

Careers Education, Information, Advice and Guidance Policy (CEIAG)

Date Policy next due to be reviewed: April 2020

Committee Responsible for Policy: Curriculum Committee

1. Statement of Principle Intent:

Careers education, information advice and guidance (CEIAG) provides a bridge via which students move not only to further education, vocational training or employment, but to the next stage of their development as members of society. Lifelong learning is a key concept for all students leaving Hillcrest School and this includes providing opportunities to develop key employability and enterprise skills which are highly valued by employers, colleges, universities and apprenticeship providers. By engaging parents and the local community our aim is for every child to fulfil their potential and be inspired to achieve a successful future. It is with this objective that our CEIAG programme has been developed, alongside reference to the recommended eight Gatsby benchmarks.

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Hillcrest School is committed to delivering high quality 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 the development of employability skills. A vital part of this is contact with employers, training advisors, colleges and universities.

2. Introduction:

From September 2012, the DFE (Department for Education) determined that schools have a statutory duty to secure independent and impartial careers guidance for their students and strongly recommend that a quality programme of careers education is provided to students in Year 8 through to 13. CEIAG has strong links to the teaching and learning process at the Hillcrest School and is relevant across all subject areas.

Since 2012 there have been a number of informative publications providing a framework for the provision of careers education and guidance; notably CDI (Careers Development Institute) Careers & Enterprise Framework (2015) and the Gatsby Foundation Good Career Guidance (2014) which highlights eight good practice benchmarks. These documents have been used to review and evaluate our current provision in line with guidance outlined by the DFE updated Careers Guidance in January 2018 and as part of the wider National Careers Strategy published by the DFE in December 2017.

The school's PSD (personal, social, development) programme incorporates many careers activities although curriculum areas also have a key role to play in this process and subject leaders are encouraged to provide work related and enterprise contexts for their students' learning.

All students are provided with access to high quality, impartial and unbiased careers information and equal opportunities for careers education from Year 7 onwards. Effective delivery of CEIAG will enable students to have a greater understanding of the requirements for their career interests and this will have an important impact in terms of raising aspirations and helping students make challenging but realistic plans for their future. This is also an integral part of raising student achievement. The CEIAG programme and evaluation is co-ordinated and managed by the **Careers Leader, Mrs J. Abbotts**.

3. Objectives:

All students have an entitlement to CEIAG and the DfE recommend careers and work related contexts are incorporated into the school curriculum. 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 Gatsby benchmarks and the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education. These objectives underpin the quality of our provision in school.

At Hillcrest School we help students to achieve the following learning outcomes:

- To understand themselves and develop their full/unique potential (both academic and personal) and to overcome barriers to progression and challenge stereotypes.
- To investigate and research careers and job opportunities and develop a general understanding of the world of work.
- To understand the requirements and possibilities within Further and Higher Education and gain knowledge of Apprenticeships, technical education qualifications and vocational pathways.
- To be aware of and understand the raising of the participation age.
- To be able to interpret information and to review and adapt their plans.
- To recognise, develop and apply their skills for enterprise and employability.
- To engage with people, ideas, challenges and applications from the business world.
- To have experience (direct or indirect) of working practices and environments.
- To know how to access unbiased, impartial, up-date IAG (Information, Advice and Guidance).
- To have opportunities for a personalised careers guidance interview with a professionally accredited careers adviser.
- To have opportunities to learn about STEM related careers.
- To be able to career plan and set targets incorporating the use of dedicated careers IT software.

4. Roles and Responsibilities

SLT lead for CEIAG: The school has appointed **Mr Connor-Hemming** as the member of the Senior Leadership Team to line manage CEIAG provision in the school. The SLT lead will advise on and oversee the management of CEIAG, and has attended appropriate CEIAG leadership training. 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. He will ensure the school has an appropriate policy for CEIAG, overview of CEIAG provision and entitlement statement; all of which will be available on the school website. He will use the Compass self-evaluation tool to conduct an audit of careers provision and ensure the school works towards the Gatsby Benchmarks, in accordance with the DFE, by 2020. This will form the basis of the annual CEIAG development plan to identify key priority areas and measure the impact of interventions, over time, in line with each Gatsby benchmark.

Careers Leader: The school has a Careers Leader, **Mrs Abbotts**, whose responsibility it is to co-ordinate CEIAG and work related learning across the school and to facilitate impartial careers guidance interviews for students. Mrs Abbotts has undertaken appropriate training in Careers Advice and Guidance.

Careers Advisor: The school provides access to an appropriately qualified Careers Advisor, **Mrs Matto**. The Careers 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. Mrs Matto is available in school one day per week (Thursday) and attends school parents' evenings.

All teachers: Every tutor and teacher may, as part of learning time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas. Many aspects will also be delivered in PSD, form time and through weekly assemblies. 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 has a lead governor, **Mr I Otomewo**, for CEIAG who is responsible for familiarising the school's governing body with the CEIAG policy and ensuring that school staff follow statutory guidelines. They would also be expected to work to ensure sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved.

5. How the learning outcomes will be achieved:

Our aim is to encourage and support career exploration and research through both enrichment and curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library, working with employers, visiting speakers and work related activities delivered by representatives from industry.

All students from Year 7 onwards will have access to a comprehensive and impartial programme of careers and work related learning activities. This will include formal delivery of dedicated CEIAG topics via tutor time, within lessons, assemblies, external visits, internal presentations and PSD days.

In addition there will be associated information evenings for students and parents/carers. Our **Careers Advisor, Mrs G. Matto**, will attend parent's evenings to advise parents on career options. A careers policy, CEIAG overview and entitlement statement will be published on the school website at the start of the academic students, along with information leaflets and resources for parents and students to access.

Work experience is an integral part of the programme and will take place in Year 10 and 12 at the end of the summer term. Effective delivery of work related learning, which includes provision to learn through, about and for work, will enable all students to have a greater understanding of the requirements in the workplace and it is intended that this will be valuable in helping students to career plan more effectively at key transition stages. All students will be provided with equality of opportunity in terms of access to the information relating to the availability of work placements.

The school will work closely with **Gordon Franks Consultants** to ensure the quality and safety of work placements.

The CEIAG work undertaken at Hillcrest School will be supported by our **Enterprise Advisors, Rita Tippia and Hilary Smyth-Allen**.

Priorities for improvements in CEIAG will be linked to the School Development Plan.

Legislation and guidance documents referred to during the development of the programme are:

- DfE Careers Strategy – January 2018
- DfE Careers Guidance and Inspiration in Schools – April 2017
- CDI (Careers Development Institute) Careers & enterprise Framework (2015)
- Gatsby Foundation Good Career Guidance (2014)
- DfE New Guidance on Work Experience 16-19 – October 2013
- The Education Act 2011 – The duty to secure independent and impartial careers guidance for young people in schools.

6. Programmes of Study

Careers Education and Guidance at Hillcrest School currently follows the statutory programme, providing a planned programme of Careers Education throughout the school. The nature and extent of careers provision in the wider curriculum is evaluated by Curriculum Learning Managers as part of the annual PSD survey.

Information about opportunities in learning and work with advice and guidance is outlined below.

In Year 7, Careers Education is again delivered as part of PSD. Students focus on developing economic awareness and financial planning skills as part of our Enterprise curriculum.

In Year 8, Careers Education is again delivered as part of PSD. A comprehensive programme to help students with options choices is in place from the beginning of the students. Students have access to The Real Game, a software package used to help students understand a potential career choice, options evening and meetings with subject leaders and tutors. They participate in small group workshops with our Careers Advisor to explore the world of work via the KUDOS website and resources packages.

In Year 9, 10 and 11 students receive individual guidance and academic mentoring by tutors to track progress and they have access to the school's Careers Advisor; Year 11 take priority with regard to access to our advisor. Every student will have had at least two careers interviews with our Career Advisor by the end of Year 11.

In Year 10 & 12 students follow a structured programme, which covers; the skills required in the modern world, applying for jobs, the curriculum vitae, completing application forms, WRL and preparing for Work Experience. As the major part of WRL, the Year 10 and 12 cohort of students go out on a Work Experience placement in July each students. The impact of the placement is evaluated when the students return to school and feedback is used by the Careers Leader to inform future planning of the programme.

In Year 11 students follow a programme covering economic wellbeing, including skills for enterprise and employability, how businesses operate and how to make informed career choices. All students listen to a careers presentations about post-16 options, are provided with information on college open days, involved in apprenticeship talks and have the opportunity to participate in a post-16 taster day at Hillcrest School.

In Year 12 and 13 all students have a minimum of two further careers interviews with our Careers Advisor.

In addition, all students participate in assemblies delivered by our Careers Advisor and external providers and employers who come into school to meet with students. As part of the daily form programme, a careers-related assembly is delivered to every students group each half-term. Specific form periods throughout the students are focused on key careers-related themes, including the National Careers Service, National Apprenticeship Week, UCAS, local and national labour market information, challenging stereotypes in the workplace and employment laws.

7. Information:

Careers Displays: will be eye-catching and regularly updated around the school to include job advertisements, open days and Further/Higher Education information.

IAG Room: will be well maintained, kept up-to-date and include a range of easily accessible resources, including work-related DVDs, College brochures and university prospectuses.

ICT: all students will be encouraged to develop ICT skills through access to CEIAG/ work related programmes – JED (Jobs Explorer Database), KUDOS, START and Unifrog. Students will also have opportunities to explore relevant websites and make Post 16 applications to 6th form, colleges or apprenticeship providers via the Internet. Resources will be available via the school's website for students to access from home.

Bulletin: all other information will be provided to students via the weekly bulletin notices or to targeted subject areas as necessary.

Data protection and sharing: students and/or their parents/carers should be aware that basic on-roll school data is provided to some external agencies i.e. the careers guidance specialist and work experience providers when required and in support of the student, but there is the opportunity to opt out if required. Please contact Mrs G. Matto, Careers Advisor, in the first instance.

Assessment data which can include predicated grades and/or information relating to performance and intended progression routes will be provided to Birmingham City Council upon request and in compliance with the current Local Authority requirement.

The raising of the participation age came into effect from September 2013. As a result, any Year 11 or Sixth Form students who is at risk of becoming NEET (not in employment with training, education or other training programme) may be contacted by the local authority upon leaving the school if they are without an offer of continued education or training.

8. Additional Needs:

In order to provide for the real needs and circumstances of our students, face-to-face interviews with our Careers Advisers will be provided, as a priority, for those students to whom the School deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid. Where appropriate, our Careers Advisor will accompany students and their parents/carers to open days, interviews and induction events at colleges. In addition, the Careers Advisor will work closely with the SENDCO and Deputy Headteacher (Inclusion) to plan differentiated careers workshops, focused on KUDOS resources, to meet the needs of students with additional needs, including those with SEND or English as a second language (EAL). When relevant and appropriate, our EAL Learning Mentor will support EAL students and their families in careers interviews to ensure their needs are fully addressed and appropriate support is in place with college and UCAS applications.

9. Staff development:

Designated members of staff will be encouraged to attend relevant training to develop existing methods or to integrate new initiatives. There is also internal Careers-related CPD delivered by external partners to all staff.

10. Parental involvement:

Hillcrest School recognises that parents and carers have a vital role to play in the positive decision making of their children and are therefore committed to parental consultation and sharing of information. The school encourages and promotes parental involvement through its CEIAG programme, which includes a number of parent information events. For example, information on careers will be available to parents at annual parent's evenings in school and our **Careers Advisor, Mrs G Matto**, attends these events as well as GCSE and A Level results days. Parents/carers working in local business also contribute to school activities, as do other members of the local community. Parents/carers are invited to comment on the effectiveness of the CEIAG programme as part of our annual student group surveys. There is also a wide range of information on the school website to keep parents/carers informed of career-related events and guidance they can access to best support their child with making decisions about their future careers.

Parents/carers have access to information at transitional points in Year 8, 11 and 12+13, via reviews/school meetings and liaising with College Leaders and our Careers Leader and Advisor. Additionally, parents/carers have information about proposed work experience and the opportunity to discuss work experience issues.

11. External Providers

Hillcrest School recognises the importance of engaging with local providers and employers to provide students with a deeper insight into lifelong learning and the world of work. We are therefore committed to ensuring that every student has the opportunity to have a minimum of seven encounters with employers (at least one each students from Year 7 to 13). We will endeavour to ensure a significant number of these encounters will be STEM employers as national research, outlined in the Careers Strategy (December 2017), indicates 'girls are less likely than boys to pursue a career in Science, even when it is their favourite

subject in school'. In addition, we will also ensure students have encounters with self-employed people and freelancers in the workforce.

12. Equal Opportunities

The careers programme seeks to raise aspirations and support the school Equal Opportunities Policy by:

- Promoting the raising of the participation age, equality of opportunities, raising aspirations, celebrating diversity and challenging stereotypes.
- Ensuring all students are offered impartial guidance tailored to individual needs.
- Ensuring identified learners (including Looked After Children, those with Learning Difficulties and/or Disabilities and other vulnerable young people) at risk of having difficulty with transitions are provided with additional and sustained support in collaboration with appropriate partners for example, specialist colleges, employer engagements and work experience opportunities.
- Respecting and valuing the rights and attitudes of each other regardless of age, gender, disability, race, sexual orientation and religion.
- Carefully selected posters and display materials that promote equal opportunities.
- Encouraging all students to prepare to support themselves financially.

13. Review and Evaluation procedures:

The Careers Leader, Careers Advisor, PSD co-ordinator and Deputy Headteacher (Inclusion) will be responsible for monitoring, reviewing and evaluating the programme of activities through a range of methods:

- Team meetings for informal feedback and discussion.
- Teacher, student, employer and parental responses to events and topics – including work experience.
- Analysis of the destination data and student tracking documentation.
- Career guidance interviews and mentoring feedback.
- Formal meetings with external agencies and providers, i.e. – Gordon Franks, Enterprise Advisor.
- A student evaluation form, which allows students to review and comment on the CEIAG programme.
- Work scrutiny and completion of diagnostic questionnaires and career plans.
- Lesson observations.
- Employer feedback following events and subject specific contributions.

The CEIAG policy will be reviewed annually by the Deputy Headteacher (Inclusion) in accordance with school policy and to reflect future statutory requirements and recommendations.

Policy prepared by Steven Connor-Hemming (Deputy Headteacher Inclusion) and Jessica Abbotts (Careers Leader)

Date of policy approval – April 2018

Date of policy review – April 2020