



ASPIRATIONS

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

Magna Academy

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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 Katie Stafford has been designated as the Assistant Principal responsible for Futures, advice and guidance. For further information, please email kstafford@magna-aspirations.org or telephone 01202 604222.

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 academy. 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 career
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 Years 8 to 13 must receive independent careers advice. This will require working in partnership with our wider academy 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 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 Katie 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 academy 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 academy 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 students 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. All students have access to their own Career Pilot account.

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 and year 10 are expected to complete one week of work experience during June or July

Magna Academy will meet the new requirements from January 2023, when the updated provider access legislation (PAL) comes into force. The updated legislation specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:

- Two encounters for students during the 'first key phase' (year 8 or 9) that are mandatory for all students to attend
- Two encounters for students during the 'second key phase' (year 10 or 11) that are mandatory for all students to attend
- Two encounters for students during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for students to attend

Equal opportunities

The academy 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 academy's website. The academy 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 the academy and outside, working with our wider academy 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 the academy.

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 the academy to support the Futures programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, academy alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at the academy 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 academy's Enterprise Advisors, Joe Craven, Lush and Laura Bush, BCP Council.

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 academy-leavers are monitored and trends identified.

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 academy 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 academy 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 students in the academy for the purpose of giving them information about the provider's education or training offers available. This complies with section 42B 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 email the Futures Programme Lead Mrs Katie Stafford kstafford@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 academy 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 academy 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 Kstafford.

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