



CHS South

C002

**Careers Education,
Information Advice &
Guidance (CEIAG) Policy**

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Document Control	
Title	C020 CEIAG Policy
Date	September 2019
Supersedes	N/A
Amendments	Developed from the associated CHS South policy document
Related Policies/Guidance	C006 Curriculum Policy Post-16 Transition Policy
Review	2 year
Author	S Burke
Date consultation completed	
Date adopted by Trust Board	

Prosperre Learning Trust (*Previously CHS Learning Trust and Piper Hill Learning Trust*) is a Multi Academy Trust. Registered in England and Wales - number 10872612
Registered Office: Piper Hill High School, Firbank Road, Wythenshawe, M23 2YS

The Prosperre Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

1. Background and Rationale for CEIAG

There is statutory guidance from the Department for Education. This means that schools and colleges must have regard to this guidance when carrying out duties relating to independent careers guidance and provider access to schools. Access to the government guidance in full can be accessed here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Main Points

The Government's careers strategy 2017, sets out a long term plan to build a world class careers system that will help young people 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.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the **Gatsby Charitable Foundation's Benchmarks** to develop and improve their careers provision.

The Benchmarks define all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

1. A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

2. Learning from career and labour market information

Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees

Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. Experiences of workplaces

Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education

All pupils should 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.

8. Personal guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

CHS South is committed to providing quality and impartial careers education, information and guidance ensuring students are able to make informed and aspirational choices about their future routes. At the core of all the careers work is the belief that quality CEIAG has a positive effect on student engagement, attitudes and outcomes; it improves the options students have on leaving CHS South and results in improved life chances for them and their families. In essence our students can continue to be happy, creative and successful well after leaving school.

2. AIMS and Objectives

CHS South is committed to:

- Offering impartial careers education, information, advice and guidance to all students
- Ensuring equality of opportunity for all and challenging stereotypes.
- Building a careers programme that is progressive, relevant and enabling.
- Offering a range of opportunities to develop student's aspirations, self-awareness and participation in the CEIAG programme.
- Developing an understanding of employability skills and what is needed for success in the work place.
- Providing the opportunity for work experience for all students
- Empowering students by ensuring they know how to make good use of the paper-based, on-line and staff resources available so that they can make informed and appropriate choices throughout their school journey
- Supporting students in their self-reflection and critical thinking which they can then use to inform and develop individualised Plan of Action.
- Working in partnerships with parent/carers, FE Trainers and providers, employers and other related services.
- Ensuring all students are suitably prepared for their transition from KS3 to KS4 and KS4 to KS5/Post 16 routes
- Embedding feedback from students and staff throughout the CEIAG delivery in order to inform and improve subsequent delivery of CEIAG.
- Encouraging students to become lifelong learners and remain Happy, Creative and Successful.
- Working with Manchester Careers Connect service and providing Destinations data
- Supporting students/families that require further input and IAG even after leaving CHS to ensure they do not become NEET.

3. Curriculum:

The careers programme is differentiated to ensure progression (although there is a clearer focus at key transitional points.) This is achieved by giving each year group a particular focus and drive. CEIAG occurs through the Academic curriculum, PSHE curriculum and the Enrichment curriculum.

- **Year 7** – Dare to dream – Aspiration and the mapping of skills and abilities.
- **Year 8** – Recognising and developing employability skills / option choices for KS4.
- **Year 9** – Researching career choices and where the subjects being studied can lead. Looking at which skills are missing and need to be acquired. Development of the CHS Qualities of Success (QOS)
- **Year 10** – Researching college courses and the further development / embedding of employability skills through work experience. Developing skills and interests profile; building on the CHS Qualities of Success.
- **Year 11**- Consolidating CHS QOS and Employability skills. Deciding on which route to follow and completing the Application process. Securing the grades required.

Throughout the five year CEIAG programme students will be given the opportunity to participate in a variety of activities including:

- subject specific information from staff and curriculum areas
- group work and individual interviews when choosing options and making decisions about post 16 choices
- information and research activities in the library / ICT suites e.g. Using Kudos
- work-related learning (including a week long work experience)
- action planning and recording attendance at events
- taking part in aspirational career experiences
- participating in careers events in Years 7 (all girls) Year 8 (all boys) Year 9 STEM FEST Year 10 Work Experience + Year 11 Options evenings
- Year 8 has a dedicated pathways Evening for Parents
- Listening to presentations from Curriculum staff (Year 8) and Post 16 providers (Year 10 +11)
- taking part in college visits
- completing one to one CEIAG sessions with the Careers Advisor in Year 10 and 11
- participating in specific Extended Learning Experience (ELE) events that develop student employability, interview or entrepreneurial skills.

4. Timetabling:

The CEIAG programme is integrated into the Year 11 Life Skills sessions and is given additional credence by the use of high profile staff within each year group.

- In Years 7-10 pupils prepare for employability by developing their Qualities for Success.
- In Year 11 all students have a two-hour lesson a week for the Autumn Term preparing for college and employment

The school will have a contract with an independent career guidance service for the provision of a named Careers Advisor to provide a specified number of days of Careers Education, Information, Advice and guidance across the school. As part of the agreement the advisor is required to attend the Parents' Evenings of Years 10 and 11 to support pupils and families with careers advice. Each student in Year 10 or 11 is given the opportunity to have a minimum of one face to face session. During the session the student will have an individual Action Plan drawn up, a copy of which is added to SIMS and is updated after further meetings.

In addition, any student at CHS South can make an appointment to see the advisor through the Library or attend a drop in session after school one evening or a lunch time drop in held once a week.

When deciding on the order of students seeing the careers advisor, risk factors and attainment data are used to group accordingly. (see Appendix 1)

Tutors, Heads of Year and Senior Staff can make a referral at any point.

Where a referral is made by Safeguarding, Access & Achievement or the Head of Year at any point, these students are prioritised.

5. Staffing:

CEIAG is delivered by a range of staff that form the 'Guidance Community' at our school. Each member of staff plays a crucial role in providing comprehensive support to all our students (see Appendix 2). All staff within the guidance community are expected to maintain and develop relevant expertise and knowledge to support them in delivering CEIAG. The SLT CEIAG Lead is responsible for the identification of need, the implementation of appropriate CPD and for monitoring its impact.

6. Resources:

The new building will have a specific careers room which is suitable for interviews and reviews.

- Within the Library a careers section will be developed. Funding for resources (including on-line sites) can be gained through the Life Skills budget.
- Contract for the provision of an Independent Careers Advisor in school is secured through the school budget annually.
- Funding for Life Skills and CEIAG curriculum is allocated in the annual budget.
- Funding for Educational Business partnerships (EBS) and the provision of Work Experience for all Year 10 students is allocated annually from the school budget.
- Funding for additional CEIAG events can be sourced from other school budgets.

7. Monitoring and review:

The CEIAG and careers provision has a built in review annually.

CHS South use Compass, a self-evaluation tool developed by Gatsby and The Careers & Enterprise Company. Compass works by asking us to answer a series of questions about what careers provision they offer and providing a confidential report showing how they compare to the Gatsby Benchmarks.

Careers events and activities have project reviews built in. All these evaluations are then used to inform future planning and delivery.

This policy will be reviewed as part of the policy review programme, built into the Governing Body Work-plan.

CHS South is committed to the provision of quality CEIAG for all students. As such we will monitor the provision to ensure that we are effectively catering for students' needs. This includes:

- Annual review of CEIAG and careers provision
- All careers activities are impact evaluated
- Use of evaluations to inform future planning and delivery
- Annual survey of students and parents.

The governing body will be regularly updated on the destinations of students. This will enable senior leaders and Governors to regularly review the impact of this policy.

Careers Provider Access Statement

1. Aims

CHS South is committed to ensuring all students have access to a range of impartial careers education, information, advice and guidance from Year 7 to Year 11.

The CEIAG programme underpins the overarching aim; that all students' transition on to positive Post 16 pathways that help realise ambitions.

This policy statement aims to summarise our school's arrangements for managing the access of education and training providers to students for the purpose of giving them information about their offer.

It sets out:

- Procedures in relation to requests for access.
- The grounds for granting and refusing requests for access.
- Details of premises or facilities to be provided to a person who is given access.

2. Statutory requirements

Schools are required to ensure that there is an opportunity for a range of education and training providers to access students in Years 8 to 13 for the purposes of informing them about approved technical education, qualifications or apprenticeships.

Schools must also have a policy statement that outlines the circumstances in which education and training providers will be given access to these students.

This complies with

CHS South's legal obligations under Section 42B of the Education Act 1997

3. Student entitlement

All students in years 7 to 11 at CHS South are entitled to:

- Find out about technical education qualifications and apprenticeship opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- Understand how to make applications for the full range of academic and technical courses
- Access independent and impartial careers advice from an outside agent who works with Year 10 and 11 students to ensure they are able to make an informed choice about their next steps

4. Management of provider access requests

4.1 Procedure

A provider wishing to gain further information or requesting access should contact:

- Schools careers lead (SLT): Ms S Burke
sburke@chssouth.org.uk

Telephone: 0161 2419930

4.2

Opportunities for access

A number of events, integrated into our careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

- Working lunches – careers talks where local and national employers come and talk to students about their career journey and the skills necessary to undertake their job effectively – all over a buffet lunch.
- Working breakfasts – extended form time where tutor groups invite in local employers to have a question and answer session with them over breakfast.
- Careers networking events – a carousel of employers with stalls that students can visit based around a specific theme such as STEM, the Creative arts, International Women’s day, International Men’s Day, Black History Month, for example.
- Work Experience at KS3 - all Year 7 and 8 will have a ‘take your child to work day’ in the Summer Term. This allows a meaningful encounter with employers at Key Stage Three.
- Work experience opportunities all Year 10 students complete two weeks of work experience in the Spring term. This is a great opportunity for employers to engage with students and encourage participation in certain job pathways.
- Motivational speakers – speakers with an interesting or inspirational story are invited to come into school and share their journey. This usually involves a pre and post talk workshop or question and answer session to consolidate the ideas and learning from the talk.
- Workshops where students can sample what it is like to study a certain subject post 16 or experience part of a working day in industry.
- Work with curriculum areas – employers may request to work alongside curriculum leaders regarding the content being taught and the up skilling of students to be work ready in certain industries.

Local providers are invited to key relevant events that are held. We encourage other providers who are interested in coming into the school to contact Ms Burke to help identify the most suitable opportunity.

Year	Autumn	Spring	Summer	Throughout
7	<p>Future Foundations launch introducing the CHS Qualities of Success</p> <p>Extended Learning Experience – Qualities of success week Teambuilding Communication Dreams and Aspirations Healthy Lifestyles</p>	<p>Careers Audit completed to ascertain interest</p> <p>International Women’s Day</p> <p>Girls Career Event – all year 7 girls meet a range of successful career women.</p> <p>Careers Week Lessons dedicated to careers in that subject area</p>	<p>Key Stage Three Work Experience</p> <p>‘Take your child to school day’</p>	<p>Qualities of Success Empathy Responsibility Resilience Practice Reflection Creativity Optimism Curiosity Motivation</p> <p>Future Foundations half termly</p>
8	<p>Citizenship Foundations</p> <p>Extended Learning Experience – Qualities of success week Teambuilding Communication Dreams and Aspirations Healthy Lifestyles</p> <p>Autumn 2 - Careers Weekly Assembly focus on careers Independent career research</p> <p>International Men’s Day All year 8 boy’s careers event meeting successful men from a range of careers.</p> <p>Black History Month Specialist Career events BAME focus</p>	<p>Curriculum Pathways Evening and processes for students and parents enable the focus on linking subjects to careers and employability skills.</p> <p>Curriculum Pathways interviews by Senior Staff.</p> <p>Key Stage 4 options chosen</p> <p>Careers Week Lessons dedicated to careers in that subject area</p>	<p>Key Stage Three Work Experience</p> <p>‘Take your child to work day’</p>	<p>Qualities of Success Empathy Responsibility Resilience Practice Reflection Creativity Optimism Curiosity Motivation</p> <p>Citizenship Foundations half termly focus</p> <p>Community Careers Choices Communication Creativity Champions</p>

9		STEM-Fest A careers event with a focus on Science, Maths and Technology.	Extended Learning Experience – Careers and Enterprise event Apprenticeship/Vocational networking event	Qualities of Success Empathy Responsibility Resilience Practice Reflection Creativity Optimism Curiosity Motivation
10	Post 16 Evening - market stall event from FE colleges and employment /apprenticeship providers Work Experience preparation begins	Work Experience placements External Speakers launch of technical / vocational / Apprenticeships routes Dedicated careers interviews for all Y10 / 11 with School Careers Advisor begin	College taster Days – A level / technical and vocational courses for all Year 10 pupils	Qualities of Success Empathy Responsibility Resilience Practice Reflection Creativity Optimism Curiosity Motivation
11	Assemblies on opportunities at 16 from a range of providers Post 16 Evening - Market stall event showing a wide range of Post 16 Options providers - local employers, colleges, training Open Day events Careers Advisor input Life skills lessons Application forms Interview skills	College Applications submitted for all pupils All pupils will have had at least one careers interview with Careers advisor, in most cases two.	Careers advice and College Representatives at Results Day	Qualities of Success Empathy Responsibility Resilience Practice Reflection Creativity Optimism Curiosity Motivation

4.3

Resources

Once visits have been agreed, the school will provide appropriate facilities to facilitate the visit, along with any equipment requested by the provider, where it is available.

Sessions can be held in different venues according to the number of students and the requirements of the provider. Visits can be in classrooms, the theatre, dining room or library.

We are happy to work with providers to provide any resources we can that make their visit possible and we are happy to accommodate those that need to bring extra equipment into the school in order to showcase what they do.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at reception for the attention of Ms Burke.

4.4

Safeguarding

Our Safeguarding Policy (S017) sets out the school's approach to allowing providers into the school as visitors to talk to our students.

5. Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students is monitored by Ms S Burke, Assistant Headteacher. This policy will be reviewed every two years.