

Careers Education, Information, Advice and Guidance Policy

Introduction

This policy sets out:

1. the school's arrangements for managing the access of providers to students at the school for the purpose of giving them information about the provider's education or training offer.
2. This complies with the school's legal obligations under Section 42A, 42B, 45 and 45A of the Education Act 1997 • Section 72 of the Education and Skills Act 2008 • Schedule 4 (15) of the School Information (England) Regulations 2008
3. It also outlines the entitlement that ALL students have in years 7-13:
 - to hear from a range of providers about the opportunities they offer, including technical education and apprenticeships.
 - a careers programme which provides information on the full range of education and training options available at each transition to upper schools/sixth form.
 - to understand how to make applications for the full range of academic, performance arts and technical courses.

Context and Rationale

Young Dancers Academy is an independent vocational ballet school, with a strong performing arts background and a history of academic success. Expectations are high, both in terms of vocational and academic achievement. The majority of leavers attend elite performing arts institutions, embarking on Level 6/Degree courses at 16 (i.e. The Royal Ballet School, English National Ballet School, Central School of Ballet, The Royal Conservatoire of Scotland, Laine Theatre Arts); a minority of students go on to study at academic sixth form colleges, with many afterwards gaining places at Russell Group/Oxbridge universities

Young Dancers Academy places great value on education that will prepare students for the challenges of their future lives, including the competitive and demanding arena of performing arts. We recognise that in a world of rapidly changing employment opportunities students need to be given equally wide information, experience, and understanding of the world of work. We also recognise that students need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and appropriate aspirations for their own future.

Aims

Young Dancers Academy, recognises that while the majority of our students are focused on pursuing first careers in dance, dancers' careers are often short. Therefore, we must also prepare them for life beyond dance.

As part of YDA's commitment to the broadest and fullest education for every one of its students, each student is entitled to an effective programme of 'Careers education, information, advice and Guidance' at appropriate phases of their progress through YDA. The programme aims to empower student to gather as much relevant information and experience as possible, under YDA's guidance, in order for them to be able to make informed decisions about their futures.

Young Dancers Academy seeks to implement the eight Gatsby benchmarks of Good Careers Guidance.

These are:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We aim to implement the best practice outlined in 'Careers guidance and access for education and training providers: Statutory guidance for schools and guidance for further education colleges and sixth form colleges, September 2022'

Our CEIaG programme aims to:

- foster self-evaluation in order that students will learn about themselves, their interests, personal qualities, and what influences their decisions
- encourage career exploration by providing quality and up-to-date information about the world of learning and the world of work
- promote career management by asking students to take responsibility for their own career decisions and encourage realistic and flexible individual higher education and career paths
- prepare students to manage change and transition in a fast-moving world through their own sense of initiative and enterprise, seizing opportunities and managing unexpected change with success

The CIEaG programme aims to help enable students, once they have left YDA, to:

- contribute to a flourishing society
- support a thriving economy
- shape outstanding environments

Commitment

Although YDA is a vocational school that primarily trains students with a view to a career in dance, we are committed to providing our students with a broad careers education, with information, advice, and guidance about and beyond the dance world, which aims to help students identify both vocational career aspirations and alternatives by:

- Providing students with the knowledge and skills they require to make successful choices.
- manage their transitions in learning and move into either the next stage of their dance training or to further and higher education /training or the world of work.
- A planned programme within our PSHE curriculum that supports students in identifying their interests and abilities that will equip them to follow a chosen career path and beyond.

PSHE units on Planning for the Future we focus on:

- The links between living, learning, and earning.
- The working world – rights and responsibilities.
- Goal setting, skill for working with others.
- What students can do to improve their chances of success and their personal brand.
- Employment opportunities.
- How to make decisions and deal with the consequences

The career education element of PSHE also contributes to:

- raising achievement, especially by increasing motivation.
- supporting inclusion, challenge stereotyping and promote equality of opportunity.
- encouraging participation in continued learning including higher education and further education.
- developing enterprise and employment skills
- reducing drop out from and course switching in education and training.
- contributing to the economic prosperity of individuals and communities.
- meeting the needs of all our students through appropriate differentiation.
- focusing students on their future aspirations.
- involving parents and carers.

Careers Provision: Delivery and Content

Independent careers advice and guidance
Dance & Performance Arts -
Academic – Further and Higher Education
General Careers

External Careers Advisor
Head of Dance
Academic Director
PSHE Lead Teacher

Careers Information and Advice is provided through a dedicated whole school careers programme.

Advice and guidance is provided through a variety of sources, ranging from (but not limited to); PSHE, to group workshops, enterprise events and individual interviews, college and university visits, and resources such as:

<https://www.careerpilot.org.uk/>

<https://www.pearson.com/uk/career-choices/PearsonUKQuizzes/General/index.htm>

<https://icould.com/>

[About | Technicians](#)

Brochures, leaflets and other forms of printed material are provided and additional advice through subject teachers.

At Key Stage 4, all students take the BTEC First Certificate in Performing Arts. Sector-specific vocational knowledge and practical skills are learnt and underpin all the units in the qualification, particularly the:

Individual Showcase unit, which looks at what to include in a letter of application and how to prepare audition pieces that demonstrate relevant skills and knowledge.

Preparation, Performance and Production unit, where learners will take part in the preparations for a live performance, and in the performance itself, in a performance or production role, demonstrating related vocational skills and techniques.

The Performing Arts Industry unit, which looks at a range of performing arts organisations and venues, and the people who work in the industry in various roles, such as administration, technical and production roles.

An independent Careers Advisor attends the school at key times throughout the academic year to provide individual advice and guidance to students. At points across the school year, a variety of employers and external providers are invited into Young Dancers Academy to talk about different careers.

All careers advice and guidance given is person centred, impartial, unbiased and confidential (within legal confines) and meets professional standards of practice.

During arranged events including Parents Evenings, careers information and advice is made available to students, parents and carers.

Further information is available on the school's website displaying current careers advice for all year groups and contains web links to reliable careers websites.

Roles and Responsibilities

The trustee board is responsible for:

- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the Directors on which they can base a strategy for careers education and guidance which meets the school's legal requirements.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.
- Ensuring that all learners are provided with independent careers guidance from Year 7 to Year 11

PSHE Lead/ Head of Dance/ Academic Director and Executive Director share overall responsibility for overseeing the Careers Education Provision, along with an external careers advisor.

The Directors and SMT are responsible for:

- Preparing, implementing and overseeing the whole school strategic plan for CEIAG
- Advising on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Reviewing and evaluating the program of CEIAG
- Managing the overall whole school provision of careers information for Young Dancers Academy
- Responsibility for publishing the details of the school's careers programme and a policy statement and provider access details on the school website.
- Liaising with the PSHE lead and external Careers Advisor to implement and maintain effective careers guidance for all students
- Liaising with all Curriculum Leads to ensure an embedded careers education is established within each curriculum area
- Quality assurance of teaching and learning of careers education
- Supporting all staff with up to date and relevant information and advice in regards to careers education
- Planning and delivery of whole school Continuous Professional Development opportunities to ensure a comprehensive careers curriculum is in place
- Working closely with other staff to identify the guidance needs of all students with SEND and implement personalised support
- Ensuring that students with SEND understand their different career pathways, and enabling them to gain the skills, knowledge and experience they require to achieve their career goals.
- Overseeing the referral of students to the career's advisers
- Establishing, maintaining and developing links with colleges, providers, universities, apprenticeship opportunities and businesses/employers
- Referring to the Gatsby Benchmarks to assess the school's careers provision and ensure compliance with statutory duties, with a focus on meeting all benchmarks

- Facilitating access for students to have access to providers of technical education, such as colleges, and apprenticeships to ensure every student is well-informed about their future options at every stage

The Careers Advisor (delivered by an external provider) is responsible for:

- On-going updates to the Academic Director regarding student one-to-one interviews
- Providing an opportunity for impartial careers advice to all students
- Offering guidance on relevant research areas for students to explore about potential pathways
- Keeping up to date with any relevant developments within the CEIAG sector

The Academic Director, PSHE Lead and Head of Dance are responsible for the practical application of the CEIAG programme

The Audition and Applications Coordinator is responsible for the all matters relating to post-16 applications

Teaching Staff are responsible for the delivery of careers education by embedding Careers into their subject area and contributing to the effectiveness of the overall programme. All staff, in their academic, vocational and pastoral roles, are responsible for ensuring that:

- through the assessment, feedback and reporting of students' achievements, students are given a clear understanding of their strengths, talents and aptitudes as to be able to make realistic decisions about future careers, training and higher education
- all students are given guidance and mentoring to promote high aspirations and good work habits
- Ensuring that careers education is embedded within the overall curriculum and is planned into the sequence of lessons being delivered to all students across all Key Stages
- Promote the use of employability skills within lessons through the use of the Skills Builder program
- Attend any relevant whole school CPD opportunities to ensure that they are up to date with the school's careers strategic plan and focus6
- Create opportunities for students to engage with real life problems, employers and the world of work within the classroom

Parents are involved in their child's choices on careers, training and future education.

Management of provider access requests Procedure

A provider wishing to request access should contact:

The school's Executive Director

Telephone: 020 8746 0412

Email: info@youngdancersacademy.com

Opportunities for access

Several events that are integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

Monitoring and Review of provision

- The effectiveness of the CEIAG programme will be regularly monitored and reviewed.
- The Academic Director presents an annual review to the Executive Director and Board of Trustees. An assessment of provision is undertaken against the Gatsby Benchmarks.
- Feedback from a wide range of sources is sought and used to enhance provision (e.g. input from the PSHE Lead, Head of Dance and comments from parents, students and staff are considered)

Policy written by	Kerry Williams – Executive Director
Approval body	YDCA Trustees and SMT
Revised date	September 2022
Review Schedule	1 year
Next review date	September 2023