

Careers Policy

Introduction

This policy sets out:

1. 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.
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 pupils have in years 8-13:
 - 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 sixth form/upper schools.
 - to understand how to make applications for the full range of academic, performance arts and technical courses.

Rationale

The purpose of a careers education is to provide information, advice and guidance to students that will help them understand their career interests and academic experiences beyond the vocation of ballet. It is a major contribution to preparing young people for the opportunities, responsibilities and experiences of life.

Aim

We aim to meet the appropriate benchmarks good careers guidance within the context of a vocational school. These benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Encounters with further and higher education

7. Personal guidance

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 beyond dance that 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 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

Overall careers advise	External
Dance & Performance Arts -	Head of Dance
Academic – Further and Higher Education -	Academic Director & Executive Director
General Careers -	PSHE Lead Teacher

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.

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

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 pupils and/or their parents/carers:

Independent Careers Provision/ Resources

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

<https://icould.com/>

[About | Technicians](#)

	PSHE Topic	Careers Talk/ Use outside resources
Year 7	What do I want to do? What would I do if I could not dance? Types of employment and employment trends.	Dance Focus : Dancer General Focus: Education – Teacher/ Lecturer
Year 8	Marketing yourself and personal branding.	Dance Focus: Choreographer General focus : The forces
Year 9	Rights and responsibilities of work? Employment rights.	Pearson Career Quiz Performing Arts focus : Actor General Focus: Science – Medicine/ Medical research
Year 10	What are my aspirations? How do I work best with others?	Performing Arts Focus : Musical Theatre

	Goal Setting. How do I plan for the future? My personal brand.	General Focus: Apprenticeships /Technician
Year 11	What do I need to plan for? What opportunities are out there for me? How do I improve my prospects? What does the law say about work?	Dance Focus: related to dance – Physiotherapy/ Psychotherapy. General focus: Computing careers

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