



Careers Policy

The Lodestar Academy

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This policy will be reviewed annually. The academy reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Steven Hulme (Headteacher)
Queries to:	Beth Woodward (Deputy Headteacher)
Date created:	September 2023
Date of last review:	n/a
Date of next review:	September 2024

1. What is this Policy About?

This policy outlines The Lodestar Academy's approach to delivering careers advice and guidance. It sets out the main point of contact, the approach to delivery and how we meet statutory requirements.

2. Who Does this Policy Apply to?

This policy applies to all careers delivery staff, both internal and external advisors, school leaders, LGB, pupils and parents.

3. Policy requirements

Values and vision

The Lodestar Academy is committed to implementing a careers programme that will empower pupils to make informed decisions about their future and to meet our Mission Statement by ensuring pupils leave us with a positive destination and with clear purpose.

We aim to

- Develop the skills, knowledge and attitudes needed for pupils to be successful in their working lives.
- Develop awareness of options available to them and support pupils to manage their career choices and identify the steps needed to be taken to be successful in their chosen career.
- Enable pupils to research careers and to use this to help them make informed choices.
- Support pupil transition either to work or other places of study through identifying opportunities, completing applications, and developing interview skills.
- Experience the world of work and develop transferrable skills.
- Support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully.

Statutory requirements and expectations

The Lodestar Academy is committed to meeting the statutory duties listed below:

- 2018 Access to Providers legislation, ensuring access to a range of training and education providers
- 2022 Education Act (Careers Guidance in Schools) requirement for access to independent careers advice and guidance for all pupils in years 7-11
- 2002 Education Act ensuring pupils are prepared for experiences in later life
- 1997 Education Act requiring a range of up-to-date materials on careers education and opportunities to be available
- Ensuring the Gatsby Criteria are met well
 1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each student
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experience of workplaces
 7. Encounters with further and higher education
 8. Personal guidance

Entitlement

All pupils in year 7 and above are entitled to:

- Access to independent careers advice and guidance.
- Find out about technical education qualifications and apprenticeship opportunities as part of a careers programme that provides information on the full range of education and training options available at them.
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships through assemblies, group discussions and taster events.
- Understand how to make applications for the full range of academic and technical courses.
- Experience a minimum of four employer encounters between years 7 and 11.

Management and Delivery

The approach of The Lodestar Academy is to include a full Careers programme for all secondary pupils, including year 7, within the PSHE programme. Key staff involved in Careers Education Information Advice and Guidance (CEIAG) delivery are:

- Lead for Careers: Bethany Woodward 01803 326330
- Teachers of Careers: Georgia Breuilly, Mel Vatcher, Jasmin Mitchell
- External provider/s: Lucy Avery, CSW Group

All teachers contribute to the delivery of careers education and identify within their subject where they can deliver key areas. The majority of CEIAG takes place within PSHRE curriculum. Coverage of the Gatsby benchmarks is tracked onto software called Gridmaker which is then in turn reviewed every half term.

The Lodestar Academy also subscribes to Morrisby Careers and Skills Builder as tools which support the careers education of all students.

Work experience is arranged on an individual basis, with students identifying work placements in liaison with their CSW advisor. Checks are carried out by the CSW group and students complete 1 or 2 day per week placements during Key Stage 4.

Each term, the careers lead will conduct a review of provision using the Compass tool. This review is conducted alongside our Local Enterprise Partnership (LEP) Representative, and will highlight areas of good practice and the focus areas for the Academy improvement plan for the next year.

Appendix A shows the minimum guarantees that the academy offers to all pupils in each year group. Delivery of the careers programme is a mixture of internal and external providers; the academy ensures all internal delivery staff are properly qualified in careers, advice and guidance.

Appendix B shows the intended learning outcomes by Key Stage.

Appendix C shows the academy's careers curriculum map.

4. Related policies

This policy is closely linked with the Provider Access policy

See also:

- Curriculum Policy
- PSHE Policy
- Designated Teacher for Looked After Children Policy

5. Appendices

Appendix A

Minimum experiences and activities for all pupils

Year 7

- Careers quiz
- Recording and on-going updating of early aspirations
- Cross-curricular career day
- Local businesses in context study
- Aspirations (mood board, action plan)
- Careers links made across the whole curriculum and tracked using Gridmaker
- Visits / guest speaker / virtual or mock roleplay

Year 8

- Careers quiz - exploration of options available, aspirations and goals
- Careers day
- Teambuilding activities
- Links of entrepreneurs to local community - success stories and common trades
- Investigate range of career ideas

- Local business links
- Career planning
- Progress review/annual review
- Updating of aspirations
- SoW links to careers and tracked on Gridmaker
- Case studies / role models, Link to guests / visits.
- Arranged visit / guest speaker / virtual or mock roleplay
- Visit to a workplace
- View a prospectus / arrange an activity with local college / interview an older student Careers 1:1 session

Year 9

- CEIAG advisor with conversations regarding: - aspirations - opportunities - work experience Careers day
- Links of enterprise to timetabled lesson. Discussions on how to make this profitable.
- Develop a specific IAG action plan
- Be aware of grant applications to fund enterprise.
- Visit to workplace
- Curriculum linked careers guest speakers
- Arrange visit / guest speaker / virtual or mock roleplay
- Online visual display of work places
- Discussions around the roles of various jobs.
- Preparation for work experience.
- View a prospectus / arrange an activity with local college / interview an older student
- One to one session

Year 10

- Careers Provider/ CEIAG advisor session with conversations regarding: - aspirations - opportunities - work experience - interests –
- Job application practice, CV writing, letter of application
- Interview skills

- One to one session
- Exploration of careers options for interest areas for post 16. Meeting with CEIAG advisor to set targets.
- Money skills
- Mock interviews.
- Visit to workplaces
- Preparation tasks for work experience.
- Post 16 options evening to meet with potential providers.
- Post 16 college and apprenticeship providers talks
- Targeted input for application processes
- One to one discussion on options and action plans

Year 11

- Session with CIAG advisor
- Applications for post 16 destinations, writing personal statements
- Monitoring of aspirations and action plans
- Apprenticeship Fair visit
- Create a CV
- Managing money
- Health and safety
- What trade unions are
- Mock interviews
- Careers day
- Interviews with post-16 destinations and mock interviews
- Visit to a post 16 provider.
- Post 16 evening for students to meet providers and see options
- Transition visits and support

At KS4

- Work experience

Appendix B

Learning Outcomes from the CEIAG delivery

KS3

	Learning outcome statement
Developing yourself through careers, employability and enterprise education	describe yourself, your strengths and preferences
	be able to focus on the positive aspects of your wellbeing, progress and achievements
	explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Learning about careers and the world of work	describe different explanations of what careers are and how they can be developed
	give examples of different kinds of work and why people’s satisfaction with their working lives can change
	give examples of different business organisational structures
	be aware of what labour market information (LMI) is and how it can be useful to you
	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you
	be aware of the laws and by-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you
Developing your career management and employability skills	identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services
	recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable
	recognise when you are using qualities and skills that entrepreneurs demonstrate
	show that you can manage your own budget and contribute to household and school budgets
	know how to identify and systematically explore the options open to you at a decision point
	know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need
	know how to prepare and present yourself well when going through a selection process
	show that you can be positive, flexible and well-prepared at transition points in your life

Area of learning	Learning outcome statement
Developing yourself through careers, employability and enterprise education	recognise how you are changing, what you have to offer and what's important to you
	explain how you manage your wellbeing, progress and achievements through telling your story in a positive way
	review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences
Learning about careers and the world of work	discuss the skills involved in managing your own career
	explain how work and working life is changing and how this may impact on your own and other people's career satisfaction
	explain different types of business organisational structures, how they operate and how they measure success
	be able to find relevant labour market information (LMI) and know how to use it in your career planning
	recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issues
	be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices
Developing your career management and employability skills	build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services
	show how you are developing the qualities and skills which will help you to improve your employability
	show that you can be enterprising in the way you learn, work and manage your career
	show that you can manage financial issues related to your education, training and employment choices including knowing how to access sources of financial support that may be open to you
	be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
	know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you
	know your rights and responsibilities in a selection process and strategies to use to improve your chances of success
	review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

Appendix C
Careers Curriculum Map

Careers Information, Education, Advice and Guidance Programme Overview
2023-24

KEY STAGE 3			
YEAR 7			
TERM/WEEK	LEARNING OUTCOMES	CONTENT OVERVIEW	RESOURCES
Autumn	<ul style="list-style-type: none"> - Develop awareness of the types of careers that interest them - Be aware that the level of qualification they achieve will affect the jobs they can enter - Identify three careers to investigate in more depth 	<p>Lesson: Aspirations Student individual profiles set up on Morrisby. Students are provided with their passwords/log in details. Demonstration of the Morrisby website. Students complete the Aspirations Survey and reflect on their profile and the careers suggested. Students explore how their intended qualification level impacts on the career suggestions and subject suggestions.</p>	<p>Morrisby Careers website. Lesson presentation.</p>
	<ul style="list-style-type: none"> - Explore career and labour market information for three careers - Identify skills and/or subjects need to improve to pursue those careers - Decide whether any of the investigated careers may suit them 	<p>Lesson: Investigate Careers Follow on from Aspirations and/or Aptitudes lessons. Students are given an opportunity to investigate several careers from their own career list/ideas. Findings are recorded on the worksheet/form Investigate Careers.</p>	<p>Morrisby Careers website.</p>
	<ul style="list-style-type: none"> - Understand what is meant by identity and self awareness - Be able to describe themselves in terms of their interests, strengths and aspirations - Be aware how self awareness can help them 	<p>Lesson: Self Awareness The importance of names for our identity. Video of Orange mobile TV advert and discussion around identity. Identity Circles exercise – identifying different things about themselves. Discussion and evaluation: the value of self awareness.</p>	<p>Morrisby Careers lesson presentation.</p>
Spring	<ul style="list-style-type: none"> - Encounter a range of national employers linked to a range of career paths - Develop key employability skills 	<p>National Careers Week 6th – 11th March 2023 Careers linked to curriculum areas as a lesson focus Drop Down Day: <ul style="list-style-type: none"> - Virtual Careers fair - Mock interview workshop - Skills Builder workshop </p>	<p>NCW Virtual Careers Fair Skills Builder</p>
	<ul style="list-style-type: none"> - Identify career goals and aspirations 	<p>Careers coaching session 1</p>	<p>Time with Careers Leader/coach</p>

	<ul style="list-style-type: none"> - Identify the actions required to move towards achieving these goals 		
Summer	<ul style="list-style-type: none"> - Discover and explore a range of local and regional career pathways 	Torbay Careers Fair (date TBC) <ul style="list-style-type: none"> - Encounter a range of local and regional employers 	School transport
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals - Reflect on progress made towards goals so far 	Careers coaching session 2	Time with Careers Leader/coach
Ongoing	<ul style="list-style-type: none"> - Develop the 8 essential skills through use of the skills builder programme 	Skills Builder lessons Weekly Skills Builder lessons form part of the core curriculum and support students in developing their skills of: <ul style="list-style-type: none"> • Listening • Speaking • Creativity • Problem solving • Staying positive • Aiming high • Leadership • Teamwork 	Skills Builder programme Skills Builder progress tracker
YEAR 8			
TERM/WEEK	LEARNING OUTCOMES	CONTENT OVERVIEW	RESOURCES
Autumn	<ul style="list-style-type: none"> - Develop awareness of the types of careers that interest them - Be aware that the level of qualification they achieve will affect the jobs they can enter - Identify three careers to investigate in more depth 	Lesson: Aspirations Student individual profiles set up on Morrisby. Students are provided with their passwords/log in details. Demonstration of the Morrisby website. Students complete the Aspirations Survey and reflect on their profile and the careers suggested. Students explore how their intended qualification level impacts on the career suggestions and subject suggestions.	Morrisby careers website. Lesson presentation.
	<ul style="list-style-type: none"> - Outline what work is - Explain the various reasons why people work - Describe the different ways people are employed - Define different work styles and workplaces 	Lesson: What is Work? Explore different types of employment: 9-5, flexi-time, self-employed, freelance etc Why do people work? Priorities and skills within the workplace. Different ways of working – explored through interactive quiz, group discussion and individual reflection.	Morrisby Careers lesson presentation.

Spring	<ul style="list-style-type: none"> - Encounter a range of national employers linked to a range of career paths - Develop key employability skills 	National Careers Week 6th – 11th March 2023 Careers linked to curriculum areas as a lesson focus Drop Down Day: <ul style="list-style-type: none"> - Virtual Careers fair - Mock interview workshop Skills Builder workshop	NCW Virtual Careers Fair Skills Builder
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals - Reflect on progress made towards goals so far 	Careers coaching session 3	Time with Careers Leader/coach
Summer	<ul style="list-style-type: none"> - Discover and explore a range of local and regional career pathways 	Torbay Careers Fair (date TBC) Encounter a range of local and regional employers	School transport
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals - Reflect on progress made towards goals so far 	Careers coaching session 4	Time with Careers Leader/coach
Ongoing	<ul style="list-style-type: none"> - Develop the 8 essential skills through use of the skills builder programme 	Skills Builder lessons Weekly Skills Builder lessons form part of the core curriculum and support students in developing their skills of: <ul style="list-style-type: none"> • Listening • Speaking • Creativity • Problem solving • Staying positive • Aiming high • Leadership • Teamwork 	Skills Builder programme Skills Builder progress tracker
YEAR 9			
TERM/WEEK	LEARNING OUTCOMES	CONTENT OVERVIEW	RESOURCES
Autumn	<ul style="list-style-type: none"> - Develop awareness of the types of careers that interest them - Be aware that the level of qualification they achieve will affect the jobs they can enter - Identify three careers to investigate in more depth 	Lesson: Aspirations Student individual profiles set up on Morrisby. Students are provided with their passwords/log in details. Demonstration of the Morrisby website. Students complete the Aspirations Survey and reflect on their profile and the careers suggested. Students explore how their intended qualification level	Morrisby careers website. Lesson presentation.

		impacts on the career suggestions and subject suggestions.	
	<ul style="list-style-type: none"> - Understand the concept of employability skills and why they are important - Be aware of the employability skills they are currently developing - Know how they could develop skills in other areas of their lives 	Lesson: Employability Skills Define employability skills Consider the relevance of these skills. Reflect upon the 8 Essential Skills of Skills Builder and progress made since joining the academy. Personal skills audit (benchmark) and action plan development worksheet.	Morrisby website Skills Builder benchmark access
Spring	<ul style="list-style-type: none"> - Encounter a range of national employers linked to a range of career paths - Develop key employability skills 	National Careers Week 6th – 11th March 2023 Careers linked to curriculum areas as a lesson focus Drop Down Day: <ul style="list-style-type: none"> - Virtual Careers fair - Mock interview workshop Skills Builder workshop	NCW Virtual Careers Fair Skills Builder
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals 	Careers coaching session 5	Time with Careers Leader/coach
Summer	<ul style="list-style-type: none"> - Discover and explore a range of local and regional career pathways 	Torbay Careers Fair (date TBC) Encounter a range of local and regional employers	School transport
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals - Reflect on progress made towards goals so far 	Careers coaching session 6	Time with Careers Leader/coach
Ongoing	<ul style="list-style-type: none"> - Develop the 8 essential skills through use of the skills builder programme 	Skills Builder lessons Weekly Skills Builder lessons form part of the core curriculum and support students in developing their skills of: <ul style="list-style-type: none"> • Listening • Speaking • Creativity • Problem solving • Staying positive • Aiming high • Leadership • Teamwork 	Skills Builder programme Skills Builder progress tracker

KEY STAGE 4			
YEAR 10			
TERM/WEEK	LEARNING OBJECTIVES/ LEARNING OUTCOMES	CONTENT OVERVIEW	RESOURCES
Autumn	<ul style="list-style-type: none"> - Develop awareness of the types of careers that interest them - Be aware that the level of qualification they achieve will affect the jobs they can enter - Identify three careers to investigate in more depth 	<p>Lesson: Aspirations Student individual profiles set up on Morrisby. Students are provided with their passwords/log in details. Demonstration of the Morrisby website. Students complete the Aspirations Survey and reflect on their profile and the careers suggested. Students explore how their intended qualification level impacts on the career suggestions and subject suggestions.</p>	Morrisby careers website. Lesson presentation.
	<ul style="list-style-type: none"> - Understand what is meant by prejudice and stereotypes - Be able to recognize own and other people's stereotypical attitudes and prejudices - Be aware of the negative consequences of prejudice and stereotypes - Demonstrate how to challenge negative labels 	<p>Lesson: Challenging workplace stereotypes Starter task introduces concepts of prejudice and stereotypes – choose an apprentice from a pool of applicants. Exploration of stereotypes of teenagers and other groups of people. Class discussion about challenging negative stereotypes. Video about breaking down career choice stereotypes.</p>	Morrisby Careers lesson presentation.
	<ul style="list-style-type: none"> - Recognize the importance of seeking information before making a decision - Be aware of the steps involved in the decision making process 	<p>Lesson: Decision Making Brainstorm different decisions made recently. Discussion: how to make decisions. Consideration of personal steps towards specific career-related decisions and the factors influencing these decisions. Model for decision making process is introduced to reinforce learning.</p>	Morrisby Careers lesson presentation.
	<ul style="list-style-type: none"> - Recall the types of career opportunities that may be available in the future - Describe the skills necessary to be successful in the future 	<p>Lesson: Careers for the Future Video introduction to careers that are likely to be part of our future world, including the types of skills and qualities required to fulfill these roles. What skills and qualities will a selection of these future roles require? Discussion: skills needed for the future.</p>	Morrisby Careers lesson presentation.

	<ul style="list-style-type: none"> - Understand why work experience placements are important - Be aware of appropriate behaviours in the workplace - Know how to make the most of their placement 	Lesson: Preparing for the Work Experience Placement Students share aspirations and concerns about work experience. Research the company or sector they are going to be undertaking work experience in. discussion: appropriate behaviours on placement. Shown how to keep a diary of work experience.	Morrisby Careers lesson presentation.
	<ul style="list-style-type: none"> - Understand what should and should not be included in a good CV and why they are needed - Be equipped to write their own CV 	Lesson: CVs Students will learn how to write a successful CV, guided by presentation. Students critique CVs based on two case studies. Students reflect on their own experiences and the skills gained from these experiences.	Morrisby Careers lesson presentation.
Spring	<ul style="list-style-type: none"> - Encounter a range of national employers linked to a range of career paths - Develop key employability skills 	National Careers Week 6th – 11th March 2023 Careers linked to curriculum areas as a lesson focus Drop Down Day: <ul style="list-style-type: none"> - Virtual Careers fair - Mock interview workshop Skills Builder workshop	NCW Virtual Careers Fair Skills Builder
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals 	Careers coaching session 7	Time with Careers Leader/coach
Summer	<ul style="list-style-type: none"> - Discover and explore a range of local and regional career pathways 	Torbay Careers Fair (date TBC) Encounter a range of local and regional employers	School transport
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals - Reflect on progress made towards goals so far 	Careers coaching session 8	Time with Careers Leader/coach

YEAR 11			
TERM/WEEK	LEARNING OBJECTIVES/ LEARNING OUTCOMES	CONTENT OVERVIEW	RESOURCES
Autumn	<ul style="list-style-type: none"> - Develop awareness of the types of careers that interest them - Be aware that the level of qualification they achieve will affect the jobs they can enter 	Lesson: Aspirations Student individual profiles set up on Morrisby. Students are provided with their passwords/log in details. Demonstration of the Morrisby website.	Morrisby careers website. Lesson presentation.

	<ul style="list-style-type: none"> - Identify three careers to investigate in -more depth 	<p>Students complete the Aspirations Survey and reflect on their profile and the careers suggested.</p> <p>Students explore how their intended qualification level impacts on the career suggestions and subject suggestions.</p>	
	<ul style="list-style-type: none"> - Develop an understanding of strengths, career interests and preferences, personality and priorities - Be aware that the level of qualification they achieve will affect the jobs they can enter - Identify three careers to investigate in more depth 	<p>Lesson: Aptitudes</p> <p>Students need to have completed a full Morrisby assessment of their aptitudes, career interests and personality ahead of this lesson. There is time at the start of this lesson to complete any gaps in these areas.</p> <p>Students log into Morrisby personal profile and view their results.</p> <p>Reflect upon career profile and suggested careers.</p> <p>Students can review intended qualification level to note how this affects their career suggestions.</p> <p>Students complete the Priorities questionnaire.</p> <p>Record responses to profile and career suggestions in 'My Aptitudes Profile' worksheet.</p> <p>Students can investigate individual careers at this point.</p>	Morrisby Careers lesson presentation.
	<ul style="list-style-type: none"> - Explain their range of options at 16 - Understand how learning style is relevant to decisions at 16 - Discuss their preferred career option and the routes available to get there and how this might affect their decision at 16 - Consider entry requirements for education and apprenticeships and how this might affect their decision at 16 	<p>Lesson: Options at 16</p> <p>Students will be encouraged to consider their options at 16.</p> <p>Activities and discussions around entering academic and practical qualifications and apprenticeships</p> <p>Explore learning styles</p> <p>Explore career aspirations</p> <p>Finalise gaps in Morrisby career profile.</p>	Morrisby Careers lesson presentation.
	<ul style="list-style-type: none"> - Describe what an apprenticeship is - Explain the pros and cons of apprenticeships - Detail the different levels of apprenticeships - Understand how to research apprenticeships 	<p>Lesson: Apprenticeships</p> <p>Video introduction to apprenticeships.</p> <p>Group discussion looking at pros and cons of this route.</p> <p>Small group and independent research into available apprenticeships following an</p>	Morrisby Careers lesson presentation.

		introduction to the online tools available.	
	<ul style="list-style-type: none"> - Understand the purpose of an interview - Identify different types of interview used by employers and colleges/universities - Understand how to prepare themselves in advance for a job, apprenticeship or college interview - Know how to present themselves in an interview situation - Have learnt a technique to answer common interview questions 	<p>Lesson: Successful Interviews</p> <p>Introductory video looking at interviews</p> <p>Class discussion and group activities facilitate learning about different types of interview, interview preparation and presentation.</p> <p>In pairs students practice answering typical interview questions using the STAR model.</p>	Morrisby Careers lesson presentation.
Spring	<ul style="list-style-type: none"> - Encounter a range of national employers linked to a range of career paths - Develop key employability skills 	<p>National Careers Week 6th – 11th March 2023</p> <p>Careers linked to curriculum areas as a lesson focus</p> <p>Drop Down Day:</p> <ul style="list-style-type: none"> - Virtual Careers fair - Mock interview workshop <p>Skills Builder workshop</p>	NCW Virtual Careers Fair Skills Builder
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals 	Careers coaching session 9	Time with Careers Leader/coach
Summer	<ul style="list-style-type: none"> - Discover and explore a range of local and regional career pathways 	<p>Torbay Careers Fair (date TBC)</p> <p>Encounter a range of local and regional employers</p>	School transport
	<ul style="list-style-type: none"> - Identify career goals and aspirations - Identify the actions required to move towards achieving these goals - Reflect on progress made towards goals so far 	Careers coaching session 10	Time with Careers Leader/coach

Equality Impact Assessment

1. Summary

This EIA is for:	Careers Policy
EIA completed by:	Steven Hulme (Headteacher)
Date of assessment:	September 2023
Assessment approved by:	LGB

The academy is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIA's under the Equality Act 2010, The academy has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
<p>Age</p> <p>Does this policy impact on any particular age groups or people of a certain age?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
<p>Disability</p> <p>Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
<p>Gender reassignment (transsexual, transgender, trans)</p> <p>Does this policy impact on people who are transitioning from one gender to another (at any stage)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
<p>Marriage and civil partnership</p> <p>Does this policy impact on people who are legally married or in a civil partnership?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
<p>Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth)</p> <p>Does this policy impact on people who are pregnant or in their maternity period</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.