



**KING'S LEADERSHIP**  
ACADEMY WARRINGTON

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**CAREERS INFORMATION ADVICE AND EDUCATIONAL GUIDANCE (CIAEG) POLICY**

***“To develop an insightful approach that raises aspirations and exposure through the World of Work programme, so that students understand the flight paths available to them and learn valuable life skills to make informed choices about their future”***

Date of policy: October 2018

Member of staff responsible: MISS R NOPHAKHUN

Next review: September 2019 (or sooner if DfE guidance released)

Students consulted: through Parliament and staff and student questionnaires

**What Is The World of Work Programme?**

At King's Leadership Academy, we place great emphasis on each of our students having a personal development programme that ensures that they, “the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world”. This starts as soon as they arrive in Year 7 and builds significantly through Year 8-13. Our careers programme is designed to: enable students to feel some sense of responsibility and achievement in determining and recognising not only their strengths and weaknesses, but also their full potential; promote equality of opportunity to reach their potential, such as SEN students or students eligible for pupil premium; embrace diversity and challenge stereotypes.

The policy will be guided by the Gatsby Benchmarks and conform to statutory requirements, in particular the DfE's Careers Strategy.

## Aims and Values

In addition at King's we believe that the World of Work Programme should support students to develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from their academic to their personal and professional life.



- To promote a high culture of aspirations ensure that students develop the character and leadership skills as well as the vision beyond the local (Warrington, Woolston, Padgate) and regional perspectives to view the wider world where any **aspirations and achievements** can be realised.
- To build on students' character, confidence and leadership as well as identity so they are **self-aware** and can contribute towards their personal well-being.
- Students to exhibit the characteristics of '**professional** etiquette', self-pride, punctuality, **professional** attire, daily attendance, presenting work to a professional standard and adopting a **professional approach** in secondary school so these are transferable habits for the work place.
- As much as learners appreciate that **integrity** is more than just telling the truth, there is the dimension of faithfulness and honour to the belief systems that they hold.
- Politeness, courtesy and good manners can be recognisable characteristics that we acknowledge and **respect** each other. However, self-respect in recognising strengths as well as the capacity to develop further.
- As well as the achievement of 'success', the completion of activities to build **endeavour** with diligence, perseverance, resilience and tenacity.

## Organisation of the World of Work Programme

### **Lead Members of Staff**

Whilst all staff have a responsibility for World of Work to all students, staff with a specific, relevant remit include:

- MISS R NOPHAKHUN
- MRS N BURROWS

## Implementation

The eight Gatsby benchmarks of Good Career Guidance



<b>1. A stable careers programme</b>	<ul style="list-style-type: none"> <li>• Year 7 induction week and greeter system- aligned flight paths (Years 7-13)</li> <li>• Operation Reset with career focus</li> <li>• Beautiful work with inclusion of 'My World of Work journey'</li> </ul>
<b>2. Learning from career and labour market information</b>	<ul style="list-style-type: none"> <li>• In-house talks every learning cycle on subject based careers</li> <li>• Guest speakers every learning cycle (medicine, engineering, sport)</li> <li>• Research tasks in ASPIRE curriculum to gain awareness of career market</li> </ul>
<b>3. Addressing the needs of each pupil</b>	<ul style="list-style-type: none"> <li>• Mentoring notes for tutors to monitor and address career options</li> <li>• 1:1 career appointments when needed with careers advisor</li> <li>• Regular WoW feedback surveys and adaptations to programme based on needs</li> </ul>
<b>4. Linking curriculum learning to careers</b>	<ul style="list-style-type: none"> <li>• Using lead practitioners as subject experts in careers</li> <li>• Linking life skills (such as budgeting, cooking, finances) in ASPIRE curriculum</li> <li>• SOW to have an element of career focus</li> </ul>
<b>5. Encounters with employers and employees</b>	<ul style="list-style-type: none"> <li>• Guest speakers every learning cycle</li> <li>• Year 11-13 CV and personal statement workshops</li> <li>• Year 11 Career Interview event</li> <li>• Year 10 Careers Speed Dating</li> <li>• Year 9 Mock Interviews event</li> <li>• Year 7 and 8 Business Enterprise Day</li> </ul>
<b>6. Experiences of workplaces</b>	<ul style="list-style-type: none"> <li>• If students are interested in an industry which we already have contact, work places could be arranged through Wednesday enrichment</li> </ul>
<b>7. Encounters with further and higher education</b>	<ul style="list-style-type: none"> <li>• Talk the Talk sixth form workshop – talking about careers</li> <li>• HE/FE visits throughout the year to various universities</li> <li>• University open day visits</li> </ul>
<b>8. Personal guidance</b>	<ul style="list-style-type: none"> <li>• Mentoring notes for tutors to monitor and address career options</li> <li>• Tutors to target/identify students at risk of being NEET and guide on possible career paths</li> </ul>

## Impact

The World of Work programme at King's is measured against the Gatsby Benchmark through the use of: regular student and staff surveys; employer feedback after World of Work events; NEETS data; destination information (ongoing); Compass careers and enterprise evaluation; 1:1 year 11 career interviews delivered through character and year 11 mentors.