



Magna Academy

Futures Policy, Careers Education, Information, Advice and Guidance including Provider Access Statement.

Approved by:	Natasha Ullah	Date: 22 06 2020
Last reviewed on:	22 06 2020	
Next review due by:	22 06 2020	

Introduction

Futures is Magna Academy's Careers Education, Information and Guidance programme. The Futures Programme is a bespoke plan, made specifically for Magna students. It will be adapted where necessary to meet the needs of individual students.

A wide range of sources including the Careers Strategy for England, statutory guidance for schools and the Careers Development Institute Framework informs our Futures Programme.

Throughout the year there will be multiple opportunities for external providers to speak to students and their parents across year groups 7-13 regarding careers support, guidance and advice. At the academy all secondary students are given the information, guidance and skills they need to make good choices in the future ahead. Mrs Rebecca Halls has been designated as the Head of Futures, advice and guidance. For further information, please contact. Telephone 01202 604 222; email Rhalls@magna-aspirations.org.

Aims (Intentions)

The aim of the Futures Programme at Magna Academy is to provide students with the information they require to enable them to make well informed decisions about their future learning and/or career. A programme of activities will help them make choices that are right for them and will help them to manage their future careers. The programme will encourage students to use self-assessment to understand the opportunities available to them and how to make the most of opportunities. They will develop and use the skills they need to review their achievements, plan their future actions, make decisions, present themselves well and cope with change and transition. All students will be encouraged to make good use of the information and impartial guidance available in the school. They will learn about the changing nature of work, career choices and other relevant information which will affect their decisions.

Our overarching aims for the Futures Programme are to work with external agencies in order to;

- Contribute to strategies for raising achievement and increasing motivation;
- Encourage students to become more reflective learners who are self-aware of their strengths, skills and attributes and how these link to careers and life planning;
- Support inclusion, challenge stereotyping and promote equality or opportunity;
- Encourage participation in continued learning, including higher education;
- Develop enterprise and employability skills in line with a STEM focus area;
- Reduce drop out from, and course switching in, education and training and thereby ensuring that Magna Academy contributes to reducing the number of students who are not in education, training or employment.

The main body of the statutory guidance uses the 8 Gatsby Benchmarks with information on how to achieve each one. The academy is working towards achieving them.

The 8 benchmarks are;

1. A stable careers programme.
2. Learning from career and labour market information.
3. Assessing 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.

Commitment

The Regional Board and staff are committed to providing a planned programme of Futures and Employability activities for all students in the academy as Section 42 A of the Education Act 1997 states that all students registered at the academy in year 8 to 13 must receive independent careers advice. This will require working in partnership with our wider school community and extensive number of local business contacts. The programme will promote equality of opportunity and no student will be disadvantaged in gaining access to education, training or work.

The Regional Board is also required to make sure that all Futures work meets legal requirements and Gatsby Benchmark criteria.

When students leave Magna Academy they will have received the appropriate and relevant information to enable them to progress to an opportunity in further or higher education, training or employment, wherever possible.

Implementation

Management and Staffing

The Head of Futures is responsible for taking an operational lead for Futures work in the academy; working under the direction of the Assistant Principal, with responsibility for Futures and employability who will offer strategic direction. The Head of Futures will be working closely with the SENCO/ Behaviour team and Heads of Year.

Each subject will identify a Futures Champion to work with the Futures lead to highlight the importance of referring to careers in specific subject areas on a regular basis.

The Assistant Principal for Futures leads the development of Futures & Employability at Magna Academy, advises senior managers and the Regional Board, facilitates the contribution of colleagues and partners, develops the futures programme, supports the organisation of resources and secures high standards of careers teaching, learning and guidance. To liaise with employers and higher education providers as and when required in planning links and developing careers provision throughout the academy to inspire students to think about the next steps in their education.

Subject Leads and Academic Directors

Academic Directors and Subject Leads will be expected to ensure that schemes of work are audited and reviewed to develop opportunities for futures based activities throughout the academic year, to monitor and evaluate the work of students in their subject area in delivering the Futures Programme as part of their subject curriculum. They should also make appropriate STEM links to facilitate work related learning and employer engagement in the Futures and enterprise process using alumni, external visitors or experienced members of staff to highlight the career choices within their subject areas.

For teachers and tutors

Teachers and tutors will be required to deliver the Futures Programme as organised by the Head of Futures ensuring that they deliver the units as set out in the programme in a motivating and stimulating way to encourage their tutees to become self-aware and explore their career development and career management. They will also need to support the delivery of careers in the curriculum relevant to their own subject specialism and act as role models for students developing the STEM and enterprising attitudes that will act as the foundation platforms for motivating students as lifelong learners.

Senior Leadership Team

Will make sure that there is adequate provision for the Futures Programme both through the subject curriculum offer and to create and monitor the role of the Futures lead in charge, who will be line managed by the Assistant Principal in charge of Futures, Mrs K.Stafford.

Guidance

All staff contribute to the Futures programme through their roles as tutors, subject teachers and support staff. Staff respond to any careers-related queries that they may receive from students and know how to obtain more specialist advice when it is required and the Futures Programme lead is available after the academy day finishes at least once a week for a drop in session that all students can access. Students are given impartial access to all providers and financial implications of their choices.

Sixth form students are offered a bursary if they meet the criteria to help with costs related to their education during their sixth form studies. They will especially receive guidance on applications to university through UCAS and if they need to apply for an apprenticeship or job they will be given help through the tutor programme with C.V writing and interviews techniques.

Staff Development

Staff training needs are identified and training is offered to all relevant staff as opportunities arise. Futures champions could attend conferences, careers fairs, seminars on a regular basis, to ensure their continuing professional development.

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at the academy can request an appointment with the careers adviser but, in practice, Year 9 - 13 are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.

The school also contracts a qualified independent Careers Adviser to offer career guidance for an as and when required throughout the academic year

Student entitlement

The Futures Programme section of the academy website promotes the Student Entitlement for all year groups based on the CDI framework and Gatsby Benchmarks. This is included in the timetable of the school week set out in the tutor time programme or as extra activities throughout the year for all students in the academy. Alongside the programme there will be enrichment for enterprise and STEM activities to run concurrently with the student entitlement, as well as the opportunity for pupils to access Google classroom for their Futures work.

Students are encouraged to take an active role in their own Futures development, the programme emphasises student participation with a focus on self - development and learning about work and developing careers and employability skills by competing in various enterprise competitions. AAT future skills workshops and participating in National Careers Week will also be available to participate in throughout the academic year.

Students will be able to apply to become a Futures Champion by stating their interest to Mrs Halls when the opportunity arises during the start of the autumn term. They will work closely with the lead for Futures and curriculum areas to provide feedback regarding the programme and support for those in their year groups not sure on their future plans.

During their time at the academy, all students can expect to get the support they need in making choices in year 9, 11 and 13. They will be given up to date and objective information on future learning and training in relation to labour market information.

Students will also have many opportunities to meet employers and training providers in careers talks, assemblies and visits. They can also expect to be given the opportunity to relate what they learn to lessons in their lives and careers beyond the academy.

Tutor sessions are included in the overview of the Personal Development Curriculum.

All students in year 12 are expected to complete two weeks work experience during July of their first year of post 16 education.

Equal opportunities

The school 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 teamwork 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.

Resources

Students have access to a wide range of resources. A dedicated Careers Information area in the academy library provides a comprehensive and up-to-date selection of books, posters, magazines, college and university prospectuses, apprenticeships and is open to all students. Students have access to a number of online careers resources via the school's website. The school is committed to providing the resources to enable an effective Futures Programme, including adequate staffing, staff training and resources.

Career information is available through the careers library, relevant displays and notice boards are cascaded around the academy highlighting the careers available in each curriculum area as well as in the Futures section of the academy website as the School Regulations and Information 2008 require.

Support is available for individuals with learning difficulties and/or disabilities. Additional information sources include participation in events and activities both in school and outside, working with our wider school community, including parents, the Regional Board, past students, staff and local businesses/organisations. The Head of Futures informs staff about useful teaching resources.

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The referral System

Needs-based referral

The referral procedure works as follows:

Heads of Year, SENCO/ Behaviour 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 pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the Futures Programme by contacting Mrs Halls rhalls@magna-aspirations.org or via a Form Tutor, or Head of Year who will contact Mrs Halls for them.

An appointment will then be made with Rebecca Halls or the external careers advisor.

The careers adviser will record action plans on the internal Google drive. Students will receive a copy and parents and staff can share the information if permission is given. If a student is away or fails to attend, an alternative time will be arranged. .

Parental engagement

Students 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 child. The academy is keen to foster parental involvement in the Futures programme, wherever possible.

Parents will be encouraged as much as possible to engage with the Futures Programme and will receive a newsletter of up dated labour market information, activities throughout the academic year and information to help them understand the key decision points in the education of their children at least once a term using letters and text messages when needed. Parents / carers will be invited to the academy to discuss their son/daughter's progress at Parents Evening and options events during the academic year. In readiness for these events, students' careers aspirations are collected by the Futures Programme to allow discussions around progress and the next steps, career ideas and academic progress.

The Futures lead will attend as well as education and training providers for specific year groups when relevant to their choices. In addition specialist events for parents include options evenings for year 9 post 16 and 18.

External Providers

A range of external providers are invited into school to support the Futures programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school in accordance with the academy safeguarding policy.

Employer links

Links with employers, businesses and other external agencies continue to grow by building on local community connections with past alumni or parents working in the local area; as well as through the support of the school's Enterprise Advisors, Joe Craven Lush and Laura Bush BCP.

Role models

Alumni, current apprentices and university students will be invited in to raise aspirations and demonstrate what is possible after Magna Academy, while non-traditional routes are supported and encouraged. The destinations of school-leavers are monitored and trends identified.

Impact

Partnership Agreement with Independent Careers Guidance Provider

An annual Partnership Agreement is negotiated between the academy and Ansbury which identifies the contributions to the programme that each will make. Other links are being developed, with local 14-19 providers such as Bournemouth and Poole College and Kingston Maurward. Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEG area and SUN will provide funding for NCOP students in the relevant post codes.

The Head of Futures is responsible for the effective deployment of resources. Staff training needs are identified as part of the Partnership Agreement process with the Ansbury Guidance and in conjunction with the School Inset Coordinator. Funding is provided by school funds. The school will endeavour to meet training needs within a reasonable period of time. The Partnership Agreement with Ansbury is reviewed regularly. The programme is reviewed annually by the Head of Futures and the Personal Advisor, using the local quality standards for CEG to identify desirable improvements, and a report is submitted to the Senior Leadership Team, Regional Board, Young people, staff, local employers and parents will be actively encouraged to be involved in all aspects of the monitoring, evaluation and review of IAG provision.

Monitoring, Review & Evaluation

The Futures Programme activities are monitored, evaluated (with active involvement of student Futures Champions from all years) and reviewed. Feedback is welcomed from all members of the school community who help with our programme. This provides the basis for the programme's development plan. The service offered by our external careers consultants is reviewed regularly.

The Futures Programme is evaluated in a number of ways, including: student feedback on their experience of the Futures Programme and what they gained from it and staff feedback on Futures lessons. When monitoring the success of the Futures Programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students. A Compass evaluation against the Gatsby Benchmarks will be completed at least once a year to guide the planning of the following Futures provision.

Magna Academy Provider Access Policy

The information below sets out the academy's arrangements for managing the access of external providers to pupils in the academy for the purpose of giving them information about the provider's education or training offers available. This complies with section 42 B of The Education Act 1997.

All students in years 7-13 are entitled to

- Find out about technical education qualifications and apprenticeships opportunities, as part of the futures programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and opportunities through options events, assemblies and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Any provider that wants access should contact the Futures Programme Lead Mrs Rebecca Halls rhalls@magna-aspirations.org

A number of events throughout the academic year will allow provider's access to students on numerous occasions through the careers fair or activities involved in the provision of the student entitlement listed in the Futures section of the Magna Academy website.

Premises and facilities

The school will make the main hall, sports halls and classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available projectors and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Futures Programme lead Mrs R Halls.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Reception.

Approvals

Monitoring, Evaluation and Review this policy was formally approved by the Regional Board on:

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded by the Chair of the Regional Board.

Principal

Natasha Ullah



Date: 22 06 2020

Regional Board representative

Kate Redman



Date: 22 06 2020

Senior Leader overseeing Futures Programme

Katie Stafford

Date: 22 06 2020

Head of Futures

Rebecca Halls



Date: 22 06 2020

Date of next annual review: 22 06 2021

Date of this briefing: 22 06 2020