



**Fir Vale Academy**  
The best in everyone™  
Part of United Learning

## CAREERS INFORMATION ADVICE AND EDUCATIONAL GUIDANCE (CIAEG) POLICY

**June 2025**

<b>Review Date</b>	June 2026
<b>Approved</b>	
<b>Ratified</b>	T&L Governors
<b>To be Reviewed</b>	June 2026
<b>Policy Lead</b>	Ms J Cassy

## **Introduction**

Career guidance is an essential part of the support we offer to students at Fir Vale Academy. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole Academy remit designed to complement the rest of the Academy curriculum.

This policy sets out how career activities are delivered at the Academy and explains what students, parents/carers, staff and Governors can expect from the careers programme.

## **Aims and objectives**

United Learning's Careers Entitlements

We commit that all students will

- CE1 - Have access to impartial Careers guidance that enables them to make informed choices about their future
- CE2 - Have access to a personalised plan that helps them to take responsibility for their future that is matched to their academic ability and aspirations
- CE3 - Attend at least one visit to a University by the end of Key Stage 4
- CE4 - Engage in meaningful experiences of the workplace during Key Stage 4
- CE5 - Have access to a wide range of providers that enable them to effectively determine the most suitable pathway for their studies post-16 and post-18
- CE6 - Be provided with opportunities to hear from engaging speakers on a wide range of topics, across varied and diverse sectors and industries to challenge stereotypes and broaden aspirations
- CE7 - Be provided with the appropriate resources and oracy skills to support them in undertaking interviews at key transition points
- CE8 - Be provided with the appropriate resources and literacy skills to support them in undertaking written tasks (i.e., application forms, CVs) as key transition points
- CE9 - Be provided with information in relation to the wider world of work such as finance, budgeting and employability skills
- CE10 - Study a curriculum, across all subjects, that has tangible links to Careers and aspirations

Fir Vale Academy follows the principles of the **Gatsby Benchmarks**:

1. A stable careers programme
2. Learning from careers and labour market information
3. Addressing the needs of each student
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

### **Parental involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The Academy is keen to foster parental involvement in the careers programme, wherever possible.

### **Events for parents and carers**

Parents/carers are invited into Academy to discuss their son/daughter's progress, on Progress Evenings. They can also phone Academy and request a meeting with or phone call from all key staff.

In addition, specialist events for parents include Y9 Options Evening and Post 16 Options afternoon (Next Steps Event). Sheffield College, Longley Park 6<sup>th</sup> Form, Sheffield Futures and other post 16 providers are present at these events where appropriate. Parents and carers are encouraged to attend Post 16 Open events alongside their children.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via the Academy website, social media and texts home.

### **Delivery of the careers programme**

#### **KS3**

Aspects of the Careers programme are delivered during PSHE lessons, on "Drop Down" days and through Form Time. We also have a bespoke "Careers week".

#### **Year 7**

- 1:1 "Aspiration" conversation
- Reviewing strengths and values

- Weekly form time careers session
- LMI (Labour Market Information)
- Different patterns of work

## **Year 8**

- 1:1 "Aspiration" conversation
- Reviewing strengths and values
- Weekly form time careers session
- LMI
- Challenging careers stereotypes
- Thoughts About Careers
- Future Jobs
- Communication styles
- Action Plan
- Budgeting

## **Year 9**

- 1:1 "KS4 choices" conversation
- Reviewing strengths and values
- Weekly form time careers session
- LMI
- Young people's employment rights and responsibilities
- About Me
- Job sectors
- Post 16 Pathways
- Guidance choices
- Apprenticeships

## **KS4**

Aspects of the Careers programme are delivered through PSHE lessons and "Drop Down" days . We also have a bespoke "Careers week".

- Finance and budgeting
- LMI
- Personal statement planning
- Interviews
- Sheffield Progress
- Apprenticeships
- CV's
- 1:1 academic interview

- 1:1 Careers guidance interview
- Young people's employment rights and responsibilities
- Challenging careers stereotypes
- Different patterns of work

### **Career guidance meetings**

Fir Vale Academy has its own careers advisor who provides independent and impartial advice. Students are entitled to appropriate guidance to meet their individual needs. All students at Academy can request an appointment with the careers adviser but, in practice, KS4 students are most likely to access the service. Students are identified for careers meetings based on need and through self-referral. Drop ins are also available at lunchtimes. Formal 1:1 guidance interviews begin in the Summer term of Year 10.

### **Needs-based referral**

The referral procedure works as follows:

- Heads of Year, Inclusion Co-ordinators, SENCO Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving student premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- Students complete their own careers questionnaire late in Y10 where they're asked about their career and post-16 ideas.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that students of all abilities can access the support they need. For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves Academy.

### **Self-referral**

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor or Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors. The careers adviser will record action plans and share with the Careers Leader, Head(s) of Year and Form Tutor. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

## **External providers**

See provider access policy

## **Management and staffing**

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the Academy; working under the direction of the Deputy Headteacher, and working with the Assistant Heads and Heads of Year.

The Careers Advisor is responsible for conducting 1:1 interviews, work experience, Careers related trips and events, Sheffield Progress and Post 16 destinations.

Due to the whole-Academy remit of careers work, the range of staff involved in supporting careers activities is large and includes Form Tutors, PSHE teachers and other teaching staff on Drop Down days.

## **Staff Development**

Form Tutors and PSHE teachers are introduced to the concepts, aims and programme for careers education at Fir Vale Academy during training days and staff meetings. This staff development is further enhanced at Year Team meetings. The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

## **Resources**

The Academy is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources. All curriculum resources are shared and saved on the Academy system.

## **Employer links**

Links with employers, businesses and other external agencies continue to grow; by building on local community connections; as well as through the support of the Academy's Enterprise Advisor (brokered through Careers & Enterprise Company).

## **Equal opportunities**

The Academy is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work

on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCO to support Education, Health and Care planning.

The destinations of Academy-leavers are monitored and trends identified.

### **Monitoring and evaluation**

When monitoring the success of the careers programme, the Academy considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme and the Ethics taught curriculum
- student destination figures post-16.

### **References**

The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Career Development Institute Careers Framework

<http://www.thecdi.net/New-Careers-Framework-2015>

Careers guidance and access for education and training providers

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/672418/\\_Careers\\_guidance\\_and\\_access\\_for\\_education\\_and\\_training\\_providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/_Careers_guidance_and_access_for_education_and_training_providers.pdf)

Careers strategy: making the most of everyone's skills and talents

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/664319/Careers\\_strategy.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf)

**For questions on Fir Vale Academy's Careers programme, please contact the Academy's  
Careers Lead: Jenny Cassy: [jcassy@firvale.com](mailto:jcassy@firvale.com)**

This policy will be reviewed by the headteacher in conjunction with the faculty leader on an annual basis.

**AWAITING RATIFICATION**