



LONGBENTON HIGH SCHOOL

Careers Policy

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

1 Introduction

1.1 Rationale for CEIAG

A young person's career reflects the progress that they have made in learning and work. It is part of the vision and mission of Longbenton High School that all learners need a planned programme of activities to help them choose their 14-18 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal wellbeing throughout their lives.

1.2 Our commitment

Longbenton High School recognises that it has a responsibility to ensure all registered pupils at the school are provided with the opportunity to access impartial IAG from independent careers guidance from an external agency from year 7 (11-12 year olds) to year 13 (17-18 year olds), (Education Act 1997, section 42a). The governing body also recognises that it must ensure that all careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways, including T levels
- Is guidance that the person considers will promote the best interests of the students to whom it is given

The school endeavours to follow best practice guidance from the Department for Education and other expert bodies such as Ofsted and the Department for Business Innovation and Skills, professional bodies and published research as it is available.

Longbenton High School is committed to working towards the 8 Gatsby Benchmarks and a quality award for Careers Education, Information, Advice and Guidance.

2 Development

This policy was developed and is reviewed annually in discussion with school leaders, teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. the Local Authority).

3 Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching, learning, assessment, recording and reporting achievement, citizenship, work experience, work related learning and enterprise, special educational needs and disability, equality and diversity, gifted and talented, looked after children and PSHE.

4 Objectives

4.1 Learners' needs

The careers programme is designed to meet the needs of learners at Longbenton High School. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school. Coronavirus has impacted hugely on delivery and all aspects of the curriculum are being redeveloped to ensure student safety.

4.2 Entitlement

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotypes and promote equality and diversity. The student learning journey is available in the Careers Strategy and clearly maps out key moments in every child's development whilst at Longbenton High School.

5 Implementation

5.1 Management

The Careers Leader is Paul Atkinson. CEIAG is supported by connexions. Work experience is planned and implemented by Year 10 pastoral team

5.2 Staffing

All staff will be able to contribute to CEIAG through their role as tutors and curriculum subject teachers. Specialist sessions can be delivered by a variety of different internal and external individuals, co-ordinated by the Careers Leader. The CEIAG programme is planned, monitored and evaluated by the Careers Leader in consultation with the senior leadership team. Careers information is available on the School's website, which is maintained by the Careers Leader.

5.3 Curriculum

The careers programme includes: careers education sessions, careers guidance activities (e.g. group work and individual interviews), information and research activities using the school computer network and work-related learning, work experience and individual learning planning/portfolio activities. Other focussed events, e.g. a further/higher education fairs are provided at different times of the year. Work experience preparation, debrief and evaluation take place during tutorial time / PSHE. Learners are involved in the planning of career learning and their views will be collected using student voice/surveys.

5.4 Assessment/Evaluation

The intended career learning outcomes for learners are based on Longbenton High School's careers education framework years 7-13 and will be evaluated by the Careers Leader.

6 Partnerships

An annual Partnership/Service Level Agreement is negotiated between the school and:

- North Tyneside Learning Trust who support careers development and deliver high quality workshops in school.
- Connexions, who support students from a variety of backgrounds and ability to promote equality and level access to post 16 opportunities.
- ASK, to provide quality Information Advice and Guidance and furthermore, develop student's practical skills for Apprenticeships, Training and Applications.

7 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in CEIAG. The Careers Leader is responsible for the effective deployment of resources.

8 Professional Development

The Careers Leader will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefing and staff training. There are annual updates and training opportunities for all school staff who promote career inputs in subject lessons. An assessment of whole school staff training needs is done annually or more frequently by request. Staff training needs relating to CEIAG are identified by the Careers Leader or by individual request. The school endeavours to meet all training needs within a reasonable period of time.

9 Monitoring, review and evaluation

The school analyses student destination information, feedback from students and parents/carers to inform its programme. External CEIAG providers and internal CEIAG delivery are reviewed using evaluation forms and informal feedback from students, parents/carers and staff and termly reports to the governors. The school’s careers education and guidance programme is reviewed annually and a report is submitted to the Head Teacher and Governors.

Appendix 1

Gatsby Benchmarks

The 8 Gatsby Benchmarks have been widely accepted across government, schools and education organisations as an assessment tool that allows schools to compare their current careers and enterprise advice and guidance (CEIAG) with what is deemed to be a satisfactory level. The benchmarks have been adopted in the national [Careers Strategy](#) and [school statutory guidance](#). For the full report on the benchmarks visit the [Gatsby foundations website](#).

#	Benchmark	Description	Specific Elements
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<p>1</p>	<p>A stable career programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.</p> <p>1.2 The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to understand the school’s offer in this area.</p> <p>1.3 The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process</p>
<p>2</p>	<p>Learning from career and labour market information</p>	<p>Every student, 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.</p>	<p>2.1 By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options</p> <p>2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children</p>

3	Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations</p> <p>3.2 Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions</p> <p>3.3 All students should have access to these records to support their career development</p> <p>3.4 Schools should collect and maintain accurate data for each student on their education, training or employment destinations after they leave school</p>
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 future career paths.	4.1 By the age of 14, every student 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 student 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.	5.1 Every year, from the age of 11, students should participate in at least one meaningful encounter with an employer.

6	Experiences of workplaces	Every student 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.	<p>6.1 By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>6.2 By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</p>
7	Encounters with further and higher education	All students 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.	<p>7.1 By the age of 16, every student should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers. This should include the opportunity to meet both staff and students.</p> <p>7.2 By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p>
8	Personal guidance	Every student 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 students but should be timed to meet their individual needs	8.1 Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

This policy has been assessed in terms of Equality Impact

RESPONSIBILITY: Assistant Headteacher Pastoral
REVIEWED: September 2023
RATIFIED: July 2024