



# **The Milton Keynes Academy**

## **Careers Education and Guidance Policy**

### **Vision and purpose**

Promoting a career development culture is an essential part of the mission and ethos of The Milton Keynes Academy. We aim to develop and support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to achieve economically secure and fulfilled futures. We believe that effective careers education and guidance not only contributes to the wellbeing of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

### **National and local expectations**

We are committed to meeting national and local expectations in relation to careers by:

- securing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- meeting the Gatsby Benchmarks 2018
- working with Learning 2050, to ensure that The Milton Keynes Academy plays a leading role in shaping and developing local provision
- continuing to develop our own Business Engagement Strategy

### **Current priorities**

Our careers strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- developing learners' employability skills by embedding the Big 6 (communication, teamwork, problem-solving, leadership, planning and organising and financial literacy)
- creating an awareness of the real world and transferability of skills through the use of business contexts in schemes of learning
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and

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- voluntary work and working in more environmentally friendly ways
  - developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
  - working with parents/carers, alumni and education, community, and business partners to meet students' career development needs

### **How we measure the impact of the Careers programme**

Our Careers strategy is developed and measured in line with the Gatsby benchmarks.

- Careers is an integrated part of the curriculum. All subject areas refer to and discuss career opportunities specific to individual areas, as well as exploring the transferable, enabling skills which enable pupils to develop across all year groups.
- The PSHE programme plays a key role in supporting the delivery of the Careers strategy.
- Pupils with SEND are further supported by staff by their key worker and our school SENDCo who liaises with our Careers Leader and additional outside agencies for pupils as necessary.

### **Strategy**

To achieve the objectives of this policy, we will:

- ensure that the Academy Council is actively involved in shaping careers policy by yearly presentations to the Board
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. SENCO, Head of Sixth) and specialist careers staff
- identify a manager to organise the day-to-day running of the careers programme
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

### **Engaging parents/ carers and Alumni**

We believe that students are inspired by the experiences of ex-students who have moved into a variety of careers. With this in mind, we have an alumni database and encourage all our students to register with us. We welcome visits from ex -students to talk to current students about their experiences in all aspects of education and employment and we have a dedicated area on the website to be able to celebrate the careers of our ex-students.

Parents are welcome to attend careers discussions with their child or to contact the Careers Lead with concerns, or if they need help and advice. Parents are invited to careers presentations in year 10 and 11, to help their understanding of the transition processes. Careers information is also available through the school website, which has a dedicated careers page for parents and links to

useful websites. Evaluation and feedback are at the heart of this programme, It is very important to constantly evaluate our programme. We seek opinions from stakeholders through surveys, questionnaires, and feedback forms, to reflect on our practice and improve further.

## **Review**

This policy will be reviewed by the Academy council in July 2025.

Signed: S. Shergill ( Careers Lead)

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Principal

Chair of Academy Council

Date of 31<sup>st</sup> July 2020

**Related documents:**

Charter of Employability

Careers Education, Information and Guidance, Overview by Year group

Responsibilities for delivering CEIAG

Careers and Employability pages [www.miltonkeynesacademy.org.uk](http://www.miltonkeynesacademy.org.uk)