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Name and post of person responsible:	Jessica Amo (Assistant Head Co-Curricular)		
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	<b>Name (role):</b>	<b>Signature:</b>	<b>Date:</b>
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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 quality 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 Offer.**

**Please refer to the Careers Strategy document for further information regarding our careers offer and partners.**

**(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 Offer

### Structure of our programme offer

The programme will include but not be limited to a number of key events throughout the school academic year:

### Year 12 Key Dates

#### Yr 12 Half Term One

*By the end of this half term, students will have begun to develop an understanding of the importance of super curricular opportunities and what degree apprenticeships exist and how to apply for them. There will be*

DATE/MONTH	Key Events
September	<p><b>Student Survey "Post 18 intentions"</b> – Students indicate initial Post 18 intentions and university course preferences</p> <p><b>Summer school and Super Curricular Activities</b> – Students will attend an assembly where they will be informed about how to access these opportunities and apply for them.</p>
October	<p><b>Apprenticeship Assembly</b> - Students will attend an assembly on what apprenticeships/degree apprenticeships are, which quality apprenticeships exist and how to apply.</p> <p><b>Parent Information Evening</b> - Careers team to meet with parents/students to provide insight into the curriculum and application to medicine and other industries.</p> <p><b>LAET Careers Event</b> A range of specialist fairs or panel discussions that broaden the understanding of careers within scarcely explored themes.</p>

#### Yr 12 Half Term Two

*By the end of this half term, students should have informed the school what career strand they identify with and begun to apply for super curricular opportunities.*

DATE/MONTH	Key Term
November	<p><b>Careers Survey</b> - All students to complete a survey to identify what career strands they are interested in. To ensure they then receive tailored support from careers programs.</p>

December	<p><b>Introduction to Work Experience</b> – We will be informing students on how to apply to work experience opportunities and providing workshops on how structuring their applications,</p> <p>This will be underpinned by a series of workshops on CV development and responding to an application</p> <p><b>Mentoring Programme</b> - The LAET/Highgate mentoring programme students sign-up begins</p>
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### **Yr 12 Half Term Three**

*By the end of this half term, students will have explored a range of careers explored within different industries they may not have considered, participated in challenges that mirror that of professionals within those industries and have applied to work experience/internship or summer school opportunities. Students from our feeder schools will also be invited to the careers fairs.*

DATE/MONTH	Key Events
Jan to Feb	<p><b>Careers Pathway programme</b></p> <p>The careers pathway programme provides students with an insight into exploring the range of careers in their industry of interest, participation in the Real World Challenge and applying to summer schools/work experience and Internships.</p>
February	<p><b>LAET Careers Event</b></p> <p>A range of specialist fairs or panel discussions that broaden the understanding of careers within scarcely explored themes.</p>

### **Yr 12 Half Term Four**

*By the end of this half term, students and parents will have attended a UCAS information evening, a higher education fair and they will have reviewed their Post 18 intentions..*

DATE/MONTH	Key Events
February	<p><b>UCAS Parent Information Evening</b> Students and Parents attend an introductory talk as part of parents evening</p> <p><b>Early Entry/Medicine Talk</b>, An event designed to provide parents and their children with information on application process and the range of courses available</p> <p><b>Higher Education Fair, Highgate</b> All Year 12 students attend the Higher Education Fair at Highgate school</p>
March	<p><b>Careers Fair, Highgate</b>, All Year 12 students attend the Higher Education Fair at Highgate school</p> <p><b>Work Experience/Summer School Revisited</b>, an opportunity to provide targeted support to students who have had no experiences to sign up</p> <p><b>Student Survey "Post 18 intentions"</b> Following the mid years, students complete an updated Post 18 intentions form and signal whether they intend to apply early</p>

### **Yr 12 Half Term Five**

*The careers team will provide additional group and 1 to 1 guidance to all early applicant students as they firm up their choices. Students will also participate in Mock interviews, gaining an understanding of video style interviews and working with an employer from industry.*

DATE/MONTH	Key Events
April	<b>Additional 1 to 1 Guidance on UCAS Choices</b>

	<p>Additional support sessions for (early applicant) students who are still uncertain on university and degree choice</p> <p><b>LAET Careers Event</b> A range of specialist fairs or panel discussions that broaden the understanding of careers within scarcely explored themes.</p>
May	<p><b>Mock Interview</b>, all students will participate in industry style virtual interviews utilising 'shortlist me' and 'live' employers from industry</p> <p><b>Early Applicants MMI preparation</b>, healthcare candidates will participate in MMI style assessment sessions with year 13 applicants</p> <p><b>Interview Preparation session</b>, all interviewers will attend a briefing session on delivering the interviews and offering feedback to students.</p>

### **Yr 12 Half Term Six**

*All students will complete a post 18 intentions survey to identify destinations. Students will also be invited to receive additional support with completing personal statements.*

DATE/MONTH	WHAT SHOULD I BE DOING?
June	<p><b>Student Survey "Post 18 intentions"</b> Following the end of years, students complete a final Post 18 intentions form and confirm whether they intend to apply early.</p> <p><b>UCAS Preparation Sessions:</b> careers offers student support with Personal Statement reviews</p>