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	Name (role):	Signature:	Date:
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Guidance

The purpose of this policy is:

To outline the career and employability strategy at LAE Tottenham in accordance with statutory guidance for careers education. To qualify assure our strategy against government guidance.

It is the responsibility of everyone involved in the LAE Tottenham Careers Guidance Strategy.

London Academy of Excellence Tottenham is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act.

This LAE Tottenham Careers Guidance Strategy will be reviewed annually.

Please see appendix 1 for the Careers Strategy

(Refer also to: Statutory guidance for governing bodies, school leaders and school staff, DfE March 2015)

1. Statutory Duty

The statutory duty requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 (12- 13-year olds) to Year 13 (17-18-year olds). Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils. This should reflect the school's ethos and meet the needs of all pupils.

2. Statement of Purpose

LAE Tottenham believes that every student should leave prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to be successful in life. All LAE Tottenham students will receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from LAE Tottenham well-rounded and ready for the world of work. Young people must be well informed when making university, subject and career decisions. Learners at LAE Tottenham will be able to secure independent, impartial advice about the range of pathways open to them. However, as an academically selective sixth form that offers predominantly facilitating subjects for learners who want an academic pathway, our strategy does not involve equivalent allocation of time and resources to all pathways.

3. Obligations on the Governing Body

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given

The Board of Governors' consideration of this document indicates their engagement with this duty.

The governing body should provide clear advice to the head teacher on which he/she can base a strategy for advice and guidance, which is appropriately resourced and meets the school's legal requirements. The governing body's advice should be informed by the requirements and the key principles for good careers

guidance set out in this document – see key points in particular.

In addition to this document, when considering the strategy, the Board of Governors will be provided with the appropriate outline of the statutory duties, including the key points (all of which are discussed in this document).

4. Obligations on the School

Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils.

This document constitutes the statement of careers guidance strategy and outlines the linking of strategy to outcomes for pupils. The strategy should be shared and understood by all staff and students.

In-house support for pupils must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.

In-house support will be provided with regard mostly to progress to university but is offered on a bespoke basis to students identifying themselves as having other aspirations. At LAE Tottenham, a University guidance programme is in place to support students in this.

The school's overall strategy for advice and guidance should recognise that some pupils will need additional support before they are ready to make decisions about their next steps. At LAE Tottenham, external advice and guidance will be provided by high status employers, including CV construction advice, Careers Talks & Q&As. This continues to be provided throughout Y12/13.

Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and destinations of individuals. Schools should assess their success in supporting their pupils to take up education or training which offers good long-term prospects. At LAE Tottenham, destination data will be collected by the school and records of all school-provided and other Work Discovery opportunities are kept. Systematic analysis of destination data will identify gaps in careers guidance provision, which can then be plugged.

Schools should assess their success in supporting their pupils to take up education or training which offers good long-term prospects. At LAE Tottenham destination measures data, published by the Department for Education will be used to assess this.

Schools should make clear to pupils that if they do not achieve a grade C or better in GCSE Maths or English at KS4 they will be required to carry on studying these. LAE Tottenham's entrance requirements require a Grade 6 in English Language and Mathematics. Instances of students without this qualification will only occur as a result of the deployment of the Head Teacher's discretion as outlined in the

Admissions Policy, so all such students will be clearly identified.

Data on GCSE performance (substantiated by originals of results documentation) will be collected as part of the admissions process so we can be confident of catching any students falling into this category. Those students are asked to externally resit those examinations if necessary, for their future pathways.

Schools should ensure that all pupils are exposed to a diverse selection of professionals from varying occupations which require STEM subjects, Academic lectures from STEM – related fields will be a part of the LAE Tottenham speaker programme. Y12 students take part in a programme of workshops and opportunities related to a diverse range of career interests including providing information on pathways to STEM. At LAE Tottenham, we encourage both genders to think about the different STEM career paths available to them.

Schools should offer pupils the opportunity to develop entrepreneurial skills for self-employment. Opportunities to participate in extracurricular opportunities and insight days are advertised within the careers google classroom, which all students receive notifications from. Sessions with the opportunity for students to develop their entrepreneurship skills are offered through the clubs and societies programme. Schools should ensure that high attaining students are supported to make an informed choice regarding post compulsory education options.

At LAE Tottenham, external advice drawn from partner schools will be of high quality and opportunities for staff training have been established. Students are introduced to a wide range of external organisations such as Uptree where they can find out more about apprenticeships and degree-based work programmes.

Students are made aware of out of school opportunities which could help them with their career aspirations, the NCS are engaged to support the delivery of our 'community projects' programme. All students will be encouraged to apply to an October opportunity for NCS in Year 12.

The school has developed an extensive set of contacts with partner schools and Higher Education institutions. The LAE Tottenham Lecture series will provide opportunities to meet these requirements of motivating students to think beyond their immediate experiences.

Schools should create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem-solving skills. The School's ethos of independent learning includes the capacity to manage risk and develop students' decision-making and problem-solving. Debates and House competitions encourage team-building and student leadership.

Every school should engage with their local employer and professional community to ensure real-world connections with employers lie at the heart of the career's strategy. The School has relationships with several employers, including Allianz, Texel, Paymentsense, THFC and will work to develop a greater range.



All students study A Levels and are on personalised programmes agreed at enrolment. Clear procedures for students changing subjects in order to understand and support students' future aspirations are in place.

The School invites external education providers to participate in the pathways programme and lecture series. For Post A Level options, the school has an annual University and Careers Fair in conjunction with Highgate School.

Schools should make sure pupils can find out more about the range of options available by giving other providers who wish to do so the opportunity to engage with pupils, on school premises, to inform them directly about what they offer. The School is aware of the need to ensure the provision of impartial careers advice regarding Level 3 apprenticeship opportunities and has established relationships to support this in pre-opening. However, the primary goal remains the support for students to gain places at the most competitive universities.

Schools should work with local authorities to identify those at risk of not participating post-16. LAE Tottenham takes students only post-16 and this obligation therefore becomes monitoring those at risk of dropping out. This is managed through our pastoral system.

All schools (including academies and other state funded educational institutions) must provide relevant information about all pupils to local authority support services. LAE Tottenham ensures this information is passed on at the appropriate time. Schools must also notify local authorities whenever a 16 or 17-year-old leaves an education or training programme before completion. LAE Tottenham school completes this via the ILR returns.

Schools should ensure that young people understand that the 16 to 19 Bursary Fund has been set up to support those in financial hardship, and that they need to speak to their post-16 education or training provider to find out more information. LAE Tottenham has a bursary fund to support those in need.

Schools may also work with their local authority and local post-16 education or training providers to share data on students who are likely to need support with post-16 participation costs, such as care leavers or those on Free School Meals. LAE Tottenham have clear procedures in place for the management of Free School Meals provision, covering these requirements.

Independent and impartial advice for young people with SEN and disabilities should include all of the education, training and employment opportunities on offer, and signpost them onto study programmes that will support their transition into paid employment. Clear procedures are in place for dealing with students with SEN including the provision of individualised ongoing support and advice within the wider career guidance process. At LAE Tottenham, we make sure that each of these students receives a 1:1 career guidance session during their time with us. The Government recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of

carrying out a self-review and evaluation of the school's programme. LAE Tottenham are working towards the Gatsby Benchmark.

Schools should monitor and evaluate the activity taking place whether that involves school staff, volunteers or external providers. LAE Tottenham currently monitors this through a yearly review and a tracking document outlining each event which has taken place both on and offsite where students have been exposed to career related information.

5. Career Pathways Programme

LAE Tottenham deliver a careers programme in line with the eight Gatsby Standards:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

Our careers support is delivered through The Careers Pathways programme. The outline of this programme can be found in the Career Pathways Strategy document.

6. Apprenticeships & Alternative Provision

Students are exposed to a wide range of options post 18, including apprenticeships, degree apprenticeships and work-based learning programmes.

All students are encouraged to use external platforms such as Uptree, where they are able to browse and elect to attend various careers insight days where they can explore various work-based learning programmes.

Students identified as considering apprenticeships and alternative provision will attend tailored apprenticeship fairs throughout the course of their time at LAE Tottenham.

7. UCAS Guidance

The online platform Unifrog, is used to support student aspirations post their education at LAE Tottenham. There is a wide range of support for students in Y12 and Y13 delivered through tutor times and dedicated UCAS sessions, where students consider their University Options and are led through the UCAS process.



Each student will have support tailored to their application from their form tutor, the relevant lead subject teacher, the Sixth Form team and Highgate staff.

Interview preparation, practice and workshops are led by departments and the Sixth Form team. There is preparation for and support with aptitude and pre-admissions tests and all early entry applications.

Further Information on UCAS guidance can be found in the LAE Tottenham Curriculum Policy.

8. Appendix 1: Careers Strategy

Mission statement:

LAET's careers programme will be a programme that supports, challenges and empowers students. LAET will source valuable and authentic experiences which support our students in receiving excellent careers guidance, helping them to make informed decisions about their career choices after their time with us.

Structure of our programme offer:

To ensure we are delivering our mission statement, the structure of our careers program has been developed in consideration of the 8 Gatsby benchmarks and its statutory requirements. To ensure that we are delivering on our responsibility to our students to provide a quality careers program.

The program will include but not be limited to the below:

Careers Speakers programme

Throughout the spring and summer terms LAET will host a series of external speakers, across a wide range of sectors and roles. Our students will be encouraged to be 'open-minded' in their approach, attending at least 2 talks that may not be clearly aligned to their current career path. The aim is to support students in developing an understanding of the range of possibilities and options available to them.

Career Pathways

In year 12, students are linked to a career strand according to their career field of most interest: Business and Finance, Digital & Computing, Law, Education, Engineering, Healthcare, Creative Industries, Psychology, Journalism, Politics, Entrepreneurship.

The aim of identifying these strands is to better direct specific opportunities to our students.

Degree specific pathways such as Medicine & Healthcare will also be identified and groups of students who this applies to will receive bespoke support. This will be an ongoing focus during the course of the year ahead of 'early applications' in their final year.

Pathways to Medicine/Healthcare - In the autumn term 1 our year 12 students will meet with a range of healthcare professionals and higher education institutions to develop an understanding of the range of routes and jobs within the healthcare strand. Students will also participate in UKCAT practise.

Partnerships

We hold exclusive partnerships with a number of firms: Texel, Paymentsense, Three Raymond Partners, Allianz, 5kbw, 7kbw who hold various employability workshops for our students.

Our partners at Highgate also provide our students with access to a range of employer networking events and interactions that allow students to network with employers and their peers.

Workplace visits:

We will work together with our partners (Highgate and THFC), employers and external agencies to arrange/direct students to work experience opportunities.

We publish a work experience guide, provided by Highgate to support students in their work experience endeavours. Our students take an active role in the community and have the opportunity to take part in a community project, many of which happen in local organisations and schools. We will work with our feeder schools to provide tailored work experiences for (up to 50) of their year 10 and 11 students.

These workplace experiences allow our students to better understand the day-to-day experience of their chosen field.

In the current academic year these visits take on the form of virtual experiences.

All students are enrolled onto the school's careers google classroom where various work experience and careers opportunities are advertised.

Real-world-challenges:

Our industry partners will set our students problem solving activities and authentic professional challenges in order to replicate the type of experiences our students will face in the future. As well as optional challenges set by Haringey Community Gold, Allianz, Dartmouth Partners and others, this academic year all Y12 students are taking part in a challenge set by Tate. We want our students to understand the diverse roles which are available within all organisations, putting a real focus on employability skills.

Objectives:

- Students are required to attend specific general talks from our career speakers' program, from professionals in a wide range of career paths.
- All students will have at least one experience of the workplace either through work experience or a real-world challenge facilitated by LAET.
- All students should develop a high-quality CV and cover letter during their time at LAET.
- All students will have had an experience of a professional interview either virtually through shortlist me or face to face.

2020/2021 Programme

Y12

Careers Speaker Programme: Compulsory Sessions

Allianz - David Newman & Fabian Wulf

Tate - Judith Comyn, Hali Brown Onigbanjo, Alana Benton, Clarrie Wallis, Tyrone Joseph

Haringey Community Gold - Katie Marnham, Risley Kamba & Titus Evans Jnr

Tottenham Community Press - Paige Ballmi

Hope in Tottenham - El Henderson

Multiverse (Formally White Hat Apprenticeships) - Akeem

Quidsmart - Andrew Twagira, Ian Antwi, Daniel Sam

Paymentsense - George Karibian and Jan Farrarons

Careers Accelerator - Mayur Gupta

Uptree - Caitlin Ripley

Careers Speaker Programme: Optional Sessions

What to do if you don't know which career path to take? - Clare Ludlow, LEAN

Texel Live Talks - Katy Beechey & Colleagues

Haringey OC Events - Various Speakers

Workshops

Paymentsense Building Relationships
Paymentsense Interviews & Networking
Paymentsense Coding
Quidsmart Financial Literacy

Exclusive Work Experience Opportunities

Allianz
Dartmouth Partners
7kbw Law
5kbw Law

Community Projects

Godwin Lawson Foundation - Creating a Bot Project

London Citizens - Community Action Project

IT Exchange Programme - Supporting the Elderly with IT skills

Hope in Tottenham - Mentoring Project

Y13

Most compulsory careers education is provided in students' first year with us. In Year 13, students are offered the opportunity to have a 1:1 with a qualified careers advisor.

Students are members of the school's careers google classroom and have many external opportunities advertised through this. Students are also offered the opportunity to attend all Texel Live talks careers sessions.

Students will also hear from a range of external speakers on areas such as apprenticeships, and general careers through their PSHE programme.

This academic year, 2 students from LAET have the opportunity to gain a scholarship from Natixis Investment Managers, which provides them with work experience placements during university, as well as have their university tuition fees paid.