Castle Hill School

Innovating, Communicating, Empowering

CAREERS POLICY

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

Part of the PSHE Curriculum

Policy Created	**2012**
Committee	**Joint**
Last review	**June 2026**
Frequency	**Annually**
Date to be reviewed	**June 2027**

General Policy Statement

At Castle Hill School we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities.

National legislation, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and school policies on Special Educational Needs, Equal Opportunities and Health and Safety.

Introduction

All young people age 14-19 should benefit from a planned programme of activities to help them learn from and experience activities related to the world of work, careers and vocational studies. Programmes will allow students to enjoy and learn from a wide variety of work related experience.

The Education Act, 2011, states that schools must 'secure access to independent careers guidance' for their pupils and students aged 13-18 and upon FE colleges and sixth form colleges for students aged 16-18.

Unicef and the UN Convention of the Rights of the Child

The teaching of Careers is linked to fundamental rights of the child as identified in the UN Convention of the Rights of the Child, not limited to, but including:

- Article 3 (best interests of the child) – The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 (respect for the views of the child) – Every child has a right to express their views, feelings and wishes in all matters affecting them.
- Article 27 (adequate standard of living) – Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.
- Article 28 (right to education) – Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.
- Article 29 (goals of education) – Education must develop every child's personality, talents and abilities to the full.

Philosophy

At Castle Hill School we aim to allow all students to have access to a range of vocational contexts in a variety of settings. The settings may include the school, the wider community or recreation, business and industrial environments.

Through the teaching of Careers we aim for all students to;

- acknowledge their own achievements and, where appropriate, limitations
- communicate effectively in a variety of contexts and situations
- promote cooperation, tolerance and respect for others
- develop their understanding of the world of work
- use knowledge learnt in other contexts
- develop positive attitudes to the safety of themselves, others and equipment
- adjust and cope with change
- where appropriate, develop a curiosity, awareness and understanding of future options

We hope the above acquired skills, knowledge, understanding and experience of the world of work will allow students to make informed choices about Employment, Education or Training (EET) and be able to adapt to their changing environment after leaving Castle Hill School.

Practice

The school is committed to providing a planned programme of Careers Education and Information, Advice and Guidance (CEIAG) for all students in Years 7 through to 14. In the Sixth Form we work closely with our C&K Careers adviser.

The school endeavours to follow the National Framework for CEG which is statutory for 11-19 year olds. The programme of study for PSHE at KS3 and 4 also covers some aspects of CEG. The school also takes other relevant guidance from the DfE, the CDI (Career Development Institute) and Ofsted.

The school is committed to gaining the Quality Standard for Careers Education Information Advice and Guidance in Kirklees and Calderdale. We originally received this in 2010 and this has been renewed in October 2023. This award is renewed every three years.

The careers programme is designed to meet the needs of students at Castle Hill School. It is differentiated and personalised to ensure

progression through activities that are appropriate to students' stages of career learning, planning and development.

Under the Provider Access Legislation, (updating existing legislation under the "Baker Clause"), all students from years 8 through to 14 are offered opportunities for access to a range of meaningful education and training providers. These are carefully considered based on individual learner need and bespoke to potential destination settings. Where appropriate, links within the community are facilitated, enabling learners to engage in work-related learning. As the vast majority of our students move on to Social Care or Education settings when they leave Castle Hill, extensive links have been developed with these providers. All students in the Secondary and Sixth Form departments, along with their parents and/or carers, have opportunities throughout the year to meet these providers. As students move through the Sixth Form department, these links are strengthened towards individual transition plans.

For those students who find accessing external community links challenging, we have our work-related learning facility within the school grounds, the ReWorks. This space is designed to provide a realistic experience of a workspace, whilst meeting individual learner need. Our students' work in Re-Works also is enhanced by visits from community groups and schools to ensure an outward facing approach is secured.

Students are entitled to CEIAG which meets professional standards of practice and which 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 and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

All class teachers in Secondary are responsible for the co-ordination of the careers programme in their class. All class teachers in Sixth Form are responsible for the co-ordination of the careers programme in their department.
Work experience is planned and implemented by all class teachers in partnership with the Links Coordinator. All those involved are responsible to the Principal.

Responsibility to ensure clear arrangements are in place for safeguarding young people, including health and safety checks and risk assessment procedures for off-site learning and workplace visits.

Staff contribute to CEIAG through their roles as tutors and subject teachers. The CEIAG programme is planned, monitored and evaluated by the class teachers involved, supporting ETAs and the Links Coordinator. Careers information is available in the Careers library within the Sixth Form or from our C&K careers adviser.

Curriculum

The careers programme includes careers education sessions, career guidance activities (group work), information and research activities, work-related learning (including extended work placements dependent on ability and need), and individual learning planning/portfolio activities.

Work Related Learning is integrated into the Castle Hill Key Stage 3 and Key Stage 4 curriculum. Lesson content is inspired by termly Curriculum Guides. The system ensures that all students reach their entitlement to five days of enterprise and work-related learning within each year.

Vocational studies continue to be a part of the school's Sixth Form Curriculum and focused events, e.g. the school's leading contribution to the annual Local Offer Live higher education and independent living fair. Work experience preparation and follow-up take place in lessons and other appropriate parts of the curriculum.

Work Related Learning Pathway Plan

The practical opportunities for our pupils to access work related learning and work experience will be informed by their cognitive understanding and physical abilities. We recognise that there are few true work experience opportunities in the community that are appropriate for our pupils, so we ensure coverage by establishing mini-enterprise sessions and opportunities for pupils to work alongside professionals and other schools' students in school and in our ReWorks building.

Transition is also part of the WRL Pathway Plan. For our pupils, an understanding of the next stage in their life, be it moving to another phase, educational establishment or day care service provider is a vital important step towards adulthood and personal growth.

Example Careers Programme		
Year / Key Stage	**Suggested programmes of study**	**Work experience opportunities**

KS4	AQA Entry Level • Work experience: working in a cafe with assistance • Food technology: food handling, preparation and storage • Health and safety in design and technology AQA Pre-Entry Level • Work experience: working in a cafe • Working as a group to set up and run a mini-enterprise • Multi-sensory D&T: experience upcycling with support • PSHCE: interacting with others in a work environment • Work experience: receptionist • Customer service • Developing awareness of personal targets: work • Going to work: work experience in the wider community	Out of school work experience • Working with the residents at Greenacres Care Home (1 or 2 x ½ day) Working alongside professionals in school • Collecting deliveries from reception • Admin tasks Work related learning • Seasonal mini-enterprise • School council Transitions • Enrichment with Sixth Form (one afternoon, weekly) • Transition into new class (typically two weeks at the end of the academic year) • Visits to Sixth Form during lunch times (during final term)
KS5	ASDAN PSD (MLD) • Preparation for work • Managing own money ASDAN PP (SLD) • Developing skills for the workplace: growing and caring for plants • Developing skills for the workplace: getting things done • Developing skills for the workplace: following instructions • Developing skills for the workplace: health and safety	Out of school work experience • Work experience at hair stylists (2 x 1 day) • Work experience at Honley Junior School (1 x ½ day) Working alongside professionals in school • Work experience with Castle Hill School maintenance team (1 x ¼ day) Work related learning

	• Developing skills for the workplace: looking and acting the part • Developing skills for the workplace: looking after and caring for animals • Participating in a mini-enterprise project ASDAN PP (PMLD) • Getting on with other people • Encountering experiences: being a part of things • Engaging with the world around you: people EQUALS Moving On Adventurer • Work related learning: a job study • Work related learning: team work at school • Careers: preparing a one page profile • Careers: potential after school placements Explorer • Work related learning: work experience in school or college • Work related learning: voluntary jobs in the community • Careers: self presentation • Careers: personal careers action plan Traveller • Work related learning: mini enterprise • Work related learning: work experience in the community • Careers: interviews • Careers: progress file	• ReWorks recycling activities • Milk and fruit delivery • Cooking for staff • Café skills • School council Transitions • Transition into new class (typically two weeks at the end of the academic year) • Attending Kirklees College with support (during Spring term) • Visits to service providers once transition pathway has been established (during Spring/Summer terms) • Visits from staff from the destination settings, to work alongside students in school. • Staff from service providers to visit pupils in class

For termly planned programmes see Curriculum Guides and Sixth Form Long Term Planning.

Gatsby Benchmarks

The nationally recognised framework Gatsby Benchmarks are used to track work-related learning and independence skills.

The eight Gatsby Benchmarks of Good Career Guidance are:
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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We have expanded these benchmarks to meet the needs of our students. Please refer to the document "Gatsby Benchmarks at Castle Hill" for further details on how we work towards these.

Partnerships

An annual Partnership Agreement is negotiated between the school and the C&K Careers Service which identifies the contributions to the programme that each will make. Other links have been developed, such as with ASDA, The Bridgewood Trust, Honley Junior School, Netherton Infant School and our own Kirklees kitchen within CHS.

Resources/ Funding

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. Sources of external funding are actively sought.

Staff development

Staff training needs are identified as part of the Partnership Agreement process with the C&K Careers Service and in conjunction with school INSET. Funding may be provided both from C&K Careers and from school funds. The school will endeavour to meet training needs within a reasonable period of time.

Monitoring and recording

Teachers will record progress in careers, which is monitored as part of overall planning & recording.

Policy Development

This policy will be developed and reviewed on a three year cycle in discussion with teaching staff, the school's C&K career adviser, students, parents, governors, advisory staff and other external partners.

Links with other Policies

This policy supports and is itself underpinned by a range of key school policies, including, but not limited to those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE Education, work related learning and enterprise, and equal opportunities and diversity.

The Role of the PSHE Curriculum Team

The PSHE Curriculum Team are responsible for the completion of the following tasks:

- *Subject development.*
- *Learning audit*
- *Data analysis*
- *Collation of photographic evidence of learning and planning evidence*
- *Learning Walks (These replace P level data analysis for those subject areas that no longer use P-levels*. The learning walk should be carried out with as many members of the Curriculum team as possible - it might be beneficial to invite those members of support staff who don't attend teachers' meetings. Follow-up interviews should take place if possible to discuss findings from the learning walk and possible strategies that may be needed. If possible, interviews to be carried out with one teacher per phase)*
- *Formulation of Curriculum Guides, to be completed for each coming term.*
- *Displays*
- *Resource purchase/availability, resource audits and resource accessibility*
- *Policy updates*
- *Support of Continued Professional Development.*

The over-riding task must be to provide support for all who participate in PSHE and so improve the quality and continuity of PSHE teaching and learning throughout the school.