



Salford City Academy

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Salford City Academy

Careers Education, Information & Guidance Policy 2025 – 2026



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1. Intent

The **Step Beyond Careers Programme** at Salford City Academy is designed and delivered to inspire high aspirations in students and give them essential knowledge of the pathways needed to achieve their goal. The careers team endeavours to provide education, information, advice and guidance to students to support them with making decisions about their future progression.

2. Vision

Inspire High Aspirations through knowledge and skills – to be the best you can be. Empower students by providing a wide range of opportunities in each year group relating to careers and their progression beyond SCA.

3. CEIAG (Careers Education, Information, Advice and Guidance)

Salford City Academy has high quality careers advice and guidance, this is from our in-house Careers Lead, who is currently studying for his Level 6 qualification. This is developed throughout a student's time at the school and is always supportive of their aspirations, strengths and skills. Through a planned programme of activities, CEIAG and Employability skills, Salford City Academy seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon Beyond Salford City Academy, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

4. Aims and Purpose

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers. This programme of assemblies and form time activities utilises the use of the online Careers Platform Unifrog.
- Providing IAG which is impartial, unbiased and is based on their needs. We have our own, in school Careers Lead, Connor Byrne.
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Section 19 Education Act (2011), January 2018 Statutory guidance: Careers strategy: making the most of everyone's skills and talents (December 2017), Provider Access Legislation (January 2023), as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance
- Working in partnership with GM higher to ensure all students access education, employment or training at the relevant transition points

Working in partnership with the Greater Manchester Combined Authority (GMCA) to effectively monitor the CEIAG provision we offer.

5. Scope

The Raising aspiration strategy is underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, employability learning and enterprise, enrichment, student leadership, equal opportunities and diversity, more able learners, looked after children and SEND.

6. Entitlement

Students are entitled to CEIAG and Enrichment opportunities which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity. The careers programme is designed to meet the needs of the students at Salford City Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. All students and parents have a log in access to Unifrog, which provides activities, quizzes and information on different Post 16 and 18 pathways and careers beyond this. All students are encouraged to access Unifrog.

The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
 - Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
 - Ensure that, wherever possible, all young people leave the school with employment, further education or training
- CEIAG at Salford City Academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:
- Developing yourself through careers, employability, and enterprise education
 - Learning about careers and the world of work.
 - Developing your career management and employability skills.
 - Delivering an Enrichment programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers.

7. How the Impact of the Careers Programme on Young People is Measured and Assessed

Salford City Academy has taken part in a revolutionary pilot to we assess whether students have met the above learning outcomes and ensure that students in the academy are engaging in a variety of opportunities that they feel support them to take the next steps in their journey. Working with GMCA, a regular review is undertaken using the Compass Plus Audit tool. Careers provision is evaluated with the United Learning Careers Lead every term. United Learning also have their own Audit tool, which is completed by the Careers team termly, alongside Compass Plus. Salford City Academy are currently 100% Gatsby compliant.

8. Implementation

Management Responsibilities are spread between the Assistant Principal with oversight of our Curriculum, Director of Careers, Inclusion Leader with Careers responsibility and our dedicated careers advisor. Subject leaders and Year Leaders are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in all curriculum areas across the school. Careers opportunities are offered as part of the taught curriculum, through enrichment days and wider enrichment opportunities. Individual subject disciplines map out through topics where there are links to career development and employability learning. This is co-ordinated through the work of the Assistant Principal for curriculum and Director of Careers. All classrooms display Employability skills and common slides display these.

9. Summary of the Careers Programme

The careers programme includes careers education lessons delivered through PSHE in year 8, delivered by a small team of specialist staff. Individual departments are required to make explicit links to careers, embedded throughout their schemes of learning, with reference to both knowledge that will link to relevant careers and also employability skills. In addition, there are a variety of 'Built on' activities throughout each year group, through enrichment days.

Key Stage 3 Provision

- Allotted time through PSHE lessons for self-development focusing on lifestyle and progression
- Access to the Unifrog via PSHE lessons and tutor time
- Year 9 will be invited to attend a Pre-Options Evening
- Assemblies and other information on KS4 options including vocational and alternative courses. Careers assemblies throughout the academic year
- Access to a Careers Fair for direct encounters with employers, apprenticeship providers, colleges and universities
- Specialised sessions on employability skills, labour market information and future pathways
- Seasonal events, sessions or assemblies in line with Green Careers Week, National Careers Week and National Apprenticeships Week
- **In summary, by the end of Key Stage 3 all students will have:**
 - A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
 - A good understanding of the full range of 14-19 opportunities for progression
 - An understanding of the qualities, attitudes and skills needed for employability.
 - Used online careers resources, such as Unifrog to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
 - Received appropriate advice and guidance on Key Stage 4 options
 - Exposure to a variety of careers through whole school careers week, British Science week and National Apprenticeship week
 - Exposure to a variety of careers through enrichment day activities, including gender inspiration days and opportunities to meet with employers/employees
 - At least one trip to a higher education provider.

Key Stage 4 Provision

- Impartial and bespoke advice and guidance in 1-to-1 careers interviews

- Access to a Careers Fair for direct encounters with employers, apprenticeship providers, colleges and universities
- College presentations from all local colleges, including apprenticeships providers.
- Local university presentations and all students will visit at least one University and FE provider.
- Local College taster days and open events
- Mock interviews and interview preparation support for every Year 10 and 11 students with local employers
- Information on College Open dates and advice on which courses would be suitable
- Networking events
- Targeted students are enrolled on specific intervention programmes such as The King's Trust Mosaic Mentoring Programme to improve employability skills and build confidence
- All students offered opportunity to take part in an experience of the workplace.
- Support with completing College Application forms and access to computers for on-line registration
- Supported CV and Personal Statement sessions enrichment sessions
- Parent evenings and assemblies are supported by the Careers Lead and external providers
- Close monitoring of vulnerable students, local authority mentoring offered to those who may need some support.
- Seasonal events, sessions or assemblies in line with National Careers Week and National Apprenticeships Week
- **In summary, by the end of Key Stage 4, students will have:**
 - Enhanced their self-knowledge, career management and employability skills
 - Used ICT software and other sources of advice to investigate and explore future choices and progression routes
 - Been given direct access to employers, colleges and training providers
 - Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
 - Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
 - Been given information about appropriate available funding
 - Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

10. Working with Employers/ Business Links

In order to support our Careers Programme we will be engaging with businesses which represent the Greater Manchester labour market and work alongside local partners, such as the City Council, GM Higher, ITV and Farrat Engineering to broker those links with employers who can support and enhance activity. We will also work with our Enterprise Co-Ordinator and Advisers (part of the Careers and Enterprise Company's Enterprise Adviser Network) who will support us to develop a whole school approach to employer engagement, which meets the needs of our students.

11. Impartial Careers Advice

All students receive at least one careers interview with the Careers Lead during KS4. The Careers Lead is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Lead also provides an important contribution to the planning, design and delivery of all aspects of our careers education including PSHE and Aspire Days, allowing for current labour market intelligence to inform these processes. The Careers Lead runs a variety of drop-in sessions weekly for Year 11 students with targeted opportunities including supported college applications for a variety of post-16 providers, apprenticeship application support sessions, CV building and more general drop-in opportunities. All students receive at least one appointment with the Careers Lead in Year 11, and Year 10s have the opportunity for 1-to-1 guidance if they need advice. Year 11 pupils at risk of not being in education, employment or training (NEET) post-16 are identified and have additional meetings with the Careers Lead, after which appropriate interventions are agreed and implemented. Any students on Alternative Provision or Persistent Absentees are also offered appointments at their alternative provision, at home or arrangements to meet in school are arranged. The level of supported needed is identified by taking in to account a range of risk factors and is in line with the Salford Local Authority action plan and ensures that appropriate support is offered to all students.

12. Staff Development

Staff training is identified by a needs analysis and Compass+ assessment tool. All staff receive training that supports tutors to deliver effective support and guidance related to their aspiration survey results. Strong links also exist with Universities and Further Education colleges, who often come into school to speak with pupils, staff and parents about current labour market information.

As part of the United Learning Trust, the careers team has access to 1-to-1 support from the Central Strategic Careers Lead, opportunities to shadow other careers teams during Careers Excellence visits, access to careers-specific resources via a dedicated online United Learning Careers Microsoft Teams page, direct communication with other United Learning careers leaders via Teams, invitation to an annual United Learning Careers Conference and other specific CPD opportunities.

Furthermore, Connor Byrne, Careers Lead is working towards the OCR Level 6 Diploma in Careers Guidance and Development.

13. Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

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;

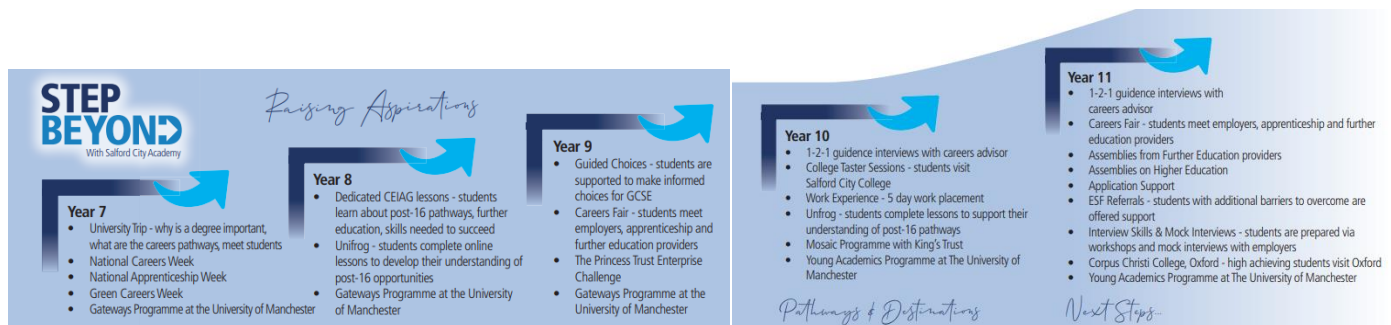
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through Careers Fairs, options events, trips, assemblies and other events
 - to understand how to make applications for the full range of academic and technical courses.
- Management of provider access requests Procedure

Any provider wishing to request access should contact Connor Byrne, Careers Lead in the first instance. Our Enrichment days are the perfect opportunity for education providers to speak to relevant pupils.

Telephone: 0161 789 5359 | Email: connor.byrne@salfordcity-academy.org

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. Please see below for a yearly breakdown of careers activities and events:



Premises and facilities

The school will make relevant spaces available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead/Advisor.

14. Monitoring and Evaluation

Our partnerships are reviewed regularly. CEIAG:

- Aspire days and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Aspire survey evaluation seeks to monitor and evaluate the impact of the aspire programme of all students in the academy twice a year.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools

15. Careers Programme Review

We review this policy document annually. The next date for review will be by **22.10.2026** by our Careers Leaders – Connor Byrne (Careers Lead) and Daniel Nicholls (Assistant Principal).