



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

The governing body of Little Ilford School ratified this policy on 16th January 2020.

Introduction:

At Little Ilford School we are committed to providing all young people with a stable careers programme for years 7-11 which is embedded into the curriculum. We want our students to plan and manage their careers. All of our young people leave the school at the end of year 11 and, prior to this, receive a programme of advice and guidance, which includes information on post-16 education providers, apprenticeships, traineeships, and employment.

The careers programme has been developed in line with local, regional and national frameworks for good practice: Section 19 of the Education Act (2011); Careers Strategy: Making the Most of Everyone's Skills and Talents (December 2017); Careers Guidance and Access for Education and Training Providers: Statutory Guidance for Governing Bodies, School Leaders and School Staff (January 2018); Updated Statutory Guidance (October 2018); as well as the most up to date guidelines from Ofsted, the Career Development Institute (CDI) and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of Good Careers 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

Aim:

We aim to support young people to develop their knowledge, skills and attitudes in order to take ownership of their aspirations and manage their career development. We seek to build a school culture where we broaden students' horizons so that they can fulfil their own unique needs. This is done through our curriculum, and by providing impartial and independent careers guidance and information.

Objectives:

At Little Ilford School we want our young people to:

- Experience a school culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged.
- Learn about the structures, systems and factors that guide, shape and influence people's career prospects and career development.
- Explore how these could affect their future choices and why they need to consider them when making their own career decisions.
- Develop and practise the self-help skills they need to progress in their own career plans and development, including making discerning use of careers guidance and information.
- Learn about a wide range of careers and the world of work, developing their knowledge, skills and attitudes for success in their adult and working life.
- Leave school on the most appropriate pathway for them which will include further education, training and/or employment.

Careers Provision

The careers provision is mapped against the Gatsby benchmarks. Careers information is available through the library, and through daily drop in sessions run by the Careers Leader. Our students can also gain access to digital careers information through the links provided on the school website.

At **Key Stage 3**, the school aims to raise the aspirations of all young people through a number of methods which include educational visits to universities, guest speaker assemblies, tutor time careers work, and support in selecting GCSE options. This support is offered in tutor times and through special assemblies. Young people are also encouraged to explore stereotypes in the workplace, whilst researching careers and pathways.

At **Key Stage 4**, students continue to research careers and pathways, and attend various educational careers visits. In tutor time there are dedicated activities for careers. All young people take part in a two-week work experience placement, and the school encourages young people to select a placement which suits their interests. Employability skills including CV writing, interview techniques and presentational skills are developed through events such as World of Work (WOW) Day and Enterprise Day. Guest assemblies are delivered by local colleges, sixth forms and apprenticeship providers, and the school holds an annual College Information Evening where local providers attend to speak to young people and

parents/carers. Careers interviews are held with an impartial careers advisor from 15 Billion EBP, and young people will have a minimum of one interview. Further one-to-one support may be identified and offered by the Careers Leader.

Roles and Responsibilities:

All staff contribute to the implementation of CEIAG in their role as tutors and/or subject specialists. Career information is embedded into subject areas. There are also a range of educational visits which aim to link the curriculum to careers.

Careers Team

Senior Leadership Team: Anita Lay

Careers Leader: Andri Ford

Governor with Careers Remit: Caroline Selman

Impartial Careers Guidance: 15 Billion EBP

Monitoring, Recording and Evaluation

The delivery of the programme is monitored by the Careers Leader. Young people get the opportunity to self-evaluate at key points, for example after careers related educational visits and work experience. Young people complete surveys after school careers events and the careers leader reviews all feedback. Destinations information is obtained on all school leavers and assists in the ongoing evaluation of the programme. The Careers Leader regularly reports back to the Senior Leadership Team, Governors and the Local Authority.

Careers and SEN provision

Every student with SEN completes the same programme of careers, with the support of specialist SEN staff who are able to adapt the programme to suit the student's needs.

All students with SEN are able to meet with the careers leader to discuss careers. They also meet with the external careers advisor for an impartial careers interview.

The careers leader works closely with the SENCO and 15 Billion EBP to organise suitable work experience placements, ensuring that employers are aware of individual needs.

Partnerships

The school has developed a number of partnerships with local employers and employees who are able to enhance the CEIAG programme further through work experience opportunities, employer visits, guest speaker talks and careers events. The school also works closely with local FE colleges and universities who offer young people specialised educational visits.

Policy statement for provider access:

A provider wishing to gain access should refer to the Provider Access Policy for further information and contact details.