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Longdendale High School
Careers Education, Information, Advice
and Guidance Policy

September 2022

Policy Title:	Careers Education, Information, Advice and Guidance Policy (including Provider Access Statement)
Document Reference:	SPT/POL/000109/LHS
This policy applies to:	Staff, Students, Parents
Owner/Author:	Head of School/Director of SMSC
Establishment Level:	School
Approving Body:	Local Governing Body
Review Cycle:	Annual
Date approved:	
Date of Last Review (this should be the date on the cover):	September 2022
Summary of Changes:	
Date of Next Review:	September 2023
Related Documents/ Policies:	
Legal Framework/Statutory Guidance:	Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give learners access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill).

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1 Rationale and Purpose

Longdendale is committed to providing high quality careers education, advice and guidance to every student. The guidance is tailored to the needs of the individual student to promote self-awareness, decision making, employability skills and independence whilst raising aspirations. It is differentiated and personalised to ensure progression through activities which are appropriate to students' stages of career learning, planning and development. Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential.

All students will leave Longdendale equipped with the skills and knowledge required to support their entry into further education or employment. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives.

Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill).

2 Commitment

Longdendale is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7-11. Longdendale endeavours to follow the National Framework for CEG 11-19 in England (DfES), the Young People's IAG Standards (DCSF, 2007) the statement of careers education principles (DCSF, 2008) and other relevant guidance from DCSF, QCA, CEC and Ofsted that appears from time to time. Longdendale is committed to continuing working with the quality mark for CEIAG, inspiring IAG, for The Quality in Careers Standard.

3 Development

This policy was developed and is reviewed annually in discussion with teaching staff; the School's Positive Steps Careers Adviser, students, parents, governors, advisory staff and other stakeholders.

4 Links with other policies

The policy for CEIAG supports, and is itself underpinned by, a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, safeguarding, citizenship, PSHE Education, equal opportunities and diversity, More Able, looked after children and special needs/LDD.

5 Responsibilities

All Longdendale staff members are responsible for delivering high quality, impartial CEIAG. A member of SLT has the strategic oversight and leadership of CEIAG. The Careers Adviser from Positive Steps works two days a week and is responsible for the implementation of the Positive Steps Delivery Plan. A member of the Admin Team is responsible for the management of careers information. Form tutors are responsible for the delivery of CEIAG through PSHE and both Heads of Year and Heads of Department are responsible for the coordination of extra-curricular CEIAG activities.

6 Provision

- Positive Steps Careers Adviser – Interviews for KS4 and Drop-in sessions for all students in the library at lunchtime two days a week

- The Careers Adviser has a designated room to provide confidential advice in a secure and safe environment. Parents can arrange appointments to meet with the Careers Adviser.
- Careers resources are available through the Careers Adviser.
- Access to career software has been provided to all students through Xello log-ins.
- Work-related learning is arranged through a collaboration of school, parents/carers and students, so students complete a week work experience at the end of year 10 either in person or virtually.
- Careers focussed activities are delivered through the PSHE timetabled lessons.
- Access to further education options and careers guidance at Y11 Parents' Evening including appointments with the careers advisor and visitors from local colleges and apprenticeship providers.
- Participation in activities throughout years 7 – 11, whether it be in school or off-site, provides further contact with employers and FE / HE institutions, all of which give further information.
- All staff undergo regular training to ensure up-to-date information is disseminated and no learner is put at a disadvantage.
- The SLT strategic lead is responsible for the monitoring, review and evaluation of the CEIAG on offer at Longdendale, and the quality assurance process.
- Career focussed events and visits such as:
 - **Futures Roadshow: In-House** - Annual event for Year 11 students and their parents – exhibitors include FE colleges, modern apprenticeship providers and employers (Regular attendees include: ASFC, Tameside and Clarendon College, Manchester College, Loreto College, Xaverian College, Manchester College, NCS, The Armed Forces, SETA apprenticeships, Tameside Community Response Service, Stockport County Football Club, Laurus Ryecroft Sixth Form, Manchester City Football Club, The Trafford College Group, Northern Rail).
 - **Skills NW** - Annual Trip with Year 10 students to a regional careers event which includes FE colleges, Universities, Employers and Armed Forces (Covid-19 permitting)
 - **Tameside Careers and Apprenticeships Event** – Annual Trip with Year 9 students to a local careers event which includes FE colleges, Employers and Armed Forces.
 - **Taster Days** - Y10 students attend a Taster Day at Ashton Sixth Form College taking part in a selection of workshops.
 - **Work Experience** - Opportunity for Year 10 students to take part in work experience during Enrichment Week in July.
 - **Local Colleges** - Information on open days distributed via tutors and student email.
 - **Year 11 Information and Guidance** – October/November – Appointments with SLT where colleges and the Positive Steps advisor are also present.
 - **Moving On Booklet** - Issued to all Year 11 learners
 - **Assemblies** - Programme of assemblies with invited guests (ie Nandos through EA links, Bentley Stage 6 apprentice, past students with a focus on aspiration and career pathways).

6.1 Tutor Curriculum

CEIAG forms part of the PSHE curriculum for all year groups during one half term of the academic year.

Overview of Year Groups' CEIAG Programmes:

Year 7 – Discover Students understand their own individual skills and strengths and that other interests they develop in school will lead to exciting future opportunities.	
Measurable Outcomes	Activities
All students can define job categories All students can identify their interests and strengths and how they link to their future ambitions.	PSHE lesson – researching jobs and job categories SU1 CEIAG: Starting to think about the future. <ul style="list-style-type: none"> • The connection between personality and career choice. • Research into a career of interest.

<p>All students understand how their careers education will progress through their time at school.</p> <p>All students can identify the qualities they already have.</p> <p>All students explain what a university is</p> <p>All students can research 3 jobs that they have identified as an interest.</p>	<ul style="list-style-type: none"> • Time management. ○ Enrichment and Leadership opportunities signposted on careers journey. ○ Guest speaker from business to talk about their experience in education, qualifications, and personal development ○ Trip to ASFC - introduction to FE and education post 16 ○ Introduction to Xello as a careers tool ○ Introduction of new school values and linking these link to careers/employability skills. ○ Raising Aspirations Day (September) – Team Building focus ○ Raising Aspirations Day (March) - Careers
<p>Year 8 – Explore</p> <p>Students develop awareness of potential future journeys, their involvement with the community and map out their path to further education or employment after school finishes.</p>	
Measurable Outcomes	Activities
<p>Students can explain how applications work.</p> <p>Students can articulate what a university is and what apprenticeships are, and why they are important.</p> <p>Students understand employment opportunities in a wide range of sectors.</p> <p>Students understand the range of opportunities that their education opens up.</p>	<ul style="list-style-type: none"> ○ Guest speaker (Nandos/Findel) to host assembly. ○ Trip to FE provider for full cohort - Discovering learning pathways - what and how students learn as they move towards their learning and career goals. Creating opportunities for students to find out about the full range of educational and training pathways. Meeting student leaders and looking at enrichment at – what can they do to develop themselves beyond the academic? ○ Assembly focussed on LMI <p>PSHE Programme SP2 / SU1</p> <p>CEIAG: Exploring careers of interest</p> <ul style="list-style-type: none"> • Discovering learning pathways. • Biases and career choices. • Developing links from classes to careers. • Increasing awareness of which career opportunities are open to me ○ Xello for students to engage with CEIAG and build electronic careers profile. ○ Enrichment, leadership and social action opportunities on Careers Journey (inc Tenner Challenge Feb) - Social Action focus ○ Raising Aspirations Day (September) – STEM careers focus ○ Raising Aspirations Day (March) - Careers
<p>Year 9 – Pathways</p> <p>Students make informed choices for their GCSE options based on an understanding of Further Education and Industry requirements as well as their own strengths.</p>	
Measurable Outcomes	Activities
<p>All students can identify the difference between college, sixth form and apprenticeships.</p>	<p>PSHE Programme SP1</p> <p>CEIAG: Investigating pathways and options</p> <ul style="list-style-type: none"> • Key employability skills.

<p>All students are informed about the impact their GCSE choices have on future opportunities.</p> <p>All students evaluate and reflect on their professionalism in lessons and around school and link to career expectations.</p> <p>All students can independently and confidently research course and job requirements.</p> <p>All students have had a meaningful interaction with professionals from across various industries.</p>	<ul style="list-style-type: none"> • Employer career matches. • Self-advocacy. • Employer drop-in sessions. • Making important decisions (leading up to the selection of options) <ul style="list-style-type: none"> ○ Evaluation of ATL each reporting round. How does Excellent/Good map out against workplace skills. ○ Trip to FE provider: How GCSE choices fit in with A levels, T levels and apprenticeships. Biases and career choices (meeting a diverse range of students on courses). Students considering the relationship between learning, work, and career. ○ Guest Speaker assembly: how they have managed their careers (Findel) ○ Use of Xello as routine. ○ Work Safari Programme (Findel Education) ○ Tameside Careers and Apprenticeships event in Stalybridge ○ Introduction to Spring Pod / Speakers For Schools and other VWEX opportunities ○ Speed Dating event ○ GM Higher interactions relevant for year group/curriculum ○ National Apprenticeship Week (Feb) / Careers Week (March) events. ○ Raising Aspirations Day (March) Tied to IAG information around options ○ Raising Aspirations Day (September) – Money Matters linked to income through careers
<p>Year 10 – Experience</p> <p>Students create opportunities through being proactive, gaining experience by actively managing their career and balancing their life and work, making the most of the possibilities that come their way.</p>	
Measurable Outcomes	Activities
<p>All students have had further exposure to workplaces and develop more knowledge of sectors in practice.</p> <p>All students feel confident making choices about their Post-16 destinations.</p>	<p>PSHE Programme SP2 / SU1</p> <p>CEIAG: Scaffolding a career through experience</p> <ul style="list-style-type: none"> • CV building. • Interview preparation. Application preparation • Getting experience – preparation for work experience placements • College and university taster days <ul style="list-style-type: none"> ○ Guest speaker talks how they have changed opportunities open to them through their actions ○ Trip to ASFC: Taster day ○ College open and taster days ○ ASK representative talk regarding Apprenticeships ○ Manchester College Talk regarding T- Levels ○ Mock interview experience with local businesses. ○ First interaction with Positive Steps Careers Adviser. ○ Brilliant Club /links to HE establishments through curriculum

	<ul style="list-style-type: none"> ○ Application process for Head Boy/Girl and Student leadership team ○ GM Higher interactions relevant for year group/curriculum ○ Raising Aspirations Day (September) – Social Action focus ○ Raising Aspirations Day (March) ○ Work Experience Placement in July
Year 11 – Apply Students see the big picture by connecting their own life and career, balancing their wellbeing and building positive relationships with others.	
Measurable Outcomes	Activities
No students leave school NEET . 95% of students are accepted at their first choice Post-16 provider. Students continue to progress to the most successful post-16 institutions/apprenticeship providers in Greater Manchester. All students have an opportunity to meet representatives of Post-16 providers or to visit those institutions	PSHE Programme SU1 CEIAG: Moving on from High School <ul style="list-style-type: none"> • Post 16 preparation • Further advice from LA Careers adviser. (Ongoing all year) ○ Guest speaker talks - what they do when they are not at work and how they balance demands on their time. ○ FE provider: Post 16 preparation (reading in readiness for FE courses, skills to develop etc) ○ Futures Roadshow in October ○ College open and taster days ○ Colleges and employers available at parents' evenings and events ○ NCS Assembly and representation at parents' evenings and events ○ Student leadership opportunities – clear roles and responsibilities with SSAT award at the end ○ Students introduced to independent VWEX through Barclays Life Skills, Speakers for Schools, The Forage and Spring Pod ○ Head of Year reference ○ GM Higher interactions relevant for year group/curriculum ○ Raising Aspirations Day (September) – Future You and College/Apprenticeships focus

7 Partnerships

An annual Partnership agreement is negotiated between Longdendale and the Positive Steps Service which identifies the contributions to the programme that each will make.
 Other links are in place with local 14-19 providers and universities, GM Aim Higher Programme and Brother.

8 Staff development

Staff training needs are identified and reviewed on an annual basis. CPD sessions are provided to all staff through Tutor Team meetings, staff briefings and whole-school Inset sessions. The staff responsible for the oversight of CEIAG will attend information and update sessions regularly.

9 Monitoring, review and evaluation

There is a Quality Assurance Framework (Gatsby Benchmarks) which monitors and evaluates the impact of all aspects of CEIAG. QA activities are carried out and information collated form the basis of the review of provision which takes place every term. This review then informs the next steps in planning and improving the quality of the provision.

10 Latest Destinations Information

- Further Education College – 40.8%
- School Sixth Form College – 0%
- Sixth Form College – 50.3%
- Re-engagement – 0.6%
- Training – non-employed – 0%
- Employed – Apprenticeships – 3.8%
- Employed – with NVQ or locally recognised qualification – 1.3%

11 Provider access policy statement

11.1 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

11.2 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.

11.3 Student entitlement

All students in years 8 to 13 at Longdendale 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 through activities and events such as options events, assemblies and taster events.
- Understand how to make applications for the full range of academic and technical courses

11.4 Management of provider access requests

11.4.1 Procedure

A provider wishing to request access should contact Mrs. N. Moffat, Director of SMSC.

Telephone: 01457 764006

Email: n.moffat@lhs.spt.ac.uk

11.4.2 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. There are also weekly 25-minute assemblies for each year group which can be booked.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
YEAR 7 Two additional CEIAG events calendared annually for when required	Raising Aspirations Day (Sept) team building focus	CEIAG in PSHE lessons – starting to think about the future. Building a career profile. Raising Aspirations Day (March)	CEIAG in PSHE lessons – starting to think about the future. Careers of interest.
YEAR 8 Two additional CEIAG events calendared annually for when required	Raising Aspirations Day (Sept) STEM careers focus	CEIAG in PSHE lessons – discovering learning pathways. Meet Your Future events GMACS. National Careers Week / Raising Aspirations Day (March)	CEIAG in PSHE lessons – links to industry professionals.
YEAR 9 Two additional CEIAG events calendared annually for when required	Raising Aspirations Day (Sept) Money Matters – linking income to desired expenditure	GM Higher Opportunities. CEIAG in PSHE lessons – Employer drop-in sessions. Meet Your Future events GMACS. Apprenticeship exhibition at Stalybridge/Dukinfield Town Hall. National Careers Week (March)	GM Higher Opportunities.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
		Raising Aspirations Day (March)including IAG for options event	
YEAR 10 TWO ADDITIONAL CEIAG EVENTS CALENDARED ANNUALLY FOR WHEN REQUIRED	<p>Raising Aspirations Day (Sept) Social Action focus</p> <p>GM Higher Opportunities.</p> <p>Appointments with Positive Steps (December onwards).</p> <p>Access for FE stands at CEIAG and Parents' Evenings.</p>	<p>GM Higher Opportunities.</p> <p>CEIAG in PSHE lessons – Interview, CV and applications preparation.</p> <p>Meet Your Future events GMACS.</p> <p>Appointments with Positive Steps.</p> <p>National Careers Week / Raising Aspirations Day (March)</p> <p>Mock Interviews Day – local and regional employers invited in to work with students (covering interview techniques/mock interview; applications and CV writing).</p>	<p>GM Higher Opportunities.</p> <p>CEIAG in PSHE lessons -Post 16 options talk.</p> <p>College and University taster days.</p> <p>Work Experience Placement</p> <p>Appointments with Positive Steps.</p>
YEAR 11	<p>Appointments with Positive Steps.</p> <p>Careers Advisor support at CEIAG and Parents' Evenings.</p> <p>Access for FE stands at CEIAG and Parents' Evenings.</p>	<p>Meet Your Future events GMACS.</p> <p>ASK - Apprenticeship application support sessions.</p> <p>National Careers Week / Raising Aspirations Day (March)</p>	<p>CEIAG in PSHE lessons – Post 16 preparation and advice from Positive Steps career advisor.</p>

	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<p>Futures Roadshow – access for FE/Apprenticeship providers.</p> <p>GM Higher opportunities.</p> <p>Assemblies held by local colleges, apprenticeship providers and training providers.</p>		

Please speak to our Director of SMSC to identify the most suitable opportunity for you. These events will run in line with our school's COVID-19 safety measures, and will depend on national restrictions at the time.

11.4.3 Granting and refusing access

All external providers are given equal opportunity to access school events in relation to Careers Education, Employment and Training. Access may be denied in cases where provision is not deemed to be in the best interest of a student or a group of students, or members of staff working at the school.

Where students are experiencing social, emotional, mental or physical health difficulties, reasonable adjustments will be taken to ensure that they are given equal opportunity and to ensure these are fully inclusive events.

11.4.4 Safeguarding

Our safeguarding/child protection policy outlines the school's procedure for checking the identity and suitability of visitors.

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

11.4.5 Premises and facilities

Longdendale High School will make the drama studio, Outdoor Pursuits Centre, classrooms or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also provide computer facilities and other specialist equipment to support provider presentations.

This will all be discussed and agreed in advance of the visit with Mrs. N. Moffat.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the LRC, which is managed by Miss V Payton. The LRC is available to all students at lunch and break times.

Where Covid measures are deemed appropriate, this will be conveyed in advance of the event with the providers and a risk assessment will be conducted. The school's general Covid-risk assessment policy can be found on the school website: <https://www.longdendalehighschool.org.uk/about-us/policies-and-procedures>

11.5 Links to other policies

Our Safeguarding/child protection policy outlines the school's procedures for checking the identity and suitability of visitors. Education and training providers will be expected to adhere to this policy. Our Careers guidance policy can also be found on the policies section of our school website.

11.6 Monitoring arrangements

The school's arrangements for managing the access of education and training providers to students are monitored by Mrs. N. Moffat. In the instance of a provider wishing to raise a complaint, please contact the Director of SMSC in the first instance.

The provider access aspect of the policy will be reviewed by Mrs N. Moffat; Director of SMSC, every two years. At every review the policy will be approved by the Governing Body.