

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY (CEIAG)

Last update: September 2018

Introduction and Rationale

Careers education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, carefully considered choices and plans that enable them to progress smoothly into further learning and work, and to help them manage their careers and sustain employability throughout their lives.

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 8-13 ("Careers guidance and access for education and training providers" DfE 2017.) This (Careers) education is delivered within programmes of Personal, Social, Health and Economic Education (PSHEE), tutor time, assemblies, visitors and through the wider curriculum, particularly with aspects of work-related learning at Key Stage 3 and 4.

Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress. Effective personalised IAG enhances and complements careers education and is available from Years 8 to Year 13.

Careers Education combined with effective information, advice and guidance is critical to young people's educational career in:

- avoiding disengagement during Key Stage 3
- choosing KS4 options
- helping to avoid underachievement or disengagement during Key Stage 4
- choosing appropriate post-16 and post-18 destinations.

Careers education also draws on and contributes to the whole school curricular development of students' employability skills as defined by the CBI, which are listed below;

- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of information technology

Purpose

This policy sets out the nature and aims of Careers Education at Katharine Lady Berkeley's School.

The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the "Gatsby Benchmarks" (See Appendix 1 which also describes the characteristics of effective Careers Education)

- To enable all students to develop the self- knowledge and skills that they need to empower them (students) to plan and manage their own futures
- To offer all students at least one meaningful encounter* with an employer each year from year 7 to Year 13 by the end of 2020. Some of these encounters will be with STEM employers.
- To respond to the needs of each student and to support their progress
- To be an integral part of the curriculum and to contribute to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life.
- To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points.
- To actively promote equality of opportunity and to challenge stereotypes
- To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter.

* A "meaningful encounter " is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.

The following procedures have been put in place to implement this policy:

Staffing

All staff are integral to CEIAG. Careers focused sessions are delivered by relevant staff and the school contracts an Independent Careers Advisor (five days a month) to provide impartial and independent careers advice and guidance. This is available to students from Year 8 to Year 13.

Delivery (see also Appendix 2)

The careers programme includes careers education sessions through PSHEE, tutor time, career guidance activities such as Fast Tomato and individual interviews, information and research activities, and work-related learning, including one week's work experience and employer led workshops.

Management

The Careers Leader:

- a) is responsible for the delivery of Careers Education and the coordination of Information Advice and Guidance at KS3 and KS4, making best use of available time & resources.
- b) is responsible for the organisation and administration of work experience at Key Stage 4;
- c) works closely with the Curriculum Deputy Headteacher who is the strategic lead for Careers Education and the link Governor for Careers.
- d) liaises with students, the Independent Careers Adviser, tutors, parents and governors;
- e) Identifies and promotes links with local and national employers and their organisations;
- f) assists in the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. Leadership Team, Heads of Year, tutors, parents, Prospects Personal Adviser and the Inclusion Unit Manager;
- g) evaluates events and the contributions of outside agencies to ensure the Career Education aims are met;
- h) organises visits to local colleges, work-based education and training providers as appropriate;
- i) works with the relevant Head of Year to identify appropriate opportunities for supplementary local college and work-based education as appropriate;
- j) sources and maintains an effective collection of published material, including training provider prospectuses, and computer based resources, to assist students in making informed career choices;
- k) prepares, delivers and supports careers related aspects to contribute to relevant schemes of work at Key Stages 3 and 4, including the development of skills that employers value.
- l) Organises the annual Careers Convention in the Autumn every year to which local employers and further education and higher education providers will be invited.

The Head of Sixth Form has the responsibility of supporting students in making decisions concerning Higher or Further Education, or alternative routes such as apprenticeships or employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events.

Careers information, advice and guidance is very much a whole school activity – every member of staff, when approached, should respond with appropriate guidance and support.

Links with local and national employers and other organisations such as the LEP and Young Enterprise will be pursued in order to enhance the careers information, advice and guidance which is available to the students.

Links with the Local Authority

The school will work with the Local Authority, including sharing information such as destinations data. In particular, in accordance with Section 13 of the Education and Skills Act 2008, the school will notify the local authority whenever a 16 or 17 year old leaves an education or training programme before completion.

Links to other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies, including;

- Curriculum
- Teaching and Learning
- Safeguarding
- SEND
- Equal Opportunities

Evaluation

The quality of careers education shall be evaluated by;

- the analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment.
- through surveys of students in the school and also through exit surveys towards the end of Year 11 and Year 13.
- feedback from students who have used the services of the independent Prospects adviser
- feedback from employers
- feedback from parents
- reporting to SLT and the governors annually using the Compass self-evaluation tool or equivalent.

Appendix 1

The Gatsby Benchmarks:

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| 1 | A stable careers programme | An embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers. |
| 2 | Learning from career and labour market information | Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will have the support of an informed adviser to make the best use of the available information. |
| 3 | Addressing the needs of each pupil | Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The careers programme should embed equality and diversity considerations throughout. |
| 4 | Linking curriculum learning to careers | All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths. |
| 5 | Encounters with employers and employees | Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This could be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes, |
| 6 | Experiences of workplaces | Every student 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 to expand their networks. |
| 7 | Encounters with further and higher education | All students 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. |
| 8 | Personal guidance | Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These opportunities 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. |

Ref: Statutory Guidance: Careers guidance and access for education and training providers (The duty to secure independent and impartial careers guidance for young people in schools) (DfE, January 2018 (2015))

Discussed by Governors' Teaching and Learning Committee – 19 September 2018

Approved by full governing body – 10 October 2018

Next review: Autumn 2020