

At Azhar Academy Girls School, we are passionate about ensuring we provide our students with as much careers guidance as possible to enable them to make excellent decisions for bright futures. This policy is underpinned by our long-term vision and core Azhar values (Aspirational, Zealous, Humble, Active, Resilient).

We offer high-quality, impartial career guidance that helps pupils to make informed choices about which courses suit their academic needs and aspirations. Azhar Academy Girls School is committed to Careers Education as a vital means of giving all students the skills, knowledge and understanding to manage their own lifelong learning and career development.

Careers education will prepare all students for the opportunities, responsibilities, and experiences of education, training, and employment and the challenges of adult life. Careers Education is embedded across all subjects in the curriculum as well as being a part of the IPSHE programme.

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme. All members of staff at AAGS are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students.

### Objectives

Azhar Academy Girls School will:

- Provide a planned programme of activities to which all students from Years 7-11
- Help them to plan and manage their careers.
- Provide information, advice and guidance (IAG) which is impartial, unbiased and is based on the students' needs.
- Follow best practice guidance from the careers profession and other expert bodies.
- Work in partnership with the outside providers to ensure all students access education, employment or training after KS4
- Aim to provide inspiration and aspiration as well as advice about Local Market information
- To facilitate the effective transition of pupils at the end of Key Stages 3 and 4 to courses of study which will lead on to higher education, training or employment which match the aspirations of these pupils and their parents.
- To allow access to providers of technical education and apprenticeships, so that every pupil is well-informed about their future options at every stage.
- To help pupils who are interested in going to university, and those who favour a technical route, including T levels or an apprenticeship; or seeking to progress to the highest levels of skilled employment or technical education and training at levels 4, 5 and 6. Progression options will include higher and degree level apprenticeships or higher technical education, including technical degrees.
- To provide relevant and accessible information to all pupils on the full range of opportunities open to them and to foster an understanding of where such choices may lead.
- To provide a broad curriculum, with leadership experiences from the start of secondary education and onward, which will enable all pupils to develop the skills of planning, self-appraisal, decision-making, self-presentation and transition management.
- To enable all pupils to make reasoned, informed and appropriate career choices.
- To encourage an attitude of self-worth and the development of personal autonomy, so that pupils may reach their highest expectations.
- To promote social inclusion and improve social mobility.
- To provide accurate and up-to-date careers resources and a careers information service for pupils and staff that is in line with best practice.

- To enhance pupils' awareness of educational and careers opportunities through individual, impartial guidance and careers education.
- To liaise with and support staff throughout the school, helping them to devise and deliver appropriate careers education within course programmes and the tutorial system.
- To devise and deliver staff development in careers education, information, advice and guidance.
- To work towards providing equality of opportunity and access to all pupils.
- To negotiate partnerships with external providers of careers and guidance which will add value to school-based provision. Through this, to provide a well-integrated support service for pupils and staff.
- To keep up to date, through personal development programmes, college provision, apprenticeships, HEI courses and employment trends to ensure that advice is informed and realistic.
- To use the Gatsby Benchmarks to assess and improve the quality of the school's careers strategy and programme over time.
- To give all pupils in Year 7 to Year 11 access to a range of education and training providers for the purpose of informing them about approved technical education qualifications or apprenticeships.
- To make sure all pupils have access to external sources of information on the full range of education and training options.

### **Programme of Study**

Azhar Academy Girls School provides comprehensive Career, Enterprise, Information, Advice and Guidance (CEIAG) programme. Students can expect to receive the following:

#### Year 7

- Identifying own strengths, interests, skills and qualities in relation of their value to future employability.
- Different work roles and career pathways.
- Evaluation of employability skills needed.
- Careers Trips including 'The Careers Festival' at Kidzania.

#### Year 8

- Identifying own strengths, interests, skills and qualities in relation of their value to future employability.
- Choices available at GCSE and a skills analysis to manage the decision-making process.
- Explore different types of careers and pathways.
- Qualifications and skills needed for different careers.

#### Year 9

- Labour market (including the diversity of local and national employment opportunities)
- Learning options, skills, occupations and progression routes
- Evaluate own strengths, interests, skills and qualities relate to future employability
- Careers trips as part of the Naz Legacy Diversity Days
- Careers Carousel and Mini Careers Fair.

#### Year 10

- Learning about 21st century employment
- Range of careers opportunities open to students post 16
- Attitudes and values in relation to work and enterprise
- Work experience week
- Careers Fair at Azhar Academy Girls School
- Careers trips to universities

#### Year 11

- An introduction to the post 16 application process
- Support with Apprenticeship applications
- Mock interviews with local employers
- One to one career guidance interview
- Careers trip to the Skills London Careers Fair

Education and apprenticeship providers are regularly invited to speak to the students, either as a whole group or as small, targeted groups.

## **Careers Provision at Azhar Academy Girls School**

All students have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects.
- Talks occur on a range of careers that inspire and motivate the students. These are offered to all students in the school and include higher level apprenticeships.
- All students can book careers appointments with the Careers Advisor/form tutor
- All KS4 students have access to the Careers Portal, where opportunities are advertised to students.

Students with Special Educational Needs or Disabilities (SEND):

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate

Careers Advice

· At AAGS, there is a Careers Lead who arranges an external Careers Advisor that will work with the Careers Lead to provide impartial careers advice. This is in line with the Gatsby Good Careers Guidance.

Key Stage 3

- The options programme for Year 9 is designed to support them in their GCSE choices.
- The pastoral curriculum in Year 7-9 covers economic wellbeing, active citizenship and develops enterprise and entrepreneurship. A particular example of this is through the opportunity to participate in a mini-enterprise day in Year 9.
- Year 9 students have the chance to meet with multiple employers at a mini careers fair
- Students in Year 9 will have the opportunity to take part in the Bronze Duke of Edinburgh Award. Most students participate in this.

Key Stage 4

- The Year 10 students receive significant careers input in form time including work experience choices support.
- After this input the Year 10 students receive one-to-one careers discussions with their form tutors.
- All students in Year 10 participate in community outreach campaign as part of Citizenship Studies.
- Several students every year will take part in the Duke of Edinburgh Award.
- Extra-curricular clubs and trips support students in developing their understanding of a range of subjects.
- Students in Year 10 undertake compulsory Work Experience fortnight. The students receive extensive application support with key opportunities advertised and CV and covering letter writing workshops.
- Students receive guidance on post-16 options which are most likely to give the pupil a pathway into employment or higher education and give them the support they need to progress and succeed.
- The pastoral curriculum in Year 10-11 covers economic wellbeing, active citizenship and charity fundraising
- KS4 student attend a careers fair which is organised by Azhar Academy with over 50 employers, colleges and universities
- Year 11s receive support in writing personal statements, CVs and college applications.
- All year 11 students have a mock interview with external professionals.

## **Provider Access**

All pupils in years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers 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 apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

The school works with providers to identify the most effective opportunity for them to share information about education and training opportunities

## **Measuring Impact and Evaluation**

We are keen to measure the effectiveness and impact of our careers programme at Azhar Academy Girls School, and this is done in several ways including student destination data and surveys. We are keen to gain feedback from a range of stakeholders including parents, students, teachers and employers.

The Headteacher will ensure that the work of the Careers Advisor and CEIAG events are supported and monitored

A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team.

The careers leader is responsible for planning, implementing and quality assuring a careers programme for the school; managing the delivery of career guidance; networking with external partners, including employers; coordinating the contributions of careers teachers, subject teachers, tutors and SENCO

Subject leaders are responsible for linking curriculum learning to careers.

This policy should be read in conjunction with the following policies:

- Curriculum Policy
- Teaching and Learning Policy
- Trips Policy
- Community Cohesion Policy
- Equality and Diversity Policy