

<b>Local Governing Board</b>	
<b>Prepared by</b>	<b>J Boulton</b>
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### 1. Vision for Careers Education and Guidance

Promoting Careers Education and Guidance and encouraging students to see how their experience of the curriculum and attitude to learning has an impact on their future is an essential part of the ethos of our school and our approach to the careers and wider curriculum.

We aim to encourage all students to be aspirational and to ensure that they gain the understanding, skills and experience they need to make progress, to succeed in life and work, and to become independent and active citizens.

Our core belief is that effective careers education and guidance is not only crucial in helping individuals plan for their future and assisting their wellbeing but also contributes to the futures and wellbeing of their families and communities, future generations, as well as on a wider economic and societal scale. Our links with local, national and international businesses mean that the work we do also represents an investment in these organisations and recruitment processes.

### 2. Context

Congleton High school is an 11-18 mixed secondary school with Sixth Form and part of the Learning Alliance Multi-Academy Trust. Situated in Cheshire East but on the border of Staffordshire it draws students from Congleton itself but also from the surrounding rural areas and nearby towns of Biddulph and Kidsgrove. The school has good rail transport links with the cities of Manchester and Stoke-On-Trent.

Each year, around 125 pupils (approximately 63% of the cohort) stay on from Year 11 into the Sixth Form. They are joined by approximately 10 pupils from other centres at the start of Year 12; of the students who do not stay on in the Sixth Form approximately 30% of the cohort go on to tertiary education and 7% to apprenticeships.

At each point where we deal with 'leavers' we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

CEIAG is important within CHS as to enable our learners to make the most of the opportunities that exist locally and further afield and we recognise that careers guidance has become even more important than ever as a result of the COVID-19 pandemic.

### 3. Aims and purpose of this policy

- Prepare students for the transition to life beyond secondary school and Sixth Form (higher education and the world of work)
- Support all students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences

- Develop characteristics e.g. social skills, communication, innovation, resilience and leadership which support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations
- Ensure compliance with the Gatsby Benchmark requirements, specifically the Baker Clause

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

#### **4. Statutory requirements and recommendations**

The careers provision at Congleton High School is in line with the statutory guidance developed by the Department for Education, which refers to the following legislation:

- Section 42A, 42B, 45 and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008
- The 'Baker Clause': supporting students to understand the CEIAG is central to our processes of 'preparing students for the opportunities, responsibilities, and experiences of adult life' (Education Reform Act, 1988). This states that all schools should provide independent careers guidance from Years 7 -13 and that this guidance should:
  - be impartial
  - include information on a range of pathways, including university options or apprenticeships
  - be adapted to the needs to the student
- In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all academies must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.
- We endeavour to promote equality of opportunity and challenge stereotypical attitudes to education, training and work by being inclusive of all students, irrespective of their contexts, needs and interests, as required by the CEIAG: An Evaluative Framework, DFE 1995 and by the 2010 Equality Act. We prepare students to meet fully, and meaningfully, the requirements of the RPA (Raising of the Participation Age), by which students are to stay in learning, either in education or in accredited training until their 18<sup>th</sup> birthday, preparing them in KS4 for choices at 18, by introducing them to universities, apprenticeships and jobs with training.
- We are working towards gaining and maintaining the Quality in Careers Standard
- CHS is committed to providing all pupils in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance last updated August 2022.

##### The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

## **5. Professional Development:**

The Careers and Employer Engagement Leaders remain up-to-date with local workforce requirements, liaising with other leads and advisors and attending Chamber of Commerce meetings to share good practice. The CEIAG lead has a strategic role, in liaison with the SLT line manager, via a robust line management structure. This structure includes a Linked Governor for Careers, a member of SLT (Assistant Headteacher) with oversight of Careers Education; Careers Leader; Employer Engagement Leader; Careers Adviser; Curriculum Subject Careers Leads.

Our Careers Team and designated Governor for Careers are completing training devised by the Careers and Enterprise Company and engage in in continued professional development.

## **6. Current priorities**

Our careers strategy is informed by these current priorities:

- Offering a 1:1 guidance interview with an Independent Qualified Careers Advisor for all young people in Key Stage 4 with further opportunities for other interviews as students move into Key Stage 5
- Supporting individual aspirations, improving attainment and ensuring positive destinations meeting the needs of specific groups, including looked-after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- Improving young peoples' working lives by helping them to identify the values that are important to them, such as contributing to the wellbeing of others through their paid and voluntary work
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- To keep evaluating and developing CEIAG provision in order to raise aspirations
- Work towards keeping the NEET figure at 0%
- Arrange highly engaging activities to promote positive destinations
- To further develop the Careers section on the school website
- To ensure that all Curriculum Areas give high priority to the promotion of careers as part of their curriculum

## **7. Development:**

- The CEIAG lead has access to staff to support and develop the in-school programme and to work together to organise activities
- The CEIAG lead will use Compass+ which is a supporting tool from The Careers and Enterprise Company which will help benchmark, manage, track and report on Congleton High School's careers programme.
- A member of the governing body has been allocated the position of Careers Link
- Regular meetings will see the CEIAG lead supported in evaluating the programme and the activities in which learners are engaged to inform future developments
- The governing body will continue to receive reports on the progress of CEIAG at regular intervals
- The Careers Lead is line managed by a member of SLT and they meet weekly
- We are continuing to build our alumnae network to introduce students to a range of careers that may inspire and motivate them

## 8. Strategy to achieve the objectives of this policy, we will:

- Ensure that the governing body continues to be actively involved in shaping careers policy and strategy
- Assistant Headteacher to continue to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Careers Leader, Employer Engagement Leader, SENCO) and specialist careers staff)
- Ensure that our independent careers guidance services from individuals meet the standards set by the Quality in Careers Standard
- Set out clearly the contribution expected of all staff, including subject teachers and tutors for students' career learning and planning
- Communicate the benefits of effective provision to our partners, including feeder schools, and engage them in co-ordinating provision
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme
- Actively seek to evaluate and reflect on practice including evaluations from parents, learners and outside agencies

### Implementation

Our careers programme aims to address these objectives through participation in industry-led award schemes and competitions in STEM subjects, challenging stereotypes through the PSHE programme, linking skills and knowledge in lessons to careers, and inviting speakers from a wide range of industries.

## 9. Careers Provision at Congleton High School

Careers provision is mapped against the Gatsby benchmarks and utilises the PSHE framework as the overarching structure within which to provide a comprehensive and progressive programme.

The current careers programme is delivered through a five pronged approach:

- 1.Registrations
- 2.Curriculum
- 3.PSHE
- 4.Specific employer events
- 5.Assemblies

This combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 13 is led by various people. Tutors supported by the Careers Team, Guidance Team Leaders, employers and other key linked professionals and organisations help to deliver sessions. Subject specialists embed careers into their subject area and curriculum team careers leads take part in a rolling programme to plan careers activities for registrations. A range of connections between Higher Education providers and employers are utilised to support the curriculum through KS3 to 5. For example, local health and social care and childcare providers support through work placement opportunities

Careers information is available in digital format via **the START platform**, which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications.

**At Key Stage 3**, students are given an introduction / revisit to START, aiming to raise pupil aspirations; explore stereotypes in the workplace and fairness at work; explore want versus need in finance; explore their own strengths and areas for development; investigate dream jobs and what success looks like; learn about career pathways, including job roles and progression; discover how to create first impressions and

develop personal, social and employability skills. Assemblies and a parent and pupil information evening for Year 9 students on choosing options are also provided. Years 7, 8 and 9 pupils have two meaningful encounters with employers and further education providers a year through specific employer events and extended assemblies.

**At Key Stage 4**, pupils continue to research into careers and pathways into the Sixth Form, colleges, apprenticeships and higher education. They develop skills in CV, letter writing, presentations and interviews. This includes a mock interview with an employer and feedback; a visit to an employer; exploration of rights and responsibilities in the workplace; assemblies on apprenticeships and A-Level options; taster lessons for courses offered in the Sixth Form (in subjects they could also choose in other institutions); further introduction to university as an option; and transition activities into post-16 study. Students in Year 10 organise a Charity Summer Market which involves costing, planning, marketing and running their stall in small groups. Individual interviews are held with an independent careers adviser, who also provides guidance on colleges and apprenticeships. Every pupil in Year 11 meets with a member of the SLT, Sixth Form Team or Careers Team to discuss their post-16 options.

**At Key Stage 5**, a series of careers lectures are delivered from universities and employers. Some of these lectures, together with form time, are devoted to the topic of UCAS and apprenticeship applications and interview skills. There are a number of Planning For Your Future assemblies and there is also a UCAS and Apprenticeship application planning day and a UCAS and Apprenticeship Parents Evening event, as well as attending national and local UCAS and Apprenticeship Fairs. In addition, Year 12 have a week of work experience as well as the option of choosing this as part of their Enrichment; pupils are involved in voluntary community and charity work; and there is an RE stop day which includes visits from external speakers. Individual careers interviews are held with an independent careers adviser. Students are encouraged to complete the Your Game Plan Employability course and some of our students, who opt for (or are identified as needing this) our Employability Skills option take part in our Employer Readiness programme with the Pledge. All students have a Mentoring Appointment at the end of Year 12 to review their progress and to focus them on their next steps. Students considering apprenticeships are offered the opportunity to take part in a Mock Assessment Centre, whilst our early entry applicants have a dedicated UCAS tutor, a previous Cambridge graduate, who scrutinises personal statements and helps prepare for interviews. Our links with the Keele School of Medicine and Fitzwilliam College, as well as being a part of the Target One Cheshire programme and students being encouraged to enter university essay writing competitions, all help to ensure that students aspiring for top universities and courses are as prepared as they can be.

Several special events are held, for example the biennial careers fair, involving University, apprenticeship and careers representatives, to which Year 7 through to Year 14 pupils are invited.

**All students** have access to the following:

- Extra-curricular clubs and trips support students in developing their understanding of a range of different subjects. A list of extra-curricular clubs is available on the school website.
- The Careers Team posts information on the different education pathways appropriate to our students, details of careers news and events, links to external sources of labour market and careers information and details of work experience opportunities on Satchel One
- Careers appointments with the Careers Advisor, on request or via referral
- The careers section of certain newsletters and the careers and university section of the website
- The 'Start' platform. This platform introduces the students to different career choices and education pathways, including technical routes and apprenticeships, and is used to record their careers interactions during their time in the school

## **10. Work experience:**

Work Experience Provision at Congleton High School

- The aim of work experience is to provide an opportunity for all students to learn in the work place; an experience that cannot be replicated in school.
- All students are offered the opportunity of a full weeks' work experience in the July of Year 12, and if requested students can undertake weekly work experience in their own time if they so wish. This is undertaken by almost all students.
- The overall organisation of work experience is undertaken by the Employer Engagement Leader.
- The students are encouraged to arrange their own work experience where possible, through family contacts, by direct approach to organisations or via the online work experience platforms used by the school. The EEL is also able to utilise links to organise placements.
- Parents are required to give consent for their child to take part in the work experience programme and they receive full details of their child's work placement.
- All students on placement are covered by the employers' insurance.

#### **11. Students with Special Educational Needs or Disabilities (SEND):**

- Transition from one key stage to another and onto careers is part of the action plan for a student with SEND.
- Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.
- Every SEND student has a 1:1 careers interview in Year 10
- Every pupil with SEND follows the same programme of careers as their peers, with adaption and support from the SEND team where appropriate.
- Pupils with SEND have an interview with the internal careers leader in Year 9 before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.
- Pupils with SEND receive support in the preparation for and in their participation in the Mock Interview in Years 10 and 11.
- The SENDCO meets with parents/carers to discuss option suitability where individual need is likely to have an impact on choices made during the option process. The SENDCO supports work experience placements, ensuring that providers are aware of individual needs, in order to promote a positive experience.
- Where appropriate the Cheshire East Youth Support Team also support those students on EHCPs in helping to secure positive and aspirational destinations

#### **12. Students in receipt of Pupil Premium funding and Cared for Children:**

- Personalised support will be given to these groups of students and they will receive a 1:1 careers appointment in Years 9 / 10 / 11
- Careers will be an integral part of PEP meetings for Cared For Children
- Students living in particular postcodes will be able to participate in opportunities provided by Higher Horizons – other students may be able to benefit from this provision

#### **13. Provider Access (also see Provider Access Policy – Appendix B for full policy):**

This statement sets out the school's arrangements for managing the access of Providers to students at the school for the purposes 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.

Students in Year 7-13 are entitled:

- To find out about technical education qualifications and apprenticeship 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
- To understand how to make applications for the full range of academic and technical courses

A Provider wishing to request access should contact the Careers Leader through the Main School Office or via the following email address [reception@congletonhigh.com](mailto:reception@congletonhigh.com)

A number of events, integrated into the school careers programme, will offer Providers an opportunity to come into school to speak with students and/or their parents/carers, including:

- Bi-annual Careers Fair
- Other bi-annual Careers Week events
- Year 8 Extended Assembly – Autumn Term
- Year 9 Extended Assembly – Spring term
- Year 10 Extended Assembly – Summer Term
- Sixth Form Assemblies and PSHE programme

The school will ensure an appropriate venue and support is provided as necessary. Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Adviser as well as having the option to give literature out in assemblies. Details of Open Evenings for other providers are published on the website in the school calendar.

#### **14. Monitoring and Evaluation**

We will use feedback on key events, destinations data, learning outcomes and responses to student and parent surveys, as well as regular Compass+ evaluations, to assess the impact of the careers programme and to help identify areas for improvement. Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Year 10. Pupils develop a profile on START through which their activities and skills development can be recorded and monitored by staff including form tutors and the Careers Leader. All participants in the programme complete surveys following key events including pupils, parents and employers. Leavers' destination information is also analysed.

This Careers Policy should be read in conjunction with the following policies and documents:

- Curriculum Policy
- Equality, Diversity and Inclusion Statement and Policy
- Teaching and Learning Policy
- Trips Policy
- SEND Policy
- Pupil Premium Strategy Statement
- Provider Access Policy

#### **Appendix A: Careers Entitlement**

**Pupils attending Congleton High School are in their careers programme entitled to:**

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year).
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant.
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment.

- Be equipped with the necessary skills to prosper in HE and employment.
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements.
- Receive up-to-date information about careers and skill-development opportunities.
- Understand how different subjects help keep different options open.
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs.
- Have meaningful and helpful encounters with employers and other education providers.
- Have a minimum of one meaningful visit to an employer with the possibility of work experience in Year 12 and 13

**Pupils are expected to:**

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line START careers platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Use study and research spaces such as the careers and sixth form library appropriately and with respect for other users.
- Take advantage of opportunities offered outside school, such as school trips and projects.

**Parents are entitled to have:**

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.

**Appendix B: Provider Access Policy Statement**

This policy statement sets out the School’s arrangements for managing the access of providers to the pupils at the school for the purpose of giving them information about the provider’s education, training offer, or skill set and pathway needed for access to the career or education sector that the provider represents. This complies with the school’s legal obligations under section 42B of the Education Act 1997, updated Sept 2022.

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## 1. Aims

This policy statement aims to set out 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 7 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 is outlined in section 42B of the [Education Act 1997](#).

This policy shows how our school complies with these requirements.

## 3. Student entitlement

All students in years 7 to 13 at Congleton High School 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, e.g. through activities and events such as options events, assemblies, careers fair, stop mornings and taster events
- Understand how to make applications for the full range of academic and technical courses

## 4. Management of provider access requests

### 4.1 Procedure

A provider wishing to request access should contact Julie Boulton, Assistant Headteacher – oversight of Careers Education

Telephone: 01260 730123

Email: [jboulton@congletonhigh.com](mailto:jboulton@congletonhigh.com)

### 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:

In the following table, outline examples of the opportunities provided for training and education providers to speak to students and/or their parents/carers. We've provided some examples:

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7		Guess the Employer National Careers Week	Extended Assembly – links with employers and FE providers PSHE Stop Morning

YEAR 8	Employer Networking Event Extended Assembly – employers and FE providers PSHE Stop Morning	National Careers Week	PSHE Stop Morning
YEAR 9	PSHE Stop Morning	Extended Assembly – breaking down stereotypes / Apprenticeships / FE providers National Careers Week Key Stage 4 options events	Factory visit University Trip PSHE Stop Morning
YEAR 10	PSHE Stop Morning	Extended Assembly – employers Preparation for Mock interview process starts – CV and letter of application preparation	Experience of a work place Extended assembly – university and apprenticeship providers PSHE Stop Morning Post 16 taster lessons and employer taster sessions
YEAR 11	Mock Interviews Assembly on opportunities at 16 Post 16 Open Evening PSHE Stop Morning	Apprenticeships – support with applications National Careers Week	Stepping into post 16 study – preparation days
YEAR 12	Induction – A level Mindset and preparing for the future HE and Apprenticeship Fair Preparing for the Future Assemblies Employer Readiness programme Traineeship Programme Year 12 Parents Information Evening Work experience opportunities	HE Convention Employability Skills enrichment sessions Preparing for the future assemblies National Careers Week Traineeship Programme Work experience opportunities	Preparing for the future assemblies UCAS and apprenticeship preparation day Early Entry preparation Work experience Traineeship Programme

YEAR 13	HE and higher apprenticeship applications Traineeship Programme Year 13 Parents Information Evening Preparing for the Future Assemblies Employer Readiness programme Traineeship Programme Works experience opportunities	Assembly and small group opportunities - employability skills Preparing for the future assemblies National Careers Week Traineeship Programme Employability Skills Enrichment sessions Work experience opportunities	
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Please speak to our Assistant Headteacher, Miss J Boulton, to identify the most suitable opportunity for you. These events will run in line with any measures related to public health incidents, including COVID-19.

### 4.3 Granting and refusing access

- Safeguarding – if the school’s Designated Safeguarding Lead deems it is not safe or appropriate then a provider may be refused access
- Health and Safety – the provider must adhere to the school’s health and safety requirements

### 4.4 Safeguarding

Our safeguarding/child protection policy outlines the school’s procedure for checking the identity and suitability of visitors and sets out the school’s approach to allowing providers into the school as visitors to talk to our students.

At all times we ensure that there are no issues of safeguarding and that our students are always completely safe whilst meeting or speaking to external providers.

Education and training providers will be expected to adhere to this policy.

### 4.5 Premises and facilities

- Facilities will be available to enable providers to access students, e.g. rooms, specialist equipment such as audio and visual devices. Sessions can be held in a number of venues depending on the number of students and requirements of the provider. Visits can be in the Main Hall to around 200 students or in a smaller classroom based setting with smaller groups. We also have the facility to deliver safe personalised sessions. We are happy to work with providers to share resources and make the visit as useful as possible to our students. We are also happy for providers to bring in any equipment which might help them showcase what they do. Providers should liaise with the Careers Team to fulfil any requests.
- Providers can leave prospectuses in Reception – these will be stored and distributed by the Careers Adviser. Providers may give other materials for students to read when they come in to deliver assemblies or to support Careers Fairs / events.

## **5. Links to other policies**

Safeguarding/child protection policy

Careers guidance policy

Curriculum policy

## **6. Monitoring arrangements**

The school's arrangements for managing the access of education and training providers to students are monitored by Joanne Sanders, Careers Leader; Julie Boulton, Assistant Headteacher, oversight of Careers Education; and Jillian Sadat-Shafai, Employer Engagement Leader

This policy will be annually reviewed by Julie Boulton, Assistant Headteacher – oversight of Careers Education.

At every review, the policy will be approved by the governing board