures
- ★ Encourage students to develop high aspirations and consider a broad and ambitious range of careers
- ★ Encourage students to see career development as a life-long process
- ★ Contribute to raising achievement and promote participation in learning
- ★ Support inclusion, challenge stereotyping and promote equality of opportunity
- ★ Provide opportunities to work with employers and be inspired by real-life contact with the world of work
- ★ Develop enterprise and employability skills
- ★ Support students at key transition points

The CEIAG programme at Matford Brook Academy follows the principles of the Gatsby Benchmarks which outlines a framework of good practice:

### The Eight Gatsby Benchmarks of Good Career Guidance

1. A stable and embedded programme of careers education and guidance
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 and apprenticeship providers
8. Personal guidance from a professionally qualified careers advisor

## Roles and Responsibilities

In 2023-24, Deputy Headteacher (Dan Harmer) has strategic and operational leadership of CEIAG across the Academy. He can be contacted via [info@matfordbrook.academy](mailto:info@matfordbrook.academy) (FAO: Dan Harmer).

As a new and growing school, our intention is to develop the leadership of CEIAG with the appointment of a CEIAG leader in 2025-26. NB: this will be dependent upon growth of numbers on roll and will be reviewed annually.

The leadership responsibilities include:

- ★ Strategic leadership of CEIAG and work experience across the Academy
- ★ Prepare and implement the CEIAG/work experience development plans
- ★ Develop the annual careers plan
- ★ Design and implement the schemes of work for careers education, including through all curriculum areas and through the MBAcc (PSHE), liaising as appropriate with faculty leaders
- ★ Ensure that through the PSHE programme all pupils experience a stable careers programme and have up-to-date labour market information
- ★ Establish, maintain and develop relationships with employers, FE, HE, training and apprenticeship providers
- ★ Secure pupil access to individual careers guidance, leading on the development of pupils' individual aspirations, including careers aspirations
- ★ Arrange and/or lead CPD for staff for delivery of careers and work experience
- ★ Report to Governors on CEIAG/work experience

The Pupil Empowerment Lead will contribute, under the Deputy Headteacher's direction, to the above responsibilities.

The SENDCo will work with the Deputy Headteacher to provide support to SEND pupils and to help them generate their individual career plans.

As our inaugural cohort moves into KS4 (entering Year 10 in September 2026), responsibilities will include post-16 destinations.

All staff are expected to fulfil the following responsibilities:

- ★ Encourage pupils to think positively about their career prospects and what they could be doing to enhance their life chances
- ★ Plan careers information into their schemes of learning, connecting curriculum sequencing with careers education
- ★ Engage with Academy careers CPD
- ★ Keep up-to-date regarding local labour market information, career development associated with curriculum area and the changing landscape of apprenticeships and higher education

## Evaluation

Matford Brook Academy will use UNIFROG as a platform to evaluate impact of the careers programme for our pupils. This includes termly tracking of progress including for the Gatsby Benchmarks, the Baker Clause and Destinations (at the point at which this is required for our inaugural pupils).

## 3. Curriculum provision

### EYFS and Primary

Annually, all pupils 'write their story', an activity in which they explore and identify who they would like to be in their future and how they are going to achieve this in this academic year
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Careers education is part of SMSC curriculum for all children
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Across the curriculum, schemes of learning have careers information planned, connecting curriculum sequencing with information about the range of careers available
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Visitors from different professional backgrounds are invited to the Academy to provide the opportunity for pupils to discover different careers options
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Careers education is part of the assembly programme
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### Year 7

Early careers education ensures pupils are better informed to make decisions at transition stages, and are more motivated to learn
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Emphasis on successful transition from KS2 to KS3
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Introduction to UNIFROG careers resource via MBAcc (PSHE) curriculum with students beginning to log their experiences on this
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Careers education is part of the assembly programme and life values and society lectures
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Opportunities to engage with local businesses, FE, HE etc
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Students attend an internal careers convention

## Year 8

Careers education is part of the PHSE programme, identifying personal strengths, skills, abilities and pathways

Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages

Careers education is part of the assembly programme and life values and society lectures

Introduction to the world of work and how it is constantly changing

Tutors deliver tutorial careers programme via MBAcc (PSHE) curriculum, including the use of UNIFROG software, and students continue to log their experiences on this

Continue to engage with wide range of businesses, FE, HE etc, including two encounters with a provider of technical education or apprenticeships (during Year 8 and between 1 September and 28 February of Year 9)

Students are encouraged to think about what they might like to achieve after school and are encouraged to use careers resources and seek guidance

Begin to think about GCSE options in terms of career pathways and planning for their future

Students link curriculum areas to careers to prepare for GCSE options

Students attend an internal careers convention

## Year 9

Careers education is part of the PHSE programme, continuing to identify strengths and make informed decisions about pathways linked to their option choice's abilities

Tutors deliver tutorial careers programme via UNIFROG programme and students continue to log their experiences on this

Careers education is part of the assembly programme

Continue to engage with wide range of businesses, FE, HE etc, including two encounters with a provider of technical education or apprenticeships (during Year 8 and between 1 September and 28 February of Year 9)

Students are encouraged to investigate different jobs and careers and develop an idea of the implications for lifestyle, budgeting, work/life balance through the UNIFROG website and other career websites

Students learn to challenge stereotypes in the world of work and traditional job roles

Access to impartial careers advisor is available on request and students learn where to find more information about specific courses/careers

Students continue to engage with local employers and HE and FE institutions

Students make informed GCSE option choices, after attending a GCSE Options Fair

Students attend an internal careers convention

## Year 10

Careers education is part of the PHSE programme, with focus on CV and cover letter writing, work experience and employability

Tutors deliver tutorial careers programme via UNIFROG programme and students continue to log their experiences on this

Careers education is part of the assembly programme

Continue to engage with wide range of businesses, FE, HE etc, including two encounters with a provider of technical education or apprenticeships (during Year 10 and between 1 September and 28 February of Year 11)

Students explore post 16 pathways through a variety of activities; Unifrog tutorial programme including personal development activities, achievements, and research on key websites

Students learn about career pathways, online appearance, employer expectations of workplace behaviour, preparing a CV and preparing for interview

Students develop employability and economic awareness, and begin to identify which careers appeal to them and set realistic future goals through the PSHE and tutorial programme

Access to impartial careers advisor is available on request and students continue to find more information about specific courses/careers

Targeted support with impartial careers advisor for identified students

Students begin to develop interview skills through the work experience programme and/or mock interviews with a local employer

Students attend an internal careers conference (Post-16 Destinations Fayre)

## Year 11

Careers education is part of the PHSE programme, with focus on CV and cover letter writing, work experience and employability

Tutors deliver tutorial careers programme via UNIFROG programme and students continue to log their experiences on this

Careers education is part of the assembly programme
Continue to engage with wide range of businesses, FE, HE etc, including two encounters with a provider of technical education or apprenticeships (during Year 10 and between 1 September and 28 February of Year 11)
Parents/carers are invited to an Information Event to support post-16 progression Pupils are supported with post-16 choices and encouraged to consider all options, including further study and apprenticeships
Pupils are encouraged to consider how Labour Market Information (LMI) is relevant to their Post-16 options Students learn about career pathways, online appearance, employer expectations of workplace behaviour, preparing a CV and preparing for interview
Pupils have a 1:1 guidance interview with a Level 6 Qualified Careers Advisor
Pupils use careers interviews to help understand career pathways and entry requirements and are encouraged to make contingency plans for better/worse results than expected
Pupils have optional access to additional independent and impartial advice and are encouraged to use careers resources available
Targeted support with impartial careers advisor for identified students (including those with SEND)
Pupils are encouraged and supported to attend careers fairs, talks, college/sixth form Open Days and taster days with employers
Pupils and parents/carers are kept up-to-date with post-16 deadlines, Open Evenings and appropriate internal and external careers events

## Matford Brook Academy Careers Overview

Career Related Activity	EYFS	Primary	Year 7	Year 8	Year 9	Year 10	Year 11
Assembly							
Taught career programme							
Visits from employers							
Visits to employers							
Work experience							
HE taster days							
Visits from FE/HE							
Enterprise activities							
Building my skills							
Mock interviews							
Careers talks							
Internal careers fairs							
External careers fair (targeted students)							
One to one guidance interviews			On request	On request	On request	On request	
National Citizenship Service							
Web based activities / careers websites							
Employability workshops (targeted students)							