



**Education
Partnership
Trust**

Creating outstanding schools
which transform learning, lives
and communities

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

(including Provider Access Policy)

(Alternative Provision)

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Contents

1.0	INTRODUCTION	4
2.0	POLICY STATEMENT	4
3.0	ENTITLEMENT.....	4
4.0	CAREERS EDUCATION.....	5
5.0	CAREERS GUIDANCE.....	5
6.0	(CEIAG) ACROSS YEAR GROUPS	5
7.0	PREPARATION FOR WORKING LIFE	6
8.0	MONITORING, REVIEW AND EVALUATION	7
9.0	BENCHMARKING	7
	PROVIDER ACCESS POLICY	8
10.0	INTRODUCTION	8
11.0	PUPIL ENTITLEMENT	8
12.0	MANAGEMENT OF PROVIDER ACCESS REQUESTS.....	8

1.0 INTRODUCTION

1.1 Careers Education and Guidance is statutory from Year 7. We are committed to providing outstanding CEIAG for all students. The school aims and ethos underpin the work of the department. Students are all able to achieve but can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

Rational for CEIAG (Careers Education Information Advice and Guidance)

1.2 The Government's careers strategy 4, published on 4th December 2017, sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience

1.3 A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education in Years 7-11 and to give students access to careers information and impartial advice and guidance.

1.4 All EPT Schools are committed to providing a planned programme of careers education for all students in Years 7-11 along with impartial information, advice and guidance (IAG). The school endeavours to follow the statutory guidance for governing bodies, school leaders and school staff as outlined in the Careers Statutory Guidance of (Jan '18). The advice provided covers the full range of education and training options, including apprenticeships and technical routes.

1.5 This policy will be reviewed annually through discussions with the Head teacher, senior leadership team, careers lead, teaching staff and careers adviser.

1.6 It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, PSHE, work related learning and enterprise, equal opportunities and diversity, health and safety, gifted and talented, and special needs. It forms a significant part of the schools development of the Every Child matters agenda: makes a positive contribution and prepares for economic well-being.

2.0 POLICY STATEMENT

2.1 CEIAG at school is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is impartial and unbiased.

2.2 The careers programme is designed to meet the needs of all students. It is differentiated, inclusive and personalised to ensure progression through activities that are appropriate to the student's stages of career learning, planning and development.

3.0 ENTITLEMENT

- Encouraging students to consider all the opportunities that exist in the world of work
- Develop high aspiration of *all* Students.
- Enhanced Self-Awareness.
- Be aware of personal skills and qualities and how these are relevant to future career choices
- Ease of transition for pupils Post 16
- Development of interpersonal and social skills needed for finding employment and for working with others.

- Pupils being able to relate to the world of work by being given opportunities for meaningful encounters with employees, employers, further, higher education, and the experience of work placements.
- Learning from career and labour market information.

3.1 Students at School are entitled to careers education and guidance that meets professional standards of practice that is person centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students, their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism and will follow the 8 Gatsby Benchmarks as outlined in the Careers Statutory Guidance of January 2018.

3.2 Whilst developing a programme which attempts to meet the objectives set out above, a number of key documents and pieces of legislation have been consulted in order to evaluate the department's provision and its effectiveness. The auditing of these characteristics, using these documents, enabled the department to develop some of the programme set out later in this policy.

3.3 Learning Outcomes

a) **Self Development:** Students should be able: To assess their achievements, qualities and skills. To present this information as appropriate. To use this information for personal development. To set career and learning targets. To recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work

b) **Career Exploration:** Students should be able: To understand the nature of work and people's attitudes to it. To use a variety of sources of careers information. To use work experience to improve chances to understand employment trends

c) **Career Management:** Students should be able: To use decision-making techniques. To understand and use sources of help. To make informed and appropriate choices at 14 and 16. To make and manage changes as appropriate. To understand job / learning applications and the requirements of interviews.

4.0 CAREERS EDUCATION

4.1 Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, manage transitions in learning and to move successfully into work. Careers Education takes place mainly through work in lessons.

5.0 CAREERS GUIDANCE

5.1 Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It should be impartial, client centred and confidential. Careers Guidance takes place mainly through individual support.

6.0 (CEIAG) ACROSS YEAR GROUPS

Year 7, 8 and 9

6.1 Pupils will be able to describe their skills and qualities

6.2 Pupils will be able to tell positive stories about their wellbeing, their progression and achievements

6.3 Pupils will be able to describe the different ways of looking at people's careers and how they develop. Pupils will be able to identify and make the most of the support around them

Whole year groups will benefit from STEM sessions delivered by external providers Pupils will have access to the school's careers fair, providing information from local business, colleges and training providers

- 6.4 Students in year 9 will register with the START +Track Program, (startprofile.com) which is an online resource to give them careers information locally in the area, along with local labour market information. Sessions will be allocated throughout the year to introduce students to the resource, they will then be able to access this information from any device. Parents will also be able to access this resource in order to support students with their career pathways.
- 6.5 Whole year groups will benefit from STEM sessions delivered by external providers Pupils will have access to the school's careers fair, providing information from local business, colleges and training providers.

Year 10

- 6.6 Students start to focus their preparation for the Post 16 choices that they will make during Year 11. They have targeted sessions which help with preparation for Work Experience. All 5 students will be able to complete a week of work experience in a placement as close as possible to that which is requested.
- 6.7 Placements are either provided by an outside agency or students can arrange their own, with Emma Frith (careers advisor) coordinating the H&S visits and statutory requirements. Most placements are local so that teachers can visit each student in their placement, but specific ones can be arranged outside of the area if required/requested.
- 6.8 Students have a range of Careers Dept. assemblies and one by Blackburn College to specifically give BTEC and apprenticeship information.

Year 11

- 6.9 The careers program covers opportunities Post 16, and activities such as action planning, job hunting, writing a CV and interview skills. Year 11 are encouraged to attend College Open Evenings.
- 6.10 Students will have access to a range of assemblies, conducted by local employers, colleges, training providers and motivational speakers.
- 6.11 A selected group of students for whom BTEC/Apprenticeships might be the most appropriate route will have the opportunity to visit the regional Careers Fairs.
- 6.12 All year 11 students will have a pathway, outlining their choice of post 16 options along with guidance and advice on how to achieve this.
- 6.13 Year 11 students will have the opportunity to engage in a work experience placement.
- 6.14 Planned visits to universities, colleges, training providers and places of work will take place throughout the year.
- 6.15 Year 11 students will be working towards an accredited qualification in (AQA)

7.0 PREPARATION FOR WORKING LIFE

- 7.1 The Careers Advisor co-ordinates the careers programme within school.
- 7.2 A member of the Senior Leadership Team will oversee and guide this work within school.

Staffing

- 7.3 All staff will contribute to careers education and guidance through their role as tutors, pastoral and subject teachers. Outside providers deliver specialist sessions. The careers programme is planned, monitored and evaluated by the Head teacher, SLT, Careers Lead/Adviser.

Curriculum

- 7.4 The careers programme includes careers education sessions as part of Careers in the Classroom in years 7-11, career guidance activities, group work, individual interviews and Pathways for all year 11 students. FE visits, annual careers fair, extracurricular events such as national careers fairs, workplace visits, motivational speakers, employer-based curriculum projects/challenges, STEM lessons, Information and research activities). Online programs (Start, First careers) available to all registered students/tutors/parents/careers.

External Links

- 7.5 The department has excellent links with FE/HE colleges, training providers, knowledge of local and government apprenticeship schemes and local businesses.
- 7.6 Employers If you are a local employer and would like to support our careers education 6 program at school please contact our careers advisor.
- 7.7 The budget for careers is allocated on an annual basis.

8.0 MONITORING, REVIEW AND EVALUATION

- 8.1 This takes place through:

- Lesson observations and learning walks
- Student voice
- Evaluation of work experience by students and employers
- COMPASS (Careers Benchmark Tool)

9.0 BENCHMARKING

- 9.1 Every school within the EPT is committed to achieving 100% in the 8 Gatsby Benchmarks, whilst working closely with the Careers and Enterprise Company (CEC) and utilising the CEC Compass benchmark assessment tool.

BENCHMARK 1: A STABLE CAREERS PROGRAMME

The school has an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

BENCHMARK 2: LEARNING FROM CAREER AND LABOUR MARKET INFORMATION

Every student, and their parents, has access to good quality information about future study options and labour market opportunities. The support of an informed adviser is available to make best use of available information.

BENCHMARK 3: ADDRESSING THE NEEDS OF EACH STUDENT

Students have different career guidance needs at different stages. Opportunities for advice and support is tailored to the needs of each student. The school's careers programme looks to embed equality and diversity considerations throughout.

BENCHMARK 4: LINKING CURRICULUM LEARNING TO CAREERS

All teachers aim to link curriculum learning with careers. STEM subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.

BENCHMARK 5: ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

Every student has multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace through a range of activities including visiting speakers, mentoring, enterprise schemes, career fairs, employer fairs, conferences and mock interviews to name a few.

BENCHMARK 6: EXPERIENCES OF WORKPLACES

Every student in Year 10 and many in Year 12 are given the opportunity to have firsthand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.

BENCHMARK 7: ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

All students 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 through tutor sessions and career events such as the careers fair and Year 9 Next Steps evening.

BENCHMARK 8: PERSONAL GUIDANCE

Every student in Years 10 and 11 has the opportunity of a guidance interview with a careers adviser who is working towards/achieved the Level 6 Diploma in Careers Guidance and a member of the Careers Development Institute.

PROVIDER ACCESS POLICY

10.0 INTRODUCTION

9.1 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 Section 42B of the Education Act 1997.

11.0 PUPIL ENTITLEMENT

10.1 All pupils in years 8-13 are 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.

12.0 MANAGEMENT OF PROVIDER ACCESS REQUESTS

Procedure

11.1 A provider wishing to request access should contact: Nicola Lincoln (Careers Leader)

Telephone: 01282 882150

Email: nlincoln@theheightsburnley.com

Opportunities for access

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

11.3 Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and facilities

11.4 The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

11.5 Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school CIAG Coordinator. The Careers Library and appropriate literature is available to all students at lunch and break times.