

# CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE POLICY

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Staff Responsible	Assistant Headteacher – Care, Guidance, Support and Intervention
School/Governor Policy	School (statutory)

## **CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE POLICY**

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## **1. RELATED POLICIES**

CEIAG is underpinned by all of the current policies held within the school. These include the Work Experience Policy, Safeguarding & Child Protection, Equal Opportunities, Racial Equality, Anti-bullying, SEND and Professional Growth & Development.

Severn Vale School endeavors to follow the Careers Enterprise and Employability Framework – CDI 2018 and other relevant guidance from the DFE, QCA and Ofsted as it appears. The school follows the statutory guidance for careers guidance published in January 2018 (which replaces the guidance released in March 2015 and updated in April 2017). Since 2015, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 8-13. Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including Apprenticeships
- promote the best interests of the pupils to whom it is given.

Since 2 January 2018, educators and training providers of approved technical education qualifications and apprenticeships must be given access to all pupils in year 8 to year 13 to inform them of courses and qualifications as alternatives to academic and school-based routes. In practice, this may take the form of a visit from a University Technical College, FE college or training provider of apprenticeships and technical options.

## **2. ORGANISATION DESCRIPTION**

Severn Vale School (SVS) is a mixed sex 11-16 comprehensive school on the outer edge of Gloucester with a population of 1,350 students. SVS has 17.1% students with SEND, 1.2% LAC and 26.3% PP. 18.2% of students had free school meals in the last year, compared with 22.5% nationally (2021/22 Gov.uk school data). The percentage of students whose first language is not English 8.0% is considerably lower than the national average of 17.5% (2021/22 data for secondary schools in England). Severn Vale School however sits within an area of extremely low uptake of higher education (POLAR 4) and as a result we are working closely with GROWS who are a collaborative network of six Gloucestershire based universities and colleges to help to raise awareness of higher education.

SVS is keenly aware of the potential impact on students of being in an 11-16 school. A Year 10 student has summarised this challenge nicely, "The school doesn't have a 6<sup>th</sup> form and it feels like we are out in the world very soon. We needed to start thinking early, perhaps earlier than other schools."

SVS's school motto, Empowering All to Achieve, shows a clear commitment to ensuring all students are made aware of and investigate the widest range of options possible and that they are empowered to plan with confidence. The aims of the school's CEIAG policy is to enable smooth transition and ensuring student awareness of post-16 choices.

Post-16 destination data is used as an indicator of guidance success and SVS takes pride in the fact that destinations are varied. The city of Gloucester is home to several 6<sup>th</sup> forms, Gloucester College and several specialist colleges focusing on engineering and sport. SVS students also travel to schools and colleges further afield to take full advantage of the extensive post-16 provision Gloucestershire County provides.

## **3. AIMS**

The CEIAG programme is designed to help individual students gain the knowledge, skills and attitudes they need to manage their own lifelong learning and career development (refer to school mission statement).

Our programme of taught experiences and opportunities helps our students to be “prepared for life in modern Britain”, giving them the “values, skills and behaviours they need to get on in life”.

Severn Vale School aims to achieve the following through unified careers education and guidance:

- To support students in achieving economic well-being.
- The improvement of student self-esteem, self-confidence and self-awareness.
- To enable students to develop career management skills that can be used in future decision making and problem solving.
- To support students in recognising their strengths, weaknesses and areas of interest.
- To involve students in decision-making processes.
- To help students develop skills that lead to success in employment, training and education with a particular focus on self-development, career exploration and career management.
- To raise awareness of the local and national labour markets and patterns.
- To enable students to relate learning and experience to future opportunities.
- To ensure students are aware of all the options available at key transition points in Years 9, 11 and Post 16.
- To support students in securing smooth transitions from KS3 > 4 and KS4 > 5
- To increase student awareness of education, training and career opportunities.

All students will be entitled to:

- A taught programme, predominantly in Futures, but across other areas of the curriculum, in Key Stages 3 and 4, which promotes the five strands of students’ development, namely: SELF, ROLES, WORK, CAREER and TRANSITION. As stated in “National Curriculum Guidance 6”.
- Access to information about education, training and career opportunities Post 16, including written materials, websites, talks from representatives of Post 16 institutions and companies of proposed destinations and visits to such organisations.
- Access to individual guidance interviews for as many students as possible with a Personal Advisor when career aspirations or action plans can be discussed.
- Access to careers information software programmes via Unifrog .
- One week of work experience in Year 10.
- A careers-based interview or conversation in one or more of the following forms:
  1. An individual interview with a career adviser.
  2. An individual conversation with a tutor.
  3. Advice provided by a mentor

#### **4. THE CEIAG CURRICULUM**

CEIAG curriculum is provided to all students, who are encouraged to follow career paths that suit their own particular strengths, skills and interests without stereotyping. All students are given the same opportunities and diversity is encouraged and celebrated. The model of delivery is via Futures lessons, collapsed timetable days, in Tutor time and via 1:1 careers appointments. In addition the school has recently invested in Unifrog.

In Year 7 CEIAG is delivered as a module within Futures and via careers assemblies. The focus is on forward thinking and planning and considering how jobs have changed over the years and the huge range of careers available.

In Year 8 the focus is on decision making and how this links to strengths, skills and interests, and also to potential career paths. Delivery takes place via the Real Game and careers assemblies.

In Year 9 the focus is on entrepreneurialism and the skills needed to succeed. Delivery takes place in the Year 9 Enterprise Day and careers assemblies.

In Year 10 the focus is on work experience and includes the planning and preparation, the implementation, and the evaluation. Delivery takes place via Futures lessons, collapsed timetable days, in tutor time and in work experience for 5 days in July.

In Year 11 the focus is on post-16 options and applying for those options. Delivery is through 1:1 careers appointments, Futures lessons, collapsed timetable days, the NEET programme and in tutor time.

#### INDIVIDUAL STUDENT ACTION PLANNING SCHEDULE

##### KS3

<u>Tasks</u>	<u>Staff</u>	<u>Timing</u>
<ul style="list-style-type: none"> <li>A range of activities that develop generic employability skills throughout KS3.</li> </ul>	Teaching Staff / CL	KS3
<ul style="list-style-type: none"> <li>Y8 students will take part in The Real Game</li> </ul>	Futures Staff / CL	
<ul style="list-style-type: none"> <li>Y9 students will take part in an Enterprise Day</li> </ul>	CL / CA	

##### Year 10

<u>Tasks</u>	<u>Staff</u>	<u>Timing</u>
<ul style="list-style-type: none"> <li>Unifrog preparation</li> <li>Unifrog workshops</li> <li>Information on preferred careers</li> </ul>	Tutors / Futures Staff Tutors / Futures Staff Tutors / CA / Futures Staff	October - December
<ul style="list-style-type: none"> <li>Mock Interviews Preparation</li> <li>Mock Interviews</li> <li>Mock Interviews follow-up</li> </ul>	Tutors / Futures Staff Employers Futures Staff	December January February/March
<ul style="list-style-type: none"> <li>Work experience preparation</li> <li>Work experience</li> <li>Work experience follow-up with action plans</li> </ul>	Tutors / Futures Staff Staff Visits Futures Staff	June - July July July - September

##### Year 11

<u>Tasks</u>	<u>Staff</u>	<u>Timing</u>
<ul style="list-style-type: none"> <li>Destination Data of Post 16 applications</li> </ul>	Tutors/CA/CL	December - February
<ul style="list-style-type: none"> <li>FLD1 (Post-16 Visits)</li> </ul>	Tutors/CA/CL	November
<ul style="list-style-type: none"> <li>Ask The Professional</li> </ul>	CL/CA	October
<ul style="list-style-type: none"> <li>Confirmation of career intentions</li> </ul>	CA	August

A Careers Information Point is located in the careers office which is staffed and open to students before school, break times, lunchtimes and after school. It provides up-to-date careers information in different forms: through different media, including computer software and a range of relevant written literature. In addition, all students, parents and carers have access to Unifrog,

### **A) Learning and teaching methodology**

The focus is on self-development, careers exploration and career management. Teaching under the CEIAG programme will include:

- Information about career developments.
- Tasks for students to widen their careers knowledge and understanding and actively engage them in their own learning.
- Flexible Learning Days with a focus on CEIAG.
- Up-to-date, well organised resources, including computer software.
- The creation of a curriculum vitae (CV).
- Discussion and advice.
- Interviews in groups and on an individual basis.
- Class discussion and group work.
- Role playing.
- Work experience.
- Research in a number of ways, e.g. through the Careers Information Point and the internet.
- Use of computer software such as Unifrog.

### **B) Assessment, Recording and Reporting**

Work is assessed and marked through peer assessment and by tutors. Achievement in Year 11 is recognised by the final award gained in the AQA Preparation for Working Life examination. In Year 10 it is recognised by successful completion of Work Experience and by successful self-evaluation. Achievement is recorded by delivery staff on a central database and reported to parents annually in a full school report.

### **C) Student Entitlement**

Entitlement reflects the provision in place to support students in making realistic and informed decisions. It will outline the focus for each year group. This entitlement is provided in paper based, (school planner and information sheet handed out at the beginning of their careers education modules) and electronic formats, (on the careers section of the website). Parents will also have access to the entitlement from these formats.

All staff will be briefed on a basic understanding of the CEIAG provision to ensure they are aware of their role in relation to this. Key staff, i.e. tutors and staff delivering careers education will receive INSET training for CEIAG to allow them to carry out their role effectively.

Staff training needs are identified as part of the Partnership Agreement process and during regular planning meetings between the Careers Lead and Line Manager.

### **D) Resources**

Funding is allocated in the annual budget. The Careers Lead is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Staff Shared Area for all staff to access.

i) Careers resources

- a wide range of materials and access to ICT & Unifrog
- open throughout the school day

ii) Independent Careers Advisor

- available to all students – on site 1 lunchtime per week
- used for individual interviews with Year 10s and 11's and other identified pupils throughout the year

iv) Parents Evenings

- Careers Advisor and Careers Lead are available at parents evenings, open evenings and options evenings for Years 9-11

v) A range of software products are available for pupils to use. These include:

- Unifrog
- National Careers

### **E) Monitoring, Review and Evaluation**

Teaching of CEIAG related topics and the learning outcomes in Futures lessons are monitored and evaluated by SLT through observation of lessons and checks of folders/books (in line with the school's monitoring policy).

Schemes of work and modules of work are reviewed annually by the Careers Leader in liaison with the Futures delivery staff, subject leaders and SLT and students to ensure that the objectives are suitable to meet the outcomes.

The review and evaluation process is used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG, and will include information gained from all students.

Student destinations are used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well informed and realistic decisions.

## **5. ROLES AND RESPONSIBILITIES OF STAFF**

### **Senior Leadership Team Nominated Member**

- Oversight of the CEIAG programme in Key Stages 3 and 4 in consultation with the Careers Leader
- Monitoring and evaluation of the school provision of CEIAG, including the Partnership Agreement.
- Monitoring of ILPs and LLPs
- Leadership of the Guidance Review and Development Team (GRDT)
- Liaison with employers and tutors.

### **Careers Leader and Careers Assistant**

The Careers Leader and the Careers Assistant will manage the day to day Careers programme, which includes:

- Co-ordination of CEIAG programme in consultation with the Deputy Head Teacher.
- Liaison with students and parents.
- Management of finance and resources
- The block Work Experience Programme.
- Liaison with employers and school staff.
- Liaison with mentors who visit the school to support students.
- Implementation of the Work Experience Programme.
- Day to day management of mentors.

- Liaison with training producers and other support organisations.

### **Subject Leader for Futures**

- Implementation of the taught programme in Futures delivered by Futures' teachers.
- Monitoring the CEIAG programme and guidance delivered by teachers to their groups.

### **Head of Year**

Support of the Careers Programme within their year group

### **Subject Leaders / Subject Teachers**

- Raising awareness through the taught curriculum of subject specific career opportunities and encouraging positive attitudes to work in and beyond the classroom.

## **6. HANDLING CONTROVERSIAL AND SENSITIVE ISSUES**

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the named Safeguarding Manager within school and dealt with in line with the relevant school policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

Wherever possible student data will be analysed to monitor equality of opportunity.

The school will ensure that all students can benefit from CEIAG by enabling them to participate in all of the activities that make up the programme. The Inclusion Co-Ordinator will identify students with special needs and plans are made to ensure that students benefit from the provision. This will be done by:

- Visual materials and resources to portray non stereotypical images, where possible.
- Positive non-stereotypical role models sought where possible.
- Reviewing the range of activities.
- Reviewing the materials and providing differentiated materials.
- Wherever possible providing additional equipment that may be required.

Due consideration will be given to transitional planning process for students with statements of special needs.

## **7. WORKING IN PARTNERSHIP**

- a) **With Students:** The school will inform students through an entitlement statement what their entitlement will be, how the school will support their career development and what the student's role in this will be. Interests are sought prior to events and feedback is sought afterwards.
- b) **With Parents:** The school will communicate regularly with parents, enabling them to participate in events such as parents' meetings, guidance interviews, our annual Careers Fair and relevant external opportunities.
- c) **With the Business and Employers:** Employer support is sought wherever possible to provide the most up-to-date and relevant knowledge. The school will work to offer a range of work-related activities, including work experience, CV writing and applications, employability skills, personal presentation and mock interviews.

- d) ***With Education and Training Providers:*** The school will invite as wide a range as possible of different agencies to offer information to students about local opportunities in employment, training and education, through presentations, and other careers events.

## **8. MONITORING AND EVALUATION**

The programme for CEIAG will be monitored and evaluated by using the following performance and success criteria:

- Number of students using careers information resources.
- Number of visits from providers of post-16 training, education and employment.
- Intentions and destinations of leavers compared with county figures.
- Student destinations post-16.
- Evaluation survey and comments from Year 11 Leavers and ex-students.

## **9. QUALITY ASSURANCE**

The Careers Leader completes the Careers and Enterprise Company's Compass Tool on a six-monthly basis to monitor the progress towards meeting the 8 Gatsby Benchmarks as part of the statutory duty. The Careers Leader is currently working towards accreditation of CEIAG by revalidating its Quality in Careers Standard award, provided by Career Mark to quality-assure the provision of CEIAG delivered at the establishment. Career Mark is important as the school wants the students to achieve high standards and see the value and relevance of their learning, both to themselves and the working world and to make good choices that are successful for them. Using Career Mark will enable the Careers Leader to deliver the best possible careers education and employability skills development programme, which is sophisticated, integrated and effective.

## **10. CONSULTATION, DISSEMINATION AND REVIEW**

- Careers education is monitored and evaluated annually. Careers guidance is monitored and evaluated with the independent careers adviser on a termly basis to ensure that the provision is meeting the needs of the students.
- The programme is reviewed annually by the Careers Leader and SLT Line Manager. Changes and improvements to the programme feed into the School Improvement Plan (SIP) along with timescales for completion.
- When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the Careers Department is fully supporting whole school aims.
- All staff are made aware of the CEIAG Policy and their role in supporting it.
- This policy will be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.

## **11. EVALUATION AND REVIEW**

The CEIAG programme will be reviewed on a bi-annual basis against criteria laid down in the School Improvement Plan and CEIAG Development Plan. Provision will be updated in line with changes in labour market trends, availability of courses or training and guidance changes.

Policy Co-ordinator: Virginia Martin, Careers Leader

Policy Reviewed: Rob Spooner, Assistant Headteacher, in conjunction with the Senior Leadership Team

Policy scrutinised by Governors CFC Committee