



Careers Education, Information Advice and Guidance Policy

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| Updated: | January 2020 |
| Review date: | January 2021 |

1. Introduction and context

Statutory Context

The Education Act (2011) placed schools under a statutory duty to provide access to independent and impartial careers guidance for all pupils in years 9 to 11. In April 2013 The Government extended this duty to years 8 to 13.

Schools in England must also “ensure that there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships”. (Technical and Further Education Act 2017)

Further statutory guidance (2018) requires schools to offer their students access to employment, apprenticeship and training providers, and to publish a statement outlining this access to providers. It will also be a requirement from September 2018 that “every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks.”

Overview of Careers at Castle Hall Academy

At Castle Hall Academy the statutory duty detailed above is extended to include year 7 students.

Castle Hall Academy provides individual careers guidance, careers information and a careers education programme. The careers education programme is delivered at key times of the year for each year group, through dedicated careers lessons as part of the school’s personal development programme. These lessons are complemented by partnerships with external organisations including local employers, training providers and Higher Education Institutions who contribute to the career’s curriculum through employer talks, careers fair and visits for students.

The school buys in the service of an external Level 6 qualified careers adviser from C&K Careers. This careers adviser provides independent and impartial careers guidance to students. The careers adviser is based in the careers room and students can access her support throughout the year. There is also a dedicated careers resource area within the school library. Students are introduced to the careers adviser and services at the start of each academic year.

2. Academy CEIAG Aims

At Castle Hall Academy, we aim to enable students to increase their knowledge and develop understanding and skills relevant to life in a rapidly changing world. Through the Careers Programme our key aim is to ensure that we take an 11-16 approach to our provision of CEIAG so that students begin to develop a real understanding, even at an early age, of careers and work related information that develops their sense of enquiry not only about careers and higher/further education but also about their individual skills and aptitudes. At KS3, this builds up to prepare students for their options choice in Year 9 as they enter the 14-16 phase of their education. From KS4, CEIAG focuses on preparing students for life after the Academy in terms of career decisions and future employment and learning opportunities. We want to enable all students to increase their knowledge and develop understanding and skills relevant to life in a rapidly changing world.

The careers education programme at Castle Hall is mapped to Gatsby Benchmarks. Its aims are:

- To raise achievement, increase motivation and aspirations;
- To encourage students to become reflective learners who are self-aware of their strengths, skills and abilities and how these link to career and life planning;
- To develop the skills which will help students to make informed and realistic choices for their future by linking curriculum learning to careers (Gatsby Benchmark 4)
- To support inclusion, challenge stereotyping, promote equality of opportunity and raise aspirations (Gatsby Benchmark 3);
- To encourage participation in continued learning, including higher education (Gatsby Benchmark 7);

- To encourage and develop an understanding of the world of work and career opportunities both locally and nationally through enterprise and employer led activities, including direct experience of the world of work through workplace visits and the use of labour market information (Gatsby Benchmark 2, 5 and 6);
- To contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing; (Gatsby Benchmark 2)
- To make clear to students how their behaviour, attendance and learning skills are inherently linked to their career prospects and future prosperity. (Gatsby Benchmark 3).
- To encourage students to implement their career plans by providing personal guidance from a Careers Adviser and to review and evaluate their plans to make informed decisions and manage the transition process effectively (Gatsby Benchmark 8).

Careers Education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make informed decisions and it is a way of helping students to apply knowledge, understanding and skills to their own circumstances. Best practice integrates careers guidance with a well-planned programme of careers education. By doing this we will meet the Gatsby Benchmarks, the CDI Framework for Careers, Enterprise and Employability Education and prepare students for future learning and the world of work.

3. Student Entitlement:

Students are entitled to a comprehensive, relevant and aspirational programme of CEIAG opportunities. They are given support to whichever route they choose at post-16. Key features of the provision to which all students in Years 7 to 11 are entitled include:

- Independent and impartial careers guidance;
- Access to external sources of information on the full range of education and training options;
- A stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications;
- Opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- At least one meaningful encounter with an employee or employer each academic year
- Have access to good quality LMI and be supported to use this data to inform their decisions;
- At least one careers interview by the age of 16 with a L6 career professional
- At least one experience of a workplace by the age of 16.

The Academy currently holds the Quality in Careers Standard and is committed to maintaining this.

More specifically, the CEIAG programme falls under four broad areas:

- Individual Careers Guidance

Careers guidance interviews provide students with an opportunity for students to discuss their individual circumstances and future plans with an independent and impartial, Level 6 qualified 6 Careers Adviser. This helps them to make informed decisions and appropriate choices at key transition stages in their school career.

Careers guidance appointments are held in a private and confidential interviewing space in the careers room and information from these appointments is kept confidential.

Individual careers guidance is provided at key stages of transition:-

- Year 9 students are invited to self- refer for an individual appointment to discuss their GCSE subject options
- All Year 11 students are invited to at least one individual appointment to discuss their post-16 plans. They can also self-refer at any point during the year to receive extra help and support as needed.

- Students in year groups 7 to 10 may self-refer at regular drop-in sessions.
- Students with special needs or those requiring additional support may be referred for an individual guidance appointment by their form tutor or the SENCO and all are seen prior to their EHCP review in transition years (Y8 and Y10).
- Students identified as vulnerable or needing more support are prioritised for appointments.

- Careers Education

CEIAG an integral part of the school's Personal Development Curriculum (PDC) for all students. The Careers Education programme is planned, monitored and evaluated by the Personal Development Co-ordinator with the support of the Careers Leader and the Careers Adviser.

All staff contribute to CEIAG through their role as subject teachers when embedding careers learning into curriculum lessons. A team of enthusiastic and interested teachers deliver careers lessons within the PDC and wherever possible, a qualified careers specialist will deliver aspects of the CEIAG programme to each year group.

A Careers Plan has been developed for CEIAG within the Academy. This plan follows the Career Development Institute's (CDI) framework (2018) and the Gatsby Benchmarks and has been customised to ensure it also meets the needs of Castle Hall Academy students. The plan includes a careers programme for each year group and ensures the timing of delivery reflects the decision making and planning currently facing students in each year group.

The Careers Plan ensures that the careers education delivered through the PDC is complemented by a range of visiting speakers and work related visits in partnership with local employers, further and higher education providers and includes a yearly careers fair. Careers and Apprenticeship week is also supported in the Academy and the Careers Adviser is available at parents evenings and relevant information evenings across all year groups.

- Work-Related Learning

Employability and LMI is embedded in CEIAG activities across the curriculum, and all Year 10 students take part in a Work Discovery Day during the Spring Term.

Local employers are invited into school at various times throughout the academic year to deliver talks and sessions that help students to understand the world of work, LMI and employability skills.

The **Provider Access Statement** can be found within the careers pages on the school website. This sets out the schools arrangements for managing the access of providers to pupils at the Academy for the purpose of giving the information about the providers education or training offer. This complies with the schools' legal obligations under Section 42B of the Education Act 1997.

- Careers Information and Resources

There is a dedicated Careers Resource Area within the school library which is updated on a regular basis. IT facilities are also available within the library for students to access the internet for research.

Information and resources available include information sheets in binders provided by C&K Careers along with other resources relevant to the age group of Castle Hall Academy students. This includes further education and higher education prospectuses. Resources relating to financial and welfare issues are also provided.

There is a dedicated 'Careers' page on the Academy website that provides careers information for students, their parents and local employers. The website is regularly updates and contains useful links to other sources offering independent, impartial CEIAG. Details of the careers programme and events are also made available on the website.

4. Partnerships and links

- External partners

Our CEIAG programme is enhanced through links with various partners who ensure the students' learning is up to date, engaging and relevant. Our links include:

- Universities, employers and training providers who play a prominent and visible part in the delivery of Careers Education, particularly such as National Careers Week and the Careers Fair
- C&K Careers lead our three-yearly external review against the Quality in Careers standard. They also provide independent and impartial advice and guidance for our students along with creating and delivering resources and activities for the careers programme.
- Leeds Enterprise Partnership (LEP) – the school has strong links with an Enterprise Co-ordinator and participates at local CEIAG networking events organised through LEP.

- Parental involvement

The Academy recognises the importance of the involvement of parents in their child's career decision making process and the importance of parental awareness of the CEIAG programme.

Parents are kept informed via the school's careers page on the school website, termly newsletters and twitter.

Parents can contact the Careers Adviser via telephone or email through the year and are welcome to attend their child's careers appointment or arrange a separate meeting if they wish to. The Careers Adviser is also available at parents evening in Years 9, 10 and 11.

We are particularly keen to establish links with parents who are willing to share their experiences in employment. If parents feel that they could contribute to the CEIAG programme in any way, please contact Ms Donaghue (Personal Development Co-ordinator).

5. Monitoring, Review and Evaluation

The quality of CEIAG is monitored and evaluated annually by the Headteacher, Assistant Headteacher (Careers) the Personal Development Co-Ordinator and the Careers Adviser. It is also continuously monitored through normal Quality Assurance procedures including the following:

- Lesson observation and learning walks
- Student Voice
- Student and Staff Surveys
- Employer/Provider feedback after events
- Parents feedback via surveys/questionnaires

The review and evaluation for CEIAG informs the planning and implementation of the programme, ensuring that what we deliver is best tailored to the needs of all of our students.

The school's provision is reviewed against national standards and the school currently holds the Quality in Careers standard.

The Academy is committed to meeting the eight Gatsby benchmarks, as recommended as best practice in January 2018 statutory guidance. The most recent indicators suggest that we are on course to meet all benchmarks before the 2020 statutory deadline.

The effectiveness of our CEIAG programme will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges and further education colleges. Destination

data is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

The Career Plan is devised in September of each year, taking into account recent internal and external reviews and evaluations, as well as whole-school priorities and is agreed by SLT.

This Policy will be reviewed regularly as part of the whole-school self-assessment process and will be reviewed by the Governors.

6. Staffing and development

- The school employs a Level 6 qualified and experienced Careers Adviser through C&K Careers whose performance is annually appraised through challenging, relevant and measurable targets by C&K Careers.
- Training and professional development is a significant part of the effective implementation of CEIAG and is built into the annual needs assessment of the school’s INSET planning.
- A designated governor, Mohammed Zaheer, has responsibility for overseeing the quality of careers guidance and supporting employer engagement.
- The Academy is supported on a strategic level by an Enterprise Advisor.
- All Academy staff contribute to careers through their roles as subject teacher and/or Personal Development Curriculum teachers.
- Administration Officer - School Office Administrative support for careers work-related learning

Key roles and responsibilities

| Staff | Position | Responsibilities within CEIAG |
|------------------|---|--|
| Emma Rankin | Assistant Headteacher (Careers Leader) including line management responsibility for CEIAG | Strategic management and coordination of CEIAG, linking CEIAG to wider school policies and development plan priorities. Link between CEIAG and SLT/ and the Governing Body. |
| Bethan Donoghue | Personal Development Co-ordinator | Provision, delivery and monitoring of a planned Careers Programme through the Personal Development Curriculum Planning and co-ordination of careers talks, events, visits, work discovery days. |
| Lindsey Woodward | Careers Adviser | Individual IAG for students in Years 7-11 Support with planning and co-ordination of careers talks, events, visits, work discovery days |