

Careers Education, Information, Advice and Guidance (CEIAG) and Work Related Learning (WRL) Policy/Procedure

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Careers Support

Manager: Veronica
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SLT lead: Chris McNamara (Assistant Principal)

This policy is communicated to:

- Staff through the Policy folder on the T drive
- Students via Tutors in tutor time and Personal Development lessons
- Parents/carers via the website

To students in Years 8 (although the school delivers from Year 7) to 13 and ensure all students have access to impartial and inspirational careers information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and March 2015.

Hele's School is committed to our statutory duty to provide CEIAG Statutory guidance in accordance with Section 42A of the Education Act 1997. This requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

This policy written is based on the most recent guidance for careers guidance and access for education and training providers. The 8 Gatsby benchmark and compass tool are used to ensure the school's provision for CEIAG is meeting or exceeding national standards and recommendations.

Ethos

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. The careers programme at Hele's School is committed to delivering high quality Careers Education, Information, Advice and Guidance (CEIAG) by ensuring students make effective and informed decisions about their future through greater self-awareness, career exploration, supported and independent career management, work related learning and work experience and the development of employability skills.

For the purpose of this policy the following definitions have been used:

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites, etc.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings; to assist them to understand their circumstances, their abilities and targets; and advise them on their options or how to go about a given course of action; to identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people’s circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

1.1 Aims

The school aims to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). Our model for CEIAG is based on the following objectives that underpin the quality of our provision in school, which is informed by the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education:-

1. Developing student’s self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values through guided use of the Kudos Careers Programme and follow on teacher/careers adviser activities with students;
2. Encouraging and supporting career exploration and research through curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library and resources, working with local employers via work experience placements, visiting speakers and work related activities delivered by representatives from industry;
3. Providing work experience/work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable students to make effective decisions about their future;
4. Developing skills and professional ethics to meet the demands of a changing work environment;
5. By embedding all of the above, increasing students’ confidence and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships.

1.2 Roles and Responsibilities

Principal: It is the role of the Principal to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.

SLT lead for CEIAG: The school has appointed a member of the senior leadership team to lead CEIAG. The SLT lead will advise on and oversee the management of CEIAG. S/he will ensure that correct procedures are followed and that all students, parents or professionals involved have fully understood the school’s role and what strategies will be implemented. The SLT lead will ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships

Careers Support Manager: The school has a Careers Support Manager whose responsibility it is to coordinate CEIAG and work-related learning across the school, and to facilitate impartial careers guidance interviews for students. The Careers support manager will begin using the Gatsby Benchmarks to improve careers provision now, and meet them by the end of 2025.

Careers Personal Advisor: The school provides access to an appropriately qualified Careers Personal Advisor through brokering the services of Careers South West, an independent careers provider which has been recognised for its national quality standard for information, advice and guidance (IAG) services. The Personal Advisor will work with individual students as well as groups of students where relevant to ensure smooth transition throughout the key stages, to raise aspirations and to signpost further support services around information, advice and guidance where appropriate.

All teachers: Every tutor may, as part of tutorial learning time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas, and hence all teachers and tutors are responsible for signposting students to where they can get further information, advice and guidance.

Governor with responsibility for CEIAG: The school aims to appoint a lead governor for CEIAG who is responsible for familiarising the school's governing body with the CEIAG policy and ensuring that school staff follows statutory guidelines. They would also be expected to work to ensure sufficient time and resources are allocated to CEIAG to fulfil the policy and that value for money is being achieved.

Consultation: Reviews involving all stakeholders will be held annually. Hele's School will be applying for the The Quality in Careers Standard and Award in 2023.

1.3 Training for all teaching and support staff:

The Careers Support Manager provides a programme for tutors to deliver in tutor time and supports the PSHE lead with curriculum planning. Training is provided through CPD meetings, as appropriate.

1.4 Provision

Hele's is committed to providing an effective careers education programme that prepares students for the next steps in their education, training or employment. The school is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of provision actively avoid stereotyping and each year the curriculum is developing to ensure students are inspired to aim high and enter the full range of professions and careers.

Equalities: Hele's consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Careers Education: Careers education is embedded in the curriculum within tutor time for Years 7-13, Personal Development lessons Years 7 – 11, individual guidance sessions for Years 12 and 13, enrichment days, such as Year 9 Careers Day or through engagement in STEM activities and other education schemes, and through employer and careers fairs. All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about the skills that can be applied in different jobs. A regular audit of provision tracks coverage of CEIAG across the curriculum and helps to deploy resources to areas of need.

Careers information: Hele's is committed to ensuring students gain sufficient information to consider a wide breadth of career possibilities and support decision making. The school provides comprehensive careers information and education and access to careers software and websites. There

is a dedicated and fully resourced careers library with a range of books, display materials and articles, magazines, FE and HE related take away information, as well as online packages and careers websites. Resources available are differentiated to suit individuals and groups according to their needs and requirements.

Careers guidance: The school ensures that careers guidance is impartial through employing a dedicated careers guidance professional. The careers handbook demonstrate the Personal Advisor is supporting students to manage their progression needs and signposting them to a variety of opportunities and pathways. Careers South West Advisor targets support to students at certain key strategic points during the school year to meet students' needs (e.g. preparation for GCSE or A Level options subjects, or on A-level and GCSE results days to offer advice regarding next steps). As well as this, the Personal Advisor is available for parents and students on parents' evenings throughout the year.

- Vulnerable students/groups are prioritised for guidance interviews. These groups and factors contributing to vulnerable students include:-
- Special Education Needs and Disabled (given additional guidance and fully supported in their transition in line with the new SEND code of practice);
- Looked After Children;
- High risk of NEET;
- EAL students;
- School refusers and persistent non-attenders;
- Young carers; and
- Students from disadvantaged backgrounds.

The school will use the 8 Gatsby benchmarks and the compass tool to monitor and evaluate the effectiveness of the CEIAG programme.

8 Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil: Targeted support for vulnerable and disadvantaged young people, Information sharing, Careers guidance for pupils with special educational needs or disabilities
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education: New legal duty: access to providers of technical education and apprenticeships
- Personal guidance

Work-Related Learning: Hele's is committed to ensuring that vocational training and apprenticeships are promoted effectively through all aspects of CEIAG provision. The school is committed to providing work experience and work related learning opportunities to provide students with first-hand knowledge of the world of work. A range of opportunities are provided that expose students to real work situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market.

The school provides work experience for pre-16 and post 16 students where it is carefully linked to particular GCSE or A level subjects, such as Health and Social Care. These students are provided with lessons to develop their independence in accessing the job market and contacting employers to enquire about work experience possibilities.

In July of each year, the school has a designated 'The World of Work' week specifically aimed at preparing those Year 10 and Year 12 students for whom work experience is not yet appropriate for life in the work place longer term. This programme is developed and delivered with local employers and aims to 'skill up' young people in preparing for the world of work by exploring in greater detail areas such as CV writing, applying for jobs, developing skills to increase employability, money management, etc. The aim of the week is to inspire, motivate, to challenge preconceptions of jobs/careers students and for students to see the relevance of their current education to their future, therefore taking greater responsibility in preparing and planning their career journey.

Monitoring, reviewing and evaluation: Self-evaluation of careers provision is produced annually. All evidence will be used to support the school's application for the Investors in Careers Mark quality standard in 2018, and every 3 years thereafter. This includes:-

- Monitoring and evaluation of destinations data used to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment;
- The budget provided for both careers and work experience is audited and monitored each financial year according to the CEIAG improvements as noted in the School Development Plan;
- The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans;
- Feedback is sought using feedback forms, online questionnaires, work experience diaries, evaluation forms and email. Careers provision and guidance is evaluated based on feedback from students, parents and teachers, and tweaked accordingly.

LOCAL AND NATIONAL Careers information, advice and guidance links

Organisation	Support offered	Contact details
National Careers Service	A government funded service providing online, telephone and face to face information, advice and support around learning and work.	www.nationalcareersservice.direct.gov.uk 0800 100 900
UCAS The Universities and Colleges Admissions Service in the UK responsible for managing applications to higher education courses in the UK, guiding student, parents and advisers through the application process.	Providing a directory of undergraduate and postgraduate programmes and which institutions offer them.	www.ucas.com 03714680468 (undergraduate line)
Careers Southwest (CSW)	Website for young people, providing information on education, training, employment, activities and matters relevant to young people	www.cswgroup.co.uk 0800 97 55 111
Apprenticeships	Intermediate, Advanced and Higher Apprenticeship opportunities	www.apprenticeships.gov.uk
The Zone	Offers a wide range of information, advice and support services for 13 - 25 year olds in Plymouth and the surrounding area	www.thezoneplymouth.co.uk 01752 206626
STEMNET	Opportunities to inspire young people in Science, Technology, Engineering and Mathematics	www.stemnet.org.uk 01392 215501