



# MEPA ACADEMY

## CAREERS & WORK EXPERIENCE POLICY

THIS POLICY IS WRITTEN FOR MEPA ACADEMY

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## **AIMS**

The aims of the Careers provisions at MEPA Academy are to:

- Develop and maintain a culture of high aspirations through a fully embedded careers education, advice, information and guidance programme.
- Raise and track learners' engagement within the Careers programme during their journey through MEPA Academy and evaluate to ensure that learners are supported in raising their aspirations whilst being mindful of the ever-changing and competitive world around them.
- Build a continuously increasing and relevant network of partners and providers who can engage learners in developing their career pathways. These partners will work in partnership with subject areas/key stages to develop collaborations enabling opportunities for learners to see clear links between their subject learning and the world of work

## **ROLES AND RESPONSIBILITIES**

### **CAREERS LEADER**

Our careers leader is Lewis Muir and they can be contacted by phoning 01622 756644 or emailing [lmuir@mepatraining.com](mailto:lmuir@mepatraining.com). Our careers leader is a member of the senior leadership team (SLT) and will:

- Take responsibility for developing, running and reporting on the school's career programme
- Plan and manage careers activities
- Manage the budget for the careers programme
- Support teachers to build careers education and guidance into subjects across the curriculum
- Establish and develop links with employers, education and training providers, and careers organisations
- Work closely with relevant staff, including our special educational needs co-ordinator (SENCO) and careers adviser, to identify the guidance needs of all of our pupils with special educational needs and/or disabilities (SEND) and put in place personalised support and transition plans
- Work with our school's designated teacher for looked-after children (LAC) and previously LAC to:
- Make sure they know which pupils are in care or are care leavers
- Understand their additional support needs
- Make sure that, for LAC, their personal education plan can help inform careers advice
- Review our school's provider access policy statement at least annually, in agreement with our governing board

### **SENIOR LEADERSHIP TEAM (SLT)**

Our SLT will:

- Support the careers programme
- Support the careers leader in developing their strategic careers plan
- Make sure our school's careers leader is allocated sufficient time, and has the appropriate training, to perform their duties to a high standard
- Allow training providers access to talk to pupils in years 8 to 13 about technical education qualifications and apprenticeships, and set out arrangements for this in our school's provider access policy statement
- Network with employers, education and training providers, and other careers organisations

## **OUR CAREERS PROGRAMME**

Our school has an embedded careers programme that aims to inform and encourage pupils to consider their career options, and take steps to understand their choices and pathways. We provide statutory independent careers guidance to pupils from year 7 onwards.

Our programme has been developed to meet the expectations outlined in the **Gatsby Benchmarks**:

1. A stable careers programme with a careers leader
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. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Our programme doesn't show bias towards any particular career path, and promotes a full range of technical and academic options for pupils.

It is structured in a way that builds upon previous years, and the overarching aim is divided between the Key Stages so that pupils are encouraged to think appropriately about their future. We provide aims, objectives and activities for each year group.

## **CAREERS GUIDANCE AND ADVICE**

Our Careers and Work Experience lead will meet with all Year 11 students individually and is also available to meet with students from other year groups by teacher referral or student/parental request.

Within the meetings, they will provide support and guidance on:

- Exploring career options and choices available for students based on individual strengths, interests and abilities.
- Further education opportunities (college and 6th Form)
- Apprenticeships, Training Providers and Traineeships
- Careers Research and local labour market information
- Interviews, Applications and CV writing

## **CAREERS EDUCATION**

In Year 7-11 students have dedicated lessons on their timetables to Careers Education. These lessons are designed to create and build aspirations within our students and to develop understanding and knowledge to prepare our students for the world of work.

## **WORK EXPERIENCE**

Every year 10 student takes part in the Work Experience programme at St Augustine Academy. It is intended to give students experience of working life and to develop and practise the various skills and attitudes needed in the workplace.

It also provides an opportunity to increase self-confidence, develop personal and social skills and helps to give a focus and relevance to their school studies. In some cases, it may also lead to the offer of a summer or Saturday job or an apprenticeship opportunity.

The whole process from researching placement opportunities to meeting with potential employers and securing a placement is the responsibility of the individual student. However, there is comprehensive support from the Careers and Work Experience Lead who organises and runs the whole programme from start to finish.

Although the placement takes place at the start of July, the whole process begins in the previous November. It is important for students and parents/carers to realise that the placement does not always have to be linked to a future career choice. At this stage, many students may not have decided what they may want to do on leaving the Academy but Work Experience can give them valuable help in making these decisions as it gives them a chance to have a 'taster' of an area of work.

## **GETTING INVOLVED**

Throughout the year we hold different events for employers, businesses, organisations, training providers, sixth forms, colleges and universities to be a part of. Please be aware that all times and dates are subject to change and we will confirm with you the dates.

- Mock Interviews with Year 10 and 11 students
- Intervention and mentoring
- Careers and Business Breakfasts
- Employers Fair

We also have a bespoke Careers Education curriculum, through this we look to offer our students. Again if you would like to provide a course, activity or event to our students please email [lmuir@mepatraining.com](mailto:lmuir@mepatraining.com) this would be subject to timetables, dates and times of the classes.

## **PUPILS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)**

We expect that the majority of pupils with SEND will follow the same careers programme that meets the Gatsby Benchmarks as their classmates, with adjustments and additional support as needed.

Our careers leader will work with teachers and, where appropriate, professionals from relevant organisations, to identify the needs of our pupils with SEND and put in place personalised support and transition plans. This may include meetings with pupils and their families to discuss education, training and employment opportunities, supported internships and transition plans into higher education.

Our careers leader may, as appropriate, invite adults with disabilities to visit and share their experience and advice.

No information will be given to pupils without SEND that is not also offered to our pupils with SEND.

## **ASSESSING THE IMPACT ON PUPILS**

Our career programme is designed so pupils can give feedback, and their progress measured as they move through the Key Stages. We measure and assess the impact of the programme's initiatives by:

- Student Surveys
- Leaver Information
- Feedback from pupils
- Parent, teacher and employer evaluations