



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

**‘Respect Care Honesty’
‘Inspirational, aspirational, remarkable’**

Adopted by the Governing Body/sub-committee

Date: March 2018

To be reviewed annually/bi-annually in line with other school policies.

Date of Review:

Updated:

1. INTRODUCTION

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their well-being and staying on in learning. Statutory Guidance (March 2015) requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13. The Guidance was updated in April 2017.

This policy links to the key areas/objectives of the school improvement plan, which centres on raising achievement and the quality of teaching and learning across the curriculum. It will link into other related policies to enhance the guidance process across curriculum and pastoral areas and will be used as a tool to develop school objectives and priorities on teaching and learning and aspire and achieve.

CEIAG should help students develop skills, attitudes and abilities, which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous and all staff contribute alongside external agencies working in partnership.

In 2014 the Gatsby report made a major contribution to our understanding of what constitutes quality in careers education, information, advice and guidance (CEIAG) in secondary schools in England. As a result, 8 benchmarks of good practice were drawn up that identify the elements of good career guidance.

1. A stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

This policy reflects the school's commitment to these 8 benchmarks.

The careers education programme in Todmorden High School aims:

- * To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment.
- * To develop the skills which will help them to make informed and realistic choices for their future.
- * To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations
- * To develop the skills, including communication and confidence that will be needed in new roles and situations.
- * To encourage understanding and experience of the world of work through WRL and enterprise activities
- * To promote equality of opportunity in respect of race, religion, gender and special needs disability.
- * To develop students' capabilities and to understand their own needs and abilities
- * To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
- * To encourage students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively.

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 improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well planned programme of careers education.

Statutory Requirements

Statutory Guidance, March 2015 (updated April 2017) places schools under a duty to secure access to independent careers guidance for their pupils in school years 8 – 13. This must be presented impartially and must promote the best interests of pupils. Whilst providing a programme of careers education is no longer statutory, the school sees it as good practice and uses the CDI Framework for Careers Employability and Enterprise, November 2015) to guide its provision.

2. EXPECTATION

In the light of the current changes in the world of work, and the Raising of the Participation age from 2013, students should expect:

- to be told about key people who can help with education, career and any other personal, health or financial problem
- to get information on the guarantee of an offer of further learning at key points
- to know how to access information
- to be told about financial help they can get to stay in education(e.g. bursaries/student loans/grants)
- to know where to get help after 19 years of age (24 yrs if they have a disability)
- to be given opportunities to get involved in planning and improving information and advice services.

Help should:

- * be quickly and easily available
- * respect individual needs
- * be confidential
- * instil confidence in order to plan the next step
- * be impartial and all relevant options should be considered
- * signpost the National Careers Service and local websites where appropriate

The Statutory Guidance recommends that schools should work towards the National Quality in Careers Standard. To ensure quality and demonstrate it meets robust national standards the school will work towards achieving the national Quality in Careers Standard awarded by C&K as a licensed awarding body.

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, VLE/internet/e-mail also allows current information to be given to parents.

3. CEIAG DELIVERY

Organisation and Content

The careers education programme is delivered through a range of vehicles throughout students' secondary school careers

In Years 7, 8 and 9 : focus sessions with form tutor, assemblies, SPACE Days (3 p.a.)

In Years 10 and 11: focus sessions, assemblies, Preparation for Life lessons, SPACE Days (where applicable)

In Year 13 (final year = 2018): focus sessions, UCAS/Apprenticeship lessons, bespoke events for transition to University/ work

In addition to this, students are encouraged to see every school trip destination as an opportunity to explore careers and progression, by considering the roles and job opportunities available at that place, and the qualifications required to access these roles. From Spring 2018, all teachers organising trips will be required to build this into any visit, wherever possible and practicable.

Sixth Form Provision

As part of their entitlement to high quality careers information, advice and guidance, the Sixth Form receive talks by outside speakers on all aspects of University life, a timetabled lesson per week dedicated to the preparation of personal statements and UCAS forms, mock interviews and bespoke Enterprise days. Each student has access to the Careers Resource Area and can request interviews with the Careers Adviser. The roles of the form tutor and the Learning Manager are crucial in the 6th Form.

School Development Plan

The yearly careers action plan/Service Delivery Agreement is put together in consultation with the Careers Adviser, the Assistant Headteacher for Personal Development, Behaviour and Wellbeing and the Headteacher. The focal areas are driven by the whole school development plan and other sources of information such as the eHNA survey and governmental initiatives. These are then identified in the careers action plan and arrangements made to ensure high quality delivery on all aspects of Careers education.

Cross-curricular links

These are made with appropriate departments and enhanced by WRL/enterprise activities for example through educational visits where the venue is considered as a workplace as well as a vehicle for subject delivery.

All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation.

The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

Provision for Learners with Learning Difficulties and/or Disability (LLDD)

Close links with the Coordinator (SENCO) ensure that equal opportunities and inclusion are addressed. Reference should be made to the SEN Code of Practice from September 2014. Learning Support staff support identified students and suitable material is provided. The Careers resource area also has appropriate, differentiated and personal material.

4. KEY PERSONNEL

The CEG programme is delivered by a range of personnel both from THS and external providers. During SPACE days and Pfl lessons, group work sessions are delivered and led by careers advisers with subject staff in support where appropriate. We also welcome such providers as Ahead Partnership and Burnley College who work with us to ensure all aspects of careers education are covered. The Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

There are regular links with identified personnel to ensure individual needs are met. Key pastoral staff such as heads of year/ form tutors, home school liaison officer, pastoral support workers and Learning Support team feed in information to support the guidance process. Careers advisers are invited to contribute to the year 9 options process and year 11 post 16 options advice. Overall responsibility is given to the Assistant Headteacher for Personal Development, Behaviour and Wellbeing to ensure the CEG programme is updated and developed. She has the overview and brings the whole programme together, working in collaboration with all providers.

Partnership Activities & Support for Quality in Careers Standard

C&K Careers support the school in enhancing the CEIAG provision through INSET, network meetings, advisory sessions and consultancy. An annual service delivery agreement is drawn up between the school and C&K Careers. Links with employers and training providers, further education and higher education providers enhance the programmes where possible.

The West Yorkshire Combined Authority Enterprise in Education team link the school with local businesses and support an Enterprise Adviser to help the school meet the Gatsby Benchmarks 5 and 6. The Authority provide up to date Labour Market Information and work with Careers Yorkshire and Humber to deliver inspiration and skills gap support to school. This supports Gatsby Benchmarks 2 and 4 by providing staff CPD and local Labour Market Information.

The school utilises the research and evaluation tools from the Careers and Enterprise Company to ensure that the school is accessing the best support for our students and receiving guidance on any further improvements.

5. RESOURCES

Relevant funds and resources are available. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is provided where necessary and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Assistant Headteacher for Personal Development, Behaviour and wellbeing ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

Staffing and Staff Development

The Careers Leader attends meeting where required in order to develop and enhance the careers education provided. Current careers strategies will inform the nature and frequency of in-service training.

6. ASSESSMENT, REVIEW AND EVALUATION

Monitoring and Evaluation

The Careers Leader is responsible for annual review of CEIAG.

Review and evaluation is carried out termly on an informal basis between the Careers Leader and the Careers Adviser in line with the Service Delivery Agreement. The Careers Leader attends pastoral meetings on a regular basis. Feedback from staff, students and year teams also helps in evaluating the CEG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEG programme. Departmental monitoring forms part of the whole school monitoring system, focusing on termly focal areas. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Student voice is encouraged through the use of the website/VLE and school council and focus groups.

BIBLIOGRAPHY

Websites and Publications:

Gatsby Benchmarks www.gatsby.org.uk/education/focus-areas/good-career-guidance

Statutory Guidance (revised April 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf

CDI Framework for Careers Employability and Enterprise Education
www.thecdi.net/New-Careers-Framework-2015

Quality in Careers Standard www.qualityincareers.org.uk/

The Career Development Institute – promoting excellence, professionalism and innovation in Careers Education and Guidance
www.thecdi.net

The website for professionals working in CEIAG
www.cegnet.co.uk