



## Careers Education, Information, Advice and Guidance Policy

### Office Use

<b>Legislation/Guidance</b>		<b>External Checking</b>	
Careers guidance and access for education and training providers – January 2018			
<b>Teaching Unions</b>	<b>Consultation Completed</b>	<b>Public Sector Unions</b>	

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Careers guidance and access for education and training providers – January 2018					

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## **1. Definition of Careers Education, Information, Advice and Guidance**

“Good careers guidance widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.” (Careers Guidance and Access for Education and Training Providers January 2018 page 12).

We aim to enable our students to learn about the world outside school so that they are aware of the possibilities open to them and to develop a range of skills which will enable them to make the transition from school into the next phase of their lives. We recognise that guidance should be provided that is in the best interests of the young person, is presented in an impartial manner and that good careers guidance is distinctive to the needs of individual pupils.

Students need a planned programme of activities to enable them to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their 14-19 pathways and to enable them to manage their careers and sustain employment throughout their lives. This will take into account each student’s abilities, needs and preferences.

The academy has a duty to provide advice and guidance which is both impartial and independent. Independent is defined by the 2018 document as “external to the school. External sources of careers support could include employer visits, mentoring, website, telephone and helpline access and personal guidance provided externally to the school... Personal guidance does not have to be external – it can be delivered by school staff, if trained. Where this advice or any other element of the careers programme is internal, it must be supplemented by external sources of support to ensure compliance with the legal duty.”

## **2. Provision of Careers Education, Advice and Guidance**

### Resources

Funding is allocated in the annual budget.

The school has accessible careers resources on display and a notice board as well as access to a private office for careers interviews. We access support from local and national industries and higher education institutions to advise and inspire our students further.

### Leadership and Management

The Vice Principal is responsible for the writing of the Careers Education, Information and Guidance Policy and for the strategic direction of careers within the school. He monitors the effectiveness of CEIAG through the school’s Quality Assurance programme.

From September 2018, in line with statutory guidance, the school will have a Careers Leader, and the Government has promised more information on this role by the end of the year so that a suitable named Careers Leader can be identified.

The Head of Careers and the Careers Adviser coordinate the Careers programme, make use of labour market information to inform the school's approach and liaise with Heads of Faculty to link curriculum learning to careers. They also ensure a range of encounters with employers and employees for students, as well as encounters with further and higher education, including both academic and vocational routes.

The Vice Principal also leads on Pupil Premium and Looked After Children and ensures that provision meets the needs of disadvantaged students in particular, some of whom may lack aspiration or may come from homes where work is not the norm. Money is allocated in the Pupil Premium Strategy to support disadvantaged students attending careers events, disadvantaged students in Year 10 benefit from a priority launch of work experience, and a separate Business Mentoring project has been established in Year 10 to raise aspirations of disadvantaged students.

The school's SENDCo works closely with the Careers Adviser to ensure that the needs of SEND pupils are met.

There is a named Governor for careers who takes an active interest in the Careers Department.

#### The focus of Careers Education, Information, Advice and Guidance

There is a three-fold focus for CEIAG at the Elizabethan:

- Self-Development: students understand themselves and the influences on them
- Career Exploration: students investigate opportunities in learning and work
- Career Management: students make and adjust plans, manage change and transition

The school supports the Gatsby Benchmarks and already seeks to comply with them, currently meeting four of the eight benchmarks fully. (To put this into a national context, the House of Commons Briefing Paper of January 2018 indicates that the average number of benchmarks met in schools is 1.8). A plan is in place to meet all of them before the Government's target of the end of 2020.

#### Within the curriculum

The careers education programme is designed to meet the needs of students. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development and to strengthen their motivation, aspirations and attainment at school.

The school aims to create a learning environment which allows and encourages pupils to tackle real life challenges which require them to manage risk and to develop their decision making, team building and problem solving skills. Opportunities to make contact with real employers and employees will be provided not only to inspire pupils but to challenge pre-conceived ideas about jobs and broaden horizons.

The school supports pupils to make choices about the full range of options at 16 and 18. As well as supporting progression to university the school makes pupils aware of other options such as Higher Apprenticeships and jobs with training to enable them to make informed choices.

Pupils are made aware that if they do not gain a Grade 4 or above in English and Maths at GCSE Level they will be required to continue working towards obtaining them up until the age of 19. Provision is made for re-sits at Post 16 for those students who have not achieved this national benchmark.

Year 7: The 2018 statutory guidance includes a new requirement to deliver careers education in Year 7. There is scope within the PSHE programme for this to be introduced in the Summer Term of Year 7

Years 8 – 10: Careers Education is well embedded in the PSHE programme. In Year 8, the focus is on career planning to support options choices; the Year 9 programme includes an enterprise module; in Year 10, the focus is preparation for and evaluation of work experience

Year 11: There is no taught PSHE programme in Year 11, and Careers Education is delivered through Learner Enrichment Days. The focus is on the production of CVs and Letters of Application and preparation for mock interviews with local employers

Year 12 & 13: Careers Education forms part of the Tutor Programme. Year 12 focuses mainly on options beyond Year 13; the Year 13 programme splits to allow those applying for universities to have targeted support with applications while those not considering university target applications for apprenticeships and employment and the development and evidencing of employability skills. There is a separate Careers Policy for Retford Post 16

The development of key transferrable skills such as organisation, communication and teamwork is underpinned across Years 7 to 11 in particular by a well embedded system of Student Leadership. These skills are particularly critical for some disadvantaged students, and targets are set in the Pupil Premium Plan for the numbers of disadvantaged achieving Silver and Gold Leadership Awards.

The school also ensures that students are made aware of out of school opportunities that could help them with their career aspirations such as the National Citizenship Service (NCS), Duke of Edinburgh and other voluntary and community activities. We work closely with the NCS, achieving Bronze Champion Status in 2017 for the number of students recruited to the programme. The Duke of Edinburgh Award is built into the PSHE programme for one group in Year 9 and Year 10 to enable more students to achieve this prestigious award.

## Counselling and Guidance

The school provides educational and vocational guidance to all students who need it. Students will benefit from face-to-face discussions with a range of people, including:

- Role models and inspiring individuals from the careers to which they aspire
- Former students who can pass on the benefits of their experiences
- Mentoring and tutoring in school

The school benefits from its own Careers Adviser who holds a Level 6 Diploma in Career Guidance and Development. Formal careers interviews are arranged on a rota basis in Year 11, with priority given to disadvantaged students. The Careers Adviser is also available for drop ins at break and lunch to support any student who wishes to discuss future plans or seek support with applications to further education.

Separate provision is made for students at Retford Post 16 through a Service Level Agreement. A comprehensive programme of support is tailored to the needs of all students, not just those considering higher education.

## Student Entitlement

This is made known to students in Main School through classroom displays, curriculum booklets and the school's website. Post 16 students are made aware of their entitlement via assemblies and ongoing work at the Post 16 Centre.

## Equal opportunities

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

Where a student has an Education Health Care Plan, all reviews of that Plan from Year 9 onwards will provide a focus on preparing them for adulthood, independent living, employment and participation in society.

Separate provision is made for Looked After Children in key Stage 4 who have a Careers Passport which supports their career planning with priority access to careers events and termly careers interviews.

## Parental Involvement

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are accessed through links on the school website. Parents are kept up to date with careers related information through newsletters and the website, Open Evenings and Parents Evenings.

## STEM

We expect subject staff in STEM subjects to raise awareness of the range of careers that STEM qualifications offer. This will be complemented by access to outside speakers with a background in STEM subjects. This plays a key role when tackling stereotypes particularly around gender.

### Access to providers of technical education and apprenticeships

There is a new duty on schools which requires all maintained schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils for the purpose of informing them about approved technical education qualifications and apprenticeships.

All pupils in Years 8-13 are currently entitled:

- to find out about technical education qualifications and apprenticeships 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 and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

A provider wishing to request access should contact the Vice Principal at the Elizabethan. All contact details are on the school's website. He will liaise with site staff to ensure appropriate accommodation is available. Providers are welcome to leave a copy of their prospectus or other relevant course literature in the careers section of the library, which is open to students at break and lunch every day.

Our links with the RNN group at Post 16 already provide an opportunity to engage students in technical education: during the options processes in Year 8 and Year 11, students are given information about technical pathways, with a vocational Hair and Beauty course currently running in Year 9 and an increasing range of technical courses planned for Retford Post 16.

### **3. Monitoring and evaluating Careers Education, Information, Advice and Guidance**

The careers programme is monitored regularly and amended. Students' and parents' opinions are actively sought and included in the evaluation and review. We measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our students at all transition stages.

Current and projected local and national labour market information are used to inform and re-focus the CEIAG programme.

This policy will be reviewed on a two yearly basis.

The school is working towards a national quality award for careers education.

Links to other policies:

- Safeguarding and Child Protection policy
- Single Equality Scheme
- SEND

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<b>SIGNED ON BEHALF OF SENIOR LEADERSHIP TEAM:</b>	
<b>DATE:</b>	
<b>GOVERNING COMMITTEE:</b>	
<b>SIGNED ON BEHALF OF GOVERNING BODY:</b>	
<b>DATE:</b>	
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