



# Careers Education, Information, Advice and Guidance Policy

**Reviewed by: DHT Curriculum / T&L**

**Date of Adoption by Governing Body: T&L 18<sup>th</sup> November 2019**

**Chair of Governor's Signature: \_\_\_\_\_**

**Date to be Reviewed: November 2021**

## **Vision and purpose**

Promoting a career development culture is an essential part of the ethos of our school. We aim to support and develop the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.

## **National and local expectations**

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Y8-13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015);
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics;
- Enhance our offer by working towards ensuring 100% completion of **all 8** Gatsby Charitable Foundation's Benchmarks by the end of 2020.

## **Current priorities**

Our careers strategy is informed by these current priorities:

- 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 people's 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 and working in greener ways;
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support;
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs;
- Ensuring that all students are provided with careers education underpinned by good or better teaching and learning, nurturing resilience and outstanding behaviour, adopting personalised learning with high impact intervention strategies;
- Developing a consistent approach to encompass creativity, challenge and collaboration.

## Strategy

To achieve the objectives of this policy, we will:

- Ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure;
- Identify a senior member of staff 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. SENCO, Head of Sixth) and specialist careers staff;
- Identify a Leader of CEIAG to manage the day-to-day running of the careers programme;
- Develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy;
- Commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard;
- Ensure guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- Ensure guidance includes information on the range of education or training options, including apprenticeships and technical education routes;
- Ensure that guidance given is carefully considered and will promote the best interests of the pupils to whom it is given.
- 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 link schools, and engage them in co-ordinating provision;
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme.