



CEIAG Vision:

Fostering our students' curiosity and self-awareness, empowering them to become responsible, respectful and valued members of the community who are ready to meet the challenges of their future with confidence.

We strive to prepare our students to be active learners through our embedded, inclusive, skills and experience- rich careers programme.

In partnership with our community, industry contacts, Higher and Further Education providers, we create learning opportunities both inside and outside the classroom fostering our students' curiosity and self-awareness, empowering them to become responsible, respectful and valued members of the community who are ready to meet the challenges of their future with confidence.

Fakenham Academy CEIAG Vision aligns directly with the whole school vision, curriculum intent and development priorities:

We strive to prepare our students to be active learners through our inclusive, skills and knowledge- rich curriculum. In partnership with our community, we share the goal to create learning opportunities both inside and outside the classroom. Our students aspire to become responsible, respectful and valued members of the community who are ready to meet the challenges of the future with empathy.

Our Careers Programme has been developed to directly address all of these priorities, embedding them throughout the curriculum, culture and ethos of the whole school. The three themes, Partnerships, Community and Curriculum, encompass our successful work experience programme for Year 10 and 12s; the inclusive support for SEND students and their support networks; our ever increasing interactive network of industry, FE/HE partners and community connections and the proactive relationship between our Careers Advisor, Careers Lead and all our staff that reinforces CEIAG as part of our culture.

Fakenham Academy has an active partnership with the Norfolk and Suffolk Careers Hub and is proactive in its interaction.

Quality in careers:

'Career' describes our journey through **life, learning and work.**

*2019 research by Education and Employers, entitled '**Motivated to achieve**' shows that participation in career talks with volunteers from the world of work can change the attitudes of Key Stage 4 (14-16 years old) pupils to their education. This can influence their future plans and subject choices, motivate them to study harder and supports an improvement in academic attainment.*

Setting the integration of Partnerships and Community into Curriculum as Fakenham Academy's Strategic Objective delivers this impact for our students. The comprehensive strategic careers programme encompasses processes that ensure a Quality Standard in our programme.

i.e.

1. *A structured careers programme is written down, published, routinely reviewed and*

undergoes measured evaluations. Systematic feedback from pupils, parents, local employers and teachers is sought and communication about the programme with all stakeholders is routine.

2. *There is an individual responsible for careers who is, or is directly line led by, a member of SLT.*
3. *Students are aware, and understand, the careers programme, its purpose and the impact it has on their future life, learning and work.*
4. *Students know where and when they can find CAIEG, and can access their career pathway records.*
5. *School leadership gives CPD time to CAIEG and routinely reiterates its importance and the school's commitment.*

Framework:

The 8 Gatsby Benchmarks	
1. A STABLE CAREERS PROGRAMME	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information
3. ADDRESSING THE NEEDS OF EACH STUDENT	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout
4. LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. EXPERIENCES OF WORKPLACES	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. PERSONAL GUIDANCE	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

Objectives:

Fakenham Academy School Strategic Objectives

Summarised:

Strategic Objective	Meeting Gatsby Benchmarks
Strategic objective 1. Partnerships Develop strong proactive partnerships, between the school and employers, employees and HE/FE providers, that deliver a wide range of encounters to broaden and challenge students' awareness of opportunities in line with Provider Access Legislation.	Gatsby Benchmark 2, 5, 6 & 7
Strategic objective 2. Community Create supported opportunities for our students to grow their own networks, build social capital, personal responsibility and empathetic community mind-set, whilst developing great employability skills. Build mutually beneficial interactive connections between the school and the community in which it sits.	Gatsby Benchmark 2, 3, 5, 6
Strategic objective 3. Curriculum Integrate careers education across the curriculum with all staff being aware of their role and taking a proactive part in contextualising subject knowledge and transferable skills in the world of work.	Gatsby Benchmark 1,2,3 and 4

In more detail:

Strategic Objective 1.

Partnerships

Develop strong proactive partnerships, between the school and employers, employees and HE/FE providers, that deliver a wide range of encounters to broaden and challenge students' awareness of opportunities.

This includes:

- A full programme of in school careers activities that utilise employer and employee partnerships and is written into the school calendar.
- PSHE lessons, augmented by partners, cover future plans and career management skills as part of the curriculum map.
- All Yr10 take part in work experience outside of school.
- Local post-16 providers, apprenticeship service providers and major local employers who offer apprenticeships attend careers fairs and interactive sessions with students during the school day.
- Trips to post-16 providers and businesses are part of the careers programme.
- Three year tracking of alumni in place and alumni engaged with school careers programme.

- Staff, students, parents and employers are aware of, are involved with and feed back on careers programme
- Use of various methods of communication to include partners and stakeholders in the careers programme is integrated into routine.

Why we do this

- Research shows that regular meaningful encounters with the world of work raises aspirations, increases engagement with learning and motivation for learning, thereby increasing attainment and reducing the risk of students becoming NEET.
- Through awareness of a wider spectrum of opportunities, with information about them delivered by a broad and diverse spectrum of role models, students are significantly more likely to find resonance with higher aspirational pathways and engage with the education and experience that will enable them to achieve.
- Human nature is to gravitate towards that which is familiar. Encounters that turn unknowns into knowledge and awareness of both work place and educational options will open up student's post-16 post, post 18 and career choices which can be confidently based on informed ambitions.
- Exploration of options with a breadth of informed external partners will inspire development of further research skills, give access to, and make sense of, up to date labour market information, facilitate social mobility and support each individual student to make effective choices and transitions appropriate to themselves.

Strategic Objective 2.

Community

Create supported opportunities for our students to grow their own networks, build social capital, personal responsibility and empathetic community mind-set, whilst developing great employability skills.

This includes:

- Personal development experiences created within the school community (staff, students, and parents) engaging students in a wide range of co-curricular opportunities.
- Students support local charities within the wider community.
- Students to engage with school council roles, prefects and leaders. Roles defined for each leadership position.
- Fakenham Academy has good, mutually beneficial, working relationships with local groups, public sector organisations and charities. Members of school staff and careers team regularly attend local events and organisations in person.
- Fakenham Academy careers related news is published via internal and external newsletters, bulletin and included in social media
- Parent voice is an integral and being developed

Strategic Objective 3.

Curriculum

Integrate careers education across the curriculum with all staff being aware of their role and taking a proactive part in contextualising subject knowledge and transferable skills in the world of work

This includes:

- At least one careers focused CPD session for all staff – based on training needs audit.
- Staff feel confident in engaging in careers conversations and guiding students with their

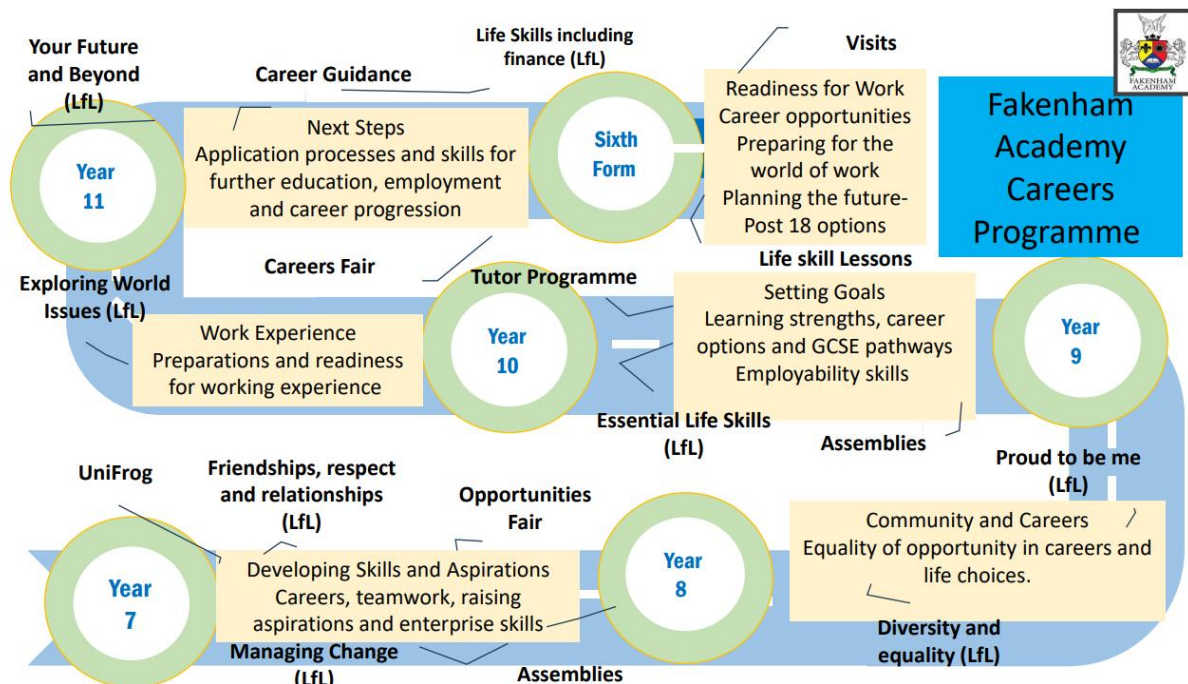
choices.

- Students understand how their education helps them to develop the fundamental skills and knowledge to achieve success.
- Students are motivated to engage in learning and strive for high attainment as they are aware of achievable aspirational opportunities and understand how their abilities will help them to achieve these aspirations.
- Every curriculum journey links to possible career choices
- Successes are publicised/shared with stakeholders

Why we do this:

- Students feel more engaged in their learning when they perceive the relevance of what they are studying to their own and other people's lives.
- Students become more aspirational, understanding that perceived barriers can be overcome using skills and knowledge they are gaining every day and that there are numerous pathways to success.
- Subject teachers are highly influential – students are 18 times more likely to be motivated to learn if their teachers know their hopes and dreams
- Staff highlighting the relevance of their subject to future careers and opportunities creates social capital for young people with more limited networks.
- Improving careers education/guidance in secondary schools and colleges can lead to better student outcomes, while also raising aspirations and increasing engagement with education", ICEGS
- **Skills Builder – Better Prepared Report** 'Strong essential skills such as speaking, listening and staying positive can positively influence young people's employment prospects.
- Career context enriches education and helps students see the point of what they are being taught.

The Careers Learning Journey:



Fakenham Academy Careers Programme 2024/2025:

Year	Curriculum	In School events	Out of school events
7	Developing skills and aspirations Careers, teamwork, raising aspirations and enterprise skills	Opportunities Fair Learning for life lessons Guest speakers UniFrog	Trips through the curriculum
8	Community and careers Equality of opportunity in careers and life choices. Different types of work.	Opportunities Fair Learning for life lessons Guest speakers UniFrog	Trips through the curriculum
9	Setting Goals Learning strengths, career options and GCSE pathways Employability skills	Opportunities Fair Learning for life lessons Guest speakers UniFrog Careers fair Careers bulletin Careers meetings	Norfolk Careers and Skills Festival Guided choices evening
10	Work Experience Preparations and readiness for working experience	Opportunities Fair Learning for life lessons Guest speakers UniFrog Work Experience Careers meetings	Work experience
11	Next Steps Application processes and skills for further education, employment and career	Opportunities Fair Learning for Life Sixth Form Open evening Help You	Open evenings

	progression	Choose Assembly Sixth Form Taster Day Fakenham Academy & Sixth Form Careers Fair Sixth Form Open evening One to one meetings with the careers advisor. Guest speakers GCSE results day	
12	Readiness for Work Career opportunities Preparing for the world of work Planning the future- Post 18 options	Opportunities Fair Tutorial lessons Fakenham Academy & Sixth Form Careers Fair One to one meetings with the careers advisor. Guest speakers Work Experience (WEX) Higher Aspirations Scheme UCAS discovery day Tutorial lessons	Work Experience
13	Next Steps Application process	Opportunities Fair Tutorial lessons Fakenham Academy & Sixth Form Careers Fair One to one meetings with	Open evening events

		the careers advisor. Guest speakers Work Experience (WEX) Higher Aspirations Scheme Tutorial lessons A-Level results day	
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Stakeholders:

There is a regular careers element in the school newsletters which will share the positive impact of some of our careers programme activities, give notice of upcoming events and opportunities and invite feedback and suggestions.

We facilitate networking within the school that includes talks to and from employers, providers and stakeholders. We are also building links with the local community and business networks outside the school, sharing upcoming topics via talks or appropriate articles through our career bulletin.

The Careers Leader attends appropriate parents evenings, options evenings and careers fairs and staff CPD/INSET days to provide updates, impact and reviewed programme objectives.

When possible, social media posts share information.

Partners:

Fakenham Academy works closely with the Norfolk Enterprise Advisor Network and the Careers Hub.

Regular collaboration and contribution comes from many sources, a full list can be provided upon request.

Student entitlement/goals for students:

We deliver individual and impartial CEAG that helps students to prepare for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire and articulate the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

Students and their parents/carers/supporter can request a meeting with the Careers Advisor at anytime during their school journey at Fakenham Academy and are able to access information recorded by the school about their interests and aspirations.

Students are able to request access to their career pathway information recorded on Unifrog.

Monitoring and evaluation:

Records of careers activities, student meetings with the Careers Advisor, destination data and student interests and ambitions are maintained on Compass+. Reports are made regularly. Each significant activity, and the careers programme as a whole, is evaluated in an appropriate manner and the data recorded. This data informs review and development of the programme.

Student, parent and partnerships voices play an important role in the development of the programme

There is an annual Trust visit looking at how the school is performing against Gatsby Benchmarks and, importantly, the quality of evidence that has allowed the school to rate itself against each Benchmark on Compass +

Personnel and contact details:

The school Careers Adviser is Emma Durand, who meets with our students in 11 student at least once. Parents/carers/support network can attend on request or by approval of the student.

The school Careers Leader is Mr Gray. He is responsible for the creation implementation and monitoring of the careers strategy and the careers programme. This includes CPD for staff to ensure they are accessing all the resources they need to embed careers in their teaching or support of students.

The Careers Leader will co-produce with SLT and staff, a programme of careers activities throughout the school year and ensure all are empowered to lead effectively on their meaningful careers activities, can evidence impact and record activities via an agreed process.

Mr Gray can be contacted via email

s.gray@fakenhamacademy.org

The Trust Careers Lead is: Kirsty Bray (k.bray@setrust.org) her role is to support the schools source and deliver a careers programme that meets the Gatsby Benchmarks, working with external parties as required and coordinating termly meetings of school Careers Leads to share pertinent and relevant information that can be drawn into each school's careers programme. The Trust arranges, in conjunction with each careers lead, an annual careers audit and review and a short written report against the Gatsby Benchmarks is produced.

The Trustee with the Careers oversight is: Jonathan Taylor