

Sheffield Springs Academy

Careers Programme



2024 - 2025

It starts with a DREAM

Add FAITH & it becomes a BELIEF

Add ACTION & it becomes a way of LIFE

Add PERSEVERANCE & it becomes a GOAL

Add PATIENCE & TIME, it becomes a DREAM come TRUE

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It is our **AMBITION** to have a well-established programme of activities designed to support our pupils as they choose the 14 – 19 pathways and beyond that are right for them. We endeavour to support pupils' individual needs to ensure they have the academic and vocational opportunities that fully prepare them for life after Sheffield Springs Academy. We do this by working closely with businesses, colleges, and universities within Sheffield. In essence, we want our pupils to match our AMBITION and forge their own way in life to become well rounded, contributing human beings.

Guiding Legislation - [DFE - Skills for Jobs & Lifelong Learning](#)

The legislation that governs Careers Education Information and Guidance within secondary schools was defined within the government paper Skills for jobs: lifelong learning for opportunity and growth. This paper sets out clear expectations for the support students should receive, employer engagement and how the impact of careers education should be measured. For your information, please see below the two key guiding principles included in the paper.

The Gatsby Benchmarks

As with all schools, we are required to use the Gatsby Benchmarks as the primary measure and guidance for our careers programme. Please find below a description of each of the benchmarks below:

Benchmark	Description
A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, and employers.
Learning from labour market information	Every pupil, 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.
Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
Encounters with employers and employees	Every pupil 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.
Experiences of workplaces	Every pupil 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.
Encounters with further and higher education	All pupils 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.
Personal guidance	Every pupil should have opportunities for guidance interviews with a career's 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 pupils but should be timed to meet their individual needs.

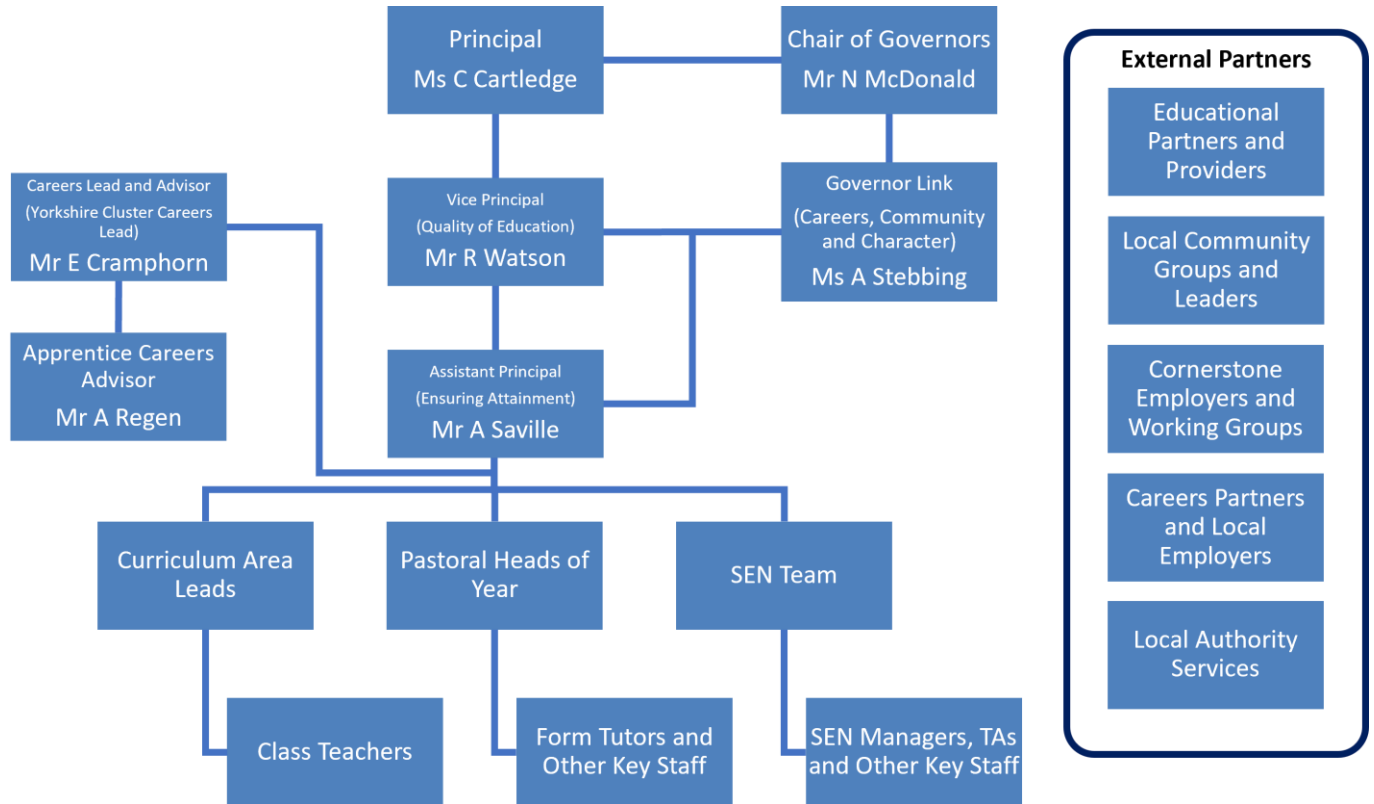
Provider Access Policy

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.

To view the full policy please follow this link – <https://www.sheffieldsprings-academy.org/about-us/policies>

Leadership Structure for CIEAG

Careers Education is an integral part of supporting our student progression. A map of the career's leadership can be seen below. It is also important to highlight that the Careers Team also works closely with the SEN Team, Behaviour and Safeguarding as well as the Local Authority to ensure that students are given the best opportunities possible.



Key Contact Information

The key contact information for the Senior Leader with oversight of careers and school Careers Lead can be found below. Please also find the central careers email inbox that is published on our parental material and resources.

Mr A Saville
Assistant Principal – Ensuring Attainment
Andrew.Saville@sheffieldsprings.org

Mr E Cramphorn
Careers Lead and Advisor
Edward.Cramphorn@sheffieldsprings.org

SSA CEIAG Email
Careers Team
CEIAG@sheffieldsprings.org

Careers Programme

Below sets out our career programme that our students will progress through, exploring their career aspirations, employability skills and possible educational or training pathways. The exact activities may vary

due to offers from local employers and educational providers however, they will compliment or be comparable to the activity laid out in the programme below.

		Careers Education	Careers Activities
Building Foundations	Year 7	<p>All pupils will work on key employability skills throughout the year during tutor time alongside encounters with both local employers and education/training providers.</p> <p>Students will take part in ASPIRE Questionnaire exploring their understanding of their own skills, local labour market and their own aspirations.</p> <p>Students will explore employability skills through The Springs Challenge and will have to give a public presentation by the end of the year.</p> <p>All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and Character Days. Alongside activities exploring career skills and local labour market information.</p>	<p>Early Risers- Enterprise Day</p> <p>Character Days</p> <p>National Careers Week</p> <p>National Apprenticeship Week</p> <p>Nebula Programme</p> <p>Hepp Talks</p> <p>Shef Fest</p> <p>NOMAD Understanding the Charity</p> <p>BAE & Air Force Roadshow</p> <p>Army Apprenticeship Talk</p> <p>UniFrog Careers Session</p> <p>Employer Encounters</p> <p>Apprentice Meeting</p> <p>Our Staff Careers Quiz</p> <p>Career Drop Ins</p>
	Year 8	<p>All pupils will work on key employability skills throughout the year. They will be continuing to engage with providers with a move to experience which allow them to explore the skills and business sectors in more detail.</p> <p>Student will take part in ASPIRE Questionnaire exploring their understanding of their own skills, local labour market and their own aspirations.</p> <p>As part of The Springs Challenge pupils will be working towards completing the Crest Award during tutor time. They will also visit either STEM events at the Big Bang Fair or Get Up to Speed Event.</p> <p>All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and Character Days, alongside activities exploring career skills and local labour market information.</p>	<p>Character Days</p> <p>National Careers Week</p> <p>National Apprenticeship Week</p> <p>Nebula Programme</p> <p>Hepp Talks</p> <p>Shef Fest</p> <p>Get Up To Speed</p> <p>Army Apprenticeship Talk</p> <p>Employer Encounters</p> <p>Apprentice Meetings</p> <p>JCP Careers Session</p> <p>UniFrog Careers Sessions</p> <p>Henryboot Careers Partner Session</p> <p>Careers Drop Ins</p>
Creating Aspirations	Year 9	<p>All students will have a group meeting with the school’s careers adviser where they will be able to discuss their current aspirations and GCSE options. Supported by form period activates exploring the different aspects of post-16 progression.</p> <p>Student will take part in ASPIRE Questionnaire exploring their understanding of their own skills, local labour market and their own aspirations.</p> <p>As part of The Springs Challenge pupils will be competing in a Social Action Project developing their creativity skills as well as presentation and planning skills. They will also put themselves to the test completing a 15-mile walk.</p> <p>Pupils can apply to be on the Better Learner Better Workers, Discover US and Mosaic schemes focusing on STEM and employability skills.</p>	<p>Character Days</p> <p>National Careers Week</p> <p>National Apprenticeship Week</p> <p>Careers in Curriculum Sessions</p> <p>STEM Trips</p> <p>Better Learners Better Workers Programme</p> <p>JCP Sessions</p> <p>Year 9 Small Focus Group</p> <p>Career Session</p> <p>Hepp Fest</p> <p>Medical Mavericks</p> <p>Army Apprenticeship Talk</p> <p>Employer Encounters</p> <p>Apprentice Meetings</p> <p>JCP Careers Session</p> <p>UniFrog Careers Session</p> <p>Henry boot Careers Partner</p>

Starting the Journey		<p>All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and Character Days, alongside activities exploring career skills and local labour market information.</p>	<p>Session Get Up to Speed Girls in STEM Event Careers Drop Ins Social Action Projects</p>
	Year 10	<p>One to one careers guidance meetings will be available to all pupils and will focus on post 16. Alongside assemblies delivered by different post-16 providers highlighting to students the different progression options.</p> <p>Student will again take part in ASPIRE Questionnaire asking about their understanding of their own skills, local labour market and their own aspirations and how it has changed.</p> <p>As part of The Springs Challenge pupils will be working on social action projects across the year to develop their employability skills.</p> <p>Pupils can apply to be on the Better Learner Better Workers, Discover US and Mosaic schemes focusing on STEM and employability skills.</p> <p>All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week and ACE Days. Alongside activities exploring career skills and local labour market information.</p>	<p>ACE Day National Careers Week National Apprenticeship Week Careers in Curriculum Sessions STEM Trips Employer Encounters Apprentice Meetings JCP Careers Session UniFrog Careers Sessions Henry boot Careers Partner Session NOMAD Charity Talk Post-16 Provider Assemblies Discover US ASK Apprenticeship HEPP Fest ASK Apprenticeship Assessment Centre Home Office Assessment Centre Sheffield Hallam As an Employer Talk Year 10 Careers in Context Form Period Activity Year 10 Careers One-to-One Interview Girls in STEM Event Career Drop Ins</p>
	Year 11	<p>One to one careers guidance meetings will support pupils in their choice of post 16. With further specialist support being made available if needed.</p> <p>All year 11 students will take part in The Futures Day where student will complete their Sheffield Progress application and a CV in preparation for their Post-16 application and future job application.</p> <p>As part of The Springs Challenge pupils will be working on ensuring they have completed their applications for Post 16 and that they become work ready.</p> <p>Pupils will have opportunities to visit employers and further/higher education providers throughout the year.</p> <p>All curriculum areas will incorporate career learning within lessons during the Schools Career Week, National Apprenticeship Week. Alongside activities exploring career skills and local labour market information.</p>	<p>Year 11 Careers One-to-One Interviews Curriculum Careers Sessions Post-16 Provider Sessions ASK Apprenticeship Assembly Futures Day- Application and CV Writing NCS Assembly Careers Advisor Application Support Interview Preparation and Practice Parental Support and Transition Guidance Careers Drop Ins</p>

Providing Context for Careers Programme

The following sections provide examples of some of the material that will be made available to our students and to provide context to the career programme set out above.

Staff CPD and Development

All of careers team are fully qualified or working towards qualifications in Careers Guidance and Development (Level 6) and Careers Leadership (Level 7). Alongside being members of relevant professional bodies and engage with the wider United Learning Trust, which offer CPD and development opportunity to share best practice and opportunities.

ASPIRE Questionnaire and Student Voice

Below we layout the key careers questions that student will complete as part completing the ASPIRE questionnaire which they will do at the beginning of year 7,8,9,10. The answers to these questions will be reviewed to aid in both adjusting the planning to ensure that careers activity meets our students' aspirations and allows the student their say on the activities and quests that are invited in. Student voice is also collected through feedback from events and the careers drop-ins is used to further support the information collected via the ASPIRE Questionnaire.

Dedicated Careers Questions

1. Do you know what you want to do when you are older?
2. What do you want to be?
3. What options are you considering straight after leaving school?
4. Are you considering university?
5. Are you considering an apprenticeship?
6. Would you like more work experience this year?
7. Have you had a 'proper' careers conversation with an adult about your future?
8. Do you think you're likely to achieve your goals?
9. Is school helping you move towards your goals?
10. Overall, how excited are you about your future after school?
11. Do you want more help and information?

PHSE Questions

Students are asked about a range of current issues and to rate their understanding and if there is anything that they would like to learn more about. The examples of the topics that they are asked about can be seen below:

Current Affairs	Different Cultures, Beliefs and Opinions	Digital Life
Managing Your Finances	Media Literacy and Critical Thinking	Mental Health and Wellbeing
Staying Healthy	Staying Safe	The Environment

Skills Questions

As above in the PSHE section the students are asked to rate themselves on common skills and what they would like to improve. Please see the list of skills below:

Academic	Calmness	Communication	Comprehension
Creativity	Hobbies	Leadership	Organization
Problem Solving	Resilience	Self-Awareness	Self-Development
	Sports and Activity	Teamwork	

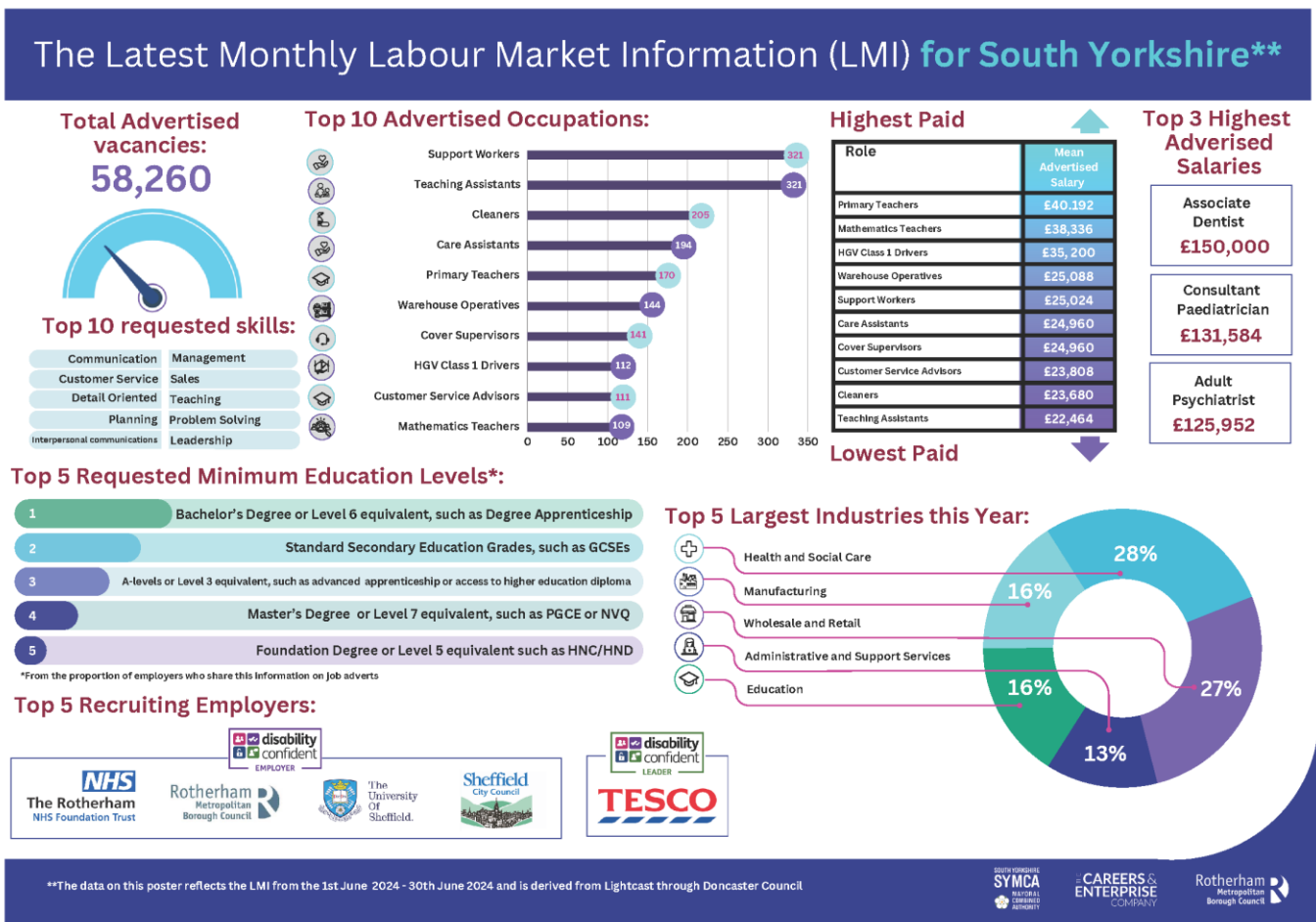
Processing Responses

The responses to the student questionnaires are initially done by the ASPIRE team and this information is then past to the Careers team in school where it is then used to identify areas that students would like more information or there is a skill or area that as a whole needs to be addressed to ensure that student are equipped with the employability and cultural knowledge to progress onto Post-16 education and their career aspirations.

Local Labour Market Snapshot

Every region of the United Kingdom has different business and employers that are constantly evolving which defines the job market. Below is a snapshot of the Local Labour Market information for the Sheffield City region which is an example that will be provided to the students updating regularly to ensure they are given the best information possible.

(Please see infographic overleaf)



Parents Accessing Careers Information and Support

For parents and others that would like to enquire about opportunities or information, we have a dedicated public facing contact emails that is monitored and managed by our careers team. The email is CEIAG@sheffieldsprings.org and there is a contact form embedded on the website that can also be used. We are also updating and expanding the school website careers section which will provide further information and guidance for our school community.

Approval and review

Approved September 2024 by Governors at Curriculum and Standards Committee
Next review: September 2025

Signed:
Mr N MacDonald - Chair of Governors



Ms C Cartledge – Principal

