

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

Last update: February 2021

Introduction and Rationale

Good careers education connects learning to the future and helps young people to develop the knowledge, confidence and skills that they need to make successful transitions into further learning and work, and to help them manage their careers and sustain employability. This helps to support social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. Furthermore, through good careers guidance we aim to widen horizons, challenge stereotypes and raise aspirations.

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 2018.) 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; and
- 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; and
- 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);

- 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. 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; and
- 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 uses the services of a professional careers advisor to provide impartial and independent careers advice and guidance. This is available to students from Year 8 to Year 13.

Delivery

The careers programme includes careers education sessions through PSHEE, tutor time, career guidance activities such as Morrisby Careers (formerly Fast Tomato) and individual interviews, information and careers research activities, and work-related learning, including one week's work experience and employer encounters including careers fairs, virtual communications and employer led workshops. Further detail of the Careers Programme for Year 7 to 11 can be found in the Careers section on the school website under 'School Life'.

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 and co-ordinates engagement and encounters with said employers;
- 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) liaises with local colleges, work-based education and training providers as appropriate (see Appendix 2 – Provider Access Policy);
- 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 and online 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; and
- 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 GFirst LEP (Gloucestershire Local Enterprise Partnership), the CEC (Careers and Enterprise Company) 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 through;

- 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;
- surveys of students in the school and also through exit surveys towards the end of Year 11 and Year 13;
- feedback through a short survey and focus groups from students who have used the services of the independent Prospects adviser as well as a focus group representing KS3 and KS4 regarding the careers programme in general;
- feedback from employers using surveys;
- feedback from parents using surveys and focus groups; and
- reporting to SLT and the governors 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, October 2018)

Appendix 2: Policy statement on provider access.

Katharine Lady Berkeley's school: Provider Access Policy

Introduction:

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 the Education Act 2011.

Pupil entitlement

All pupils in years 8 – 13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact the Headteacher or a Deputy Headteacher

Opportunities for access:

A number of events, integrated into the schools careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents / carers.

| | Autumn term | Spring term | Summer term |
|---------|--|--|--|
| Year 8 | | <ul style="list-style-type: none">• National Careers & Apprenticeship week events• Mainly tutor time events to find out more about apprenticeships & careers including virtual talks / assemblies. | |
| Year 9 | <p>Careers Convention.</p> <ul style="list-style-type: none">• A school based evening event where typically about 70 -80 local businesses, FE & HE providers set up stands and answer questions from students & parents. | <ul style="list-style-type: none">• KS4 Information event• Options assemblies• National Careers & Apprenticeship week events | |
| Year 10 | <ul style="list-style-type: none">• Careers Convention• Introduction to work experience• Assembly on apprenticeships | <ul style="list-style-type: none">• National Careers & Apprenticeship week events | <ul style="list-style-type: none">• Work experience preparation sessions• Rotary interviews. Mock interview practice for the whole year group usually aided and assisted by Tyndale Rotary. |
| Year 11 | <ul style="list-style-type: none">• Careers Convention• Post 16 evening - an opportunity to find out about post GCSE options. | <ul style="list-style-type: none">• Apprenticeships Assembly. Apprentices talk about their experiences and why they chose an apprenticeship.• National Careers & Apprenticeship week events• Post 16 taster sessions.• An opportunity to have taster lessons in potential A level subjects. | |

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| Year 12 | <ul style="list-style-type: none"> • Careers Convention • Apprenticeships • Assembly | | <ul style="list-style-type: none"> • HE options & alternatives day |
| Year 13 | <ul style="list-style-type: none"> • Careers Convention • Higher & degree apprenticeships assembly • Interview sessions • Workshops on applications for HE & higher apprenticeship applications | | |

Premises and facilities

The school will make a suitable room available for discussions between the provider and the students, as appropriate to the activity. The school will also make available AV and other reasonable specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or Careers Secretary.

Providers are welcome to leave a copy of their prospectus or other relevant course literature which will be kept at the Careers Centre, and which is available to all students at break and lunch times.

Approval and review

Approved by Governors at Teaching and Learning Committee, February 2021

Next review: February 2023