



Durham Johnston

PENDING - CAREERS EDUCATION INFORMATION & GUIDANCE (CEIAG)

1	SUMMARY	The school has a statutory duty to secure independent careers guidance for all students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018) and to meet the eight Gatsby Benchmarks for Good Career Guidance.			
2	RESPONSIBLE PERSON:	Subject Leader for careers			
3	APPLIES TO:	Students Y7-Y13			
4	GROUPS/ INDIVIDUALS WHO HAVE OVERSEEN THE DEVELOPMENT OF THIS POLICY:	Headteacher, personal development team; teaching staff; students, parents, governors, advisory staff and other relevant external partners.			
5	RATIFYING COMMITTEE(S) & DATE OF FINAL APPROVAL:	Headteacher & Governing Body Date pending			
6	VERSION:	4.0			
7	AVAILABLE ON:	Staff Shared Drive	Yes	Website	Yes
8	RELATED DOCUMENTS:				
9	DISSEMINATED TO:	All, via website			
10	DATE OF IMPLEMENTATION:	September 2022			
11	DATE OF NEXT FORMAL REVIEW:	31st July 2025			

DOCUMENT CONTROL

Date	Version	Action	Amendments
July 2017	1.0	Approved by Headteacher and Governing Body. Added to website	Review July 2020
July 2018	2.0	Approved by Headteacher and Governing Body. Added to website	Review July 2019
Oct 2022	3.0	Updated for website	Review July 2023
Oct 2024	4.0	Updated to suit current offer.	Changes shown in red. Review July 2025

CONTENTS

Section	Page
1. Introduction	4
1.1 Rationale	4
1.2 Commitment	4
1.3 Development	4
1.4 Links with other policies	4
2. Objectives	5
2.1 Student needs	5
2.2 Entitlement	7
3. Implementation	7
3.1 Management	7
3.2 Staffing	7
3.3 Curriculum	7
3.4 Assessment	7
3.5 Partnership	7
3.6 Staff development	7
3.7 Monitoring, review and evaluation	7
Appendices	
4. Appendix A – Gatsby Benchmarks	8
5. Appendix B – CDI Careers Development Framework	10

BEFORE USING THIS POLICY ALWAYS ENSURE YOU ARE USING THE MOST UP TO DATE VERSION

1. Introduction

1.1 Rationale

The school has a statutory duty to secure independent careers guidance for all students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018) and to meet the eight Gatsby Benchmarks for Good Career Guidance.

Our aim at Durham Johnston Comprehensive School is to encourage all pupils to make good choices and understand what they need to do to succeed in the careers to which they aspire. We support all students in making well-informed decisions by providing access to differentiated, impartial, independent information and guidance encompassing the full range of options (including academic, vocational, and apprenticeships).

The aim of our careers provision is to raise students' aspirations, to broaden their horizons and to inspire and empower students to make informed, realistic decisions at key transition points.

Each student is entitled to:

- independent and impartial careers guidance.
- access to external sources of information on the full range of education, employment and training options.
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications.
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point.
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be a STEM employer).
- access good quality LMI and be supported to use this data to inform their decisions.
- at least one careers interview by the age of 16 with a L6 careers professional.
- at least one experience of a workplace by the age of 16.

The school is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (**Appendix A**) and the CDI Career Development Framework (**Appendix B**). This is differentiated to suit the needs of students.

1.2 Commitment

Following the withdrawal of Connexions from schools the school coordinates provision with Durham Works as well as other agencies.

1.3 Development

This policy was initially developed in 2012 and is reviewed annually in partnership with teaching staff, students, parents, governors, advisory staff and other relevant external partners and takes into consideration statutory guidance and policy.

1.4 Links with Other Policies

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- DfE (2018) 'Keeping children safe in education'
- DfE (2019) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Children and Social Work Act 2017 sections 34 and 35
- Section 80A of the Education Act 2002
- 403 of the Education Act 1996

This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Inclusion Policy
- SEND Policy
- E-safety Policy
- Equality, Diversity and Community Cohesion Policy
- Anti-Bullying Policy
- Safeguarding (child protection)
- RSE and health education
- Personal Development Policy

2. Objectives

2.1 Student Needs

The CEIAG programme is designed to meet the needs of all pupils at Durham Johnston School. Activities are planned which are appropriate to students' stages of career learning, planning and development.

The school delivers careers education through a combination of methods:

Academic year **2024-25**

- CEIAG unit is taught to Year 7 pupils in PSHE lessons.
- Sixth form open day for Year 11 pupils and parents interested in attending DJCS sixth form. In addition, open evenings for other providers are promoted with pupils visiting New College open days.
- Year 10 students are offered the opportunity to arrange work placement.
- All Year 10 and Year 11 pupils receive mock interview using external interviewers and detailed feedback is given from the interviewer.
- Pupils in Years 7-11 complete careers activities **during extended tutor time.**
- Year 11 pupils will **complete a careers workshop ran by a local university Outreach Team** on the last day of the first term.
- All Year 11 pupils are tracked using Compass+ to identify those at risk of becoming NEET and to identify other needs. An electronic record is kept, and targets support is offered by P Kennedy.
- Collaboration between P Kennedy and the Head of 6th form to ensure those pupils at risk of not achieving the entry grades needed for Durham Johnston sixth form have a second option to fall back on.
- Careers week in **February that offers a range of lessons across all Key stages and all year groups to promote careers within subject area.**

- Pupils with SEND are supported as those on the register are offered priority careers interviews that are supported by the LSA and careers adviser (Durham Works)
- Pupils in key stages 3 and 4 are involved in economic wellbeing events and economic wellbeing is taught via Year 7 PSHE.
- All learners have access to comprehensive, non-stereotypical careers and lifestyle information via the careers coordinator Mr Kennedy.
- Options evenings are co-ordinated to enable attendance of all providers.
- Pre-selection taster activities at New College for learners interested in vocational courses.
- Baker Clause Careers event annually for all Year 9, Year 11 and Year 13 students.
- All year 13 and Year 11 students have access to Unifrog careers portal. This will be extended to include Year 12 (Sept 24) and Year 10 (Dec 24) prior to the work placement launch.

More details of the careers programme are published on the school website.

2.2 Entitlement

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

The careers programme is fully inclusive, and no group is discriminated against. Equality and diversity are woven throughout the careers curriculum. The curriculum promotes equality and celebrates difference and diversity.

The curriculum is used to challenge stereotypes and no form of discrimination is tolerated. A range of diverse resources, case studies and materials are used within lessons.

Personal guidance is provided by Durham Works and New College using a registered careers professional (CDI Professional Register) and is trained to Level 6 (Diploma in Careers Guidance and Development).

The school works with a range of local employers, education and training providers to provide independent advice to students.

3. Implementation

3.1 Management

As of September 2014, P Kennedy has been responsible for co-ordinating the Careers programme, 11-16, with the Attendance and Welfare Manager providing administrative support. The co-ordinator works closely with outside agencies and is responsible to the Headteacher and the Governing Body.

The school works with a range of local employers, education and training providers to provide independent advice to students.

3.2 Staffing

All staff contribute to the CEIAG programme through their roles as tutors, subject leaders, year leaders and subject teachers.

Careers education is planned, monitored and evaluated by the careers co-ordinator. A specialist personal development team, including form tutors and careers advisors, delivers it.

3.3 Curriculum (see also students' needs)

The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and recording achievement.

Careers lessons are part of the school's intervention programme. There are also activities run by various outside agencies and the enterprise coordinator. These activities include off-timetabled events.

The careers programme enables students to: understand themselves and the influences on them; investigate opportunities in learning and work and make and adjust plans to manage change and transition. This is done via lessons, group work and individual meetings. The IAG standards are mapped out and evidenced against the curriculum to ensure delivery, as well as the 2008 National Curriculum for Economic Wellbeing and Financial Capability.

3.4 Assessment

Career learning outcomes are identified within the scheme of work.

3.5 Partnerships

An annual partnership agreement is negotiated between the school and the DurhamWorks identifying the contributions to the programme that each will make. Other partnerships have been successfully developed with various other agencies, such as DEBP, Derwentside College, New College Durham and Durham 6th Form Centre. PKE attends the Progression & Partnership Team meetings at New College.

3.6 Staff Development

P Kennedy, CEIAG coordinator has completed the 'Introduction to CEIAG' course, 'How to deliver effective CEIAG' course from DCC and the Careers Leader course from Teach First.

3.7 Monitoring, review and evaluation

The school measures and assesses the impact of the careers programme using Compass+ and

- The CEIAG programme is reviewed annually by Assistant Headteacher for Personal development (Miss C Robson).

Gatsby Benchmarks Overview*

*Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

Gatsby Benchmark		Definition	
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, teachers, governors and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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.	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4	Linking Curriculum Learning To Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

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.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6	Experiences Of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8	Personal Guidance	Every pupil should have opportunities for guidance interviews with a career 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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The six learning areas

Grow throughout life

Grow throughout life by learning and reflecting on yourself, your background, and your strengths.



Explore possibilities

Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.



Manage career

Manage your career actively, make the most of opportunities and learn from setbacks.



Create opportunities

Create opportunities by being proactive and building positive relationships with others.



Balance life and work

Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.



See the big picture

See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

