



# Poole High School

VALUED • INSPIRED • EMPOWERED

## Careers Education, Information, Advice and Guidance Policy

2021-22

**Staff Link:** D.Porter

**Governor Link:** Tracie Billington Beardsley

**Approved by (Chair of Governors):**

**Policy No:** 08

**Last reviewed on:** Jan 2022

**Next review due  
by:** Jan 2025

**Date: Jan 22**

**Purpose:**

Our vision statement sets out our aim at Poole High School to ensure that all students are:

- Valued as individuals, each with a unique contribution to make
- Inspired to achieve their best, both academically and practically
- Empowered to succeed in life and make great choices which enrich the lives of others

In support of this vision, careers information, education, advice and guidance practices are in place to equip every student with opportunities to investigate their career aspirations, together with the information needed to help them to set their learning within the context of their preparation for adult life. Careers education is provided to help empower pupils to make informed decisions at key transitional stages in order to choose the pathways that are right for them, inspiring them to develop their knowledge and understanding of the available routes into the world of work and the career options that are open to them.

Following publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, further guidance from the DfE in 2018 and 2020 and more recently the government's 'Skills For Jobs' White Paper published in 2021, Poole High School is committed to ensuring that the eight benchmarks of good practice are in place to support the delivery of an excellent careers programme. The Gatsby benchmarks 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. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

Poole High school is committed to gaining a recognised Quality in Careers Standard award.

**Aim(s):**

- i. To enable students to make well-informed choices about options available to them in choosing subjects, progression and opportunities to prepare for further learning and the workplace
- ii. To ensure a comprehensive provision, in line with the best and most recent available guidelines, of careers education including work related learning experiences, enterprise

opportunities and employability skills development, in order to develop skills for the workplace

- iii. To ensure that parents are well informed so that they can assist their child in making important decisions
- iv. To ensure that all students have access to impartial careers advice and support from external agencies
- v. To track the career aspirations of students, to ensure well-focussed support, advice and intervention
- vi. To work towards a quality standard for the management of careers education, information, advice and guidance

### **Objectives:**

- i. Students should be prepared for decisions as they approach key transitional periods
- ii. Students should be encouraged to develop transferable skills and qualities that will enable them to adjust to and cope with change such as self-reliance, adaptability, flexibility, reliability and resilience
- iii. Students should develop employability skills, including the ability to produce a letter of application and curriculum vitae and conduct themselves well at interview
- iv. To ensure that students, parents and staff have access to high-quality information regarding options, pathways and careers
- v. To retain independent careers advice through an external impartial careers advisor
- vi. To provide timely information to students, parents and staff regarding provision in school
- vii. To secure accreditation in a quality standard
- viii. To evaluate provision regularly in order to improve and update our careers and information processes as necessary

### **Principles/values:**

Poole High School sets high expectations and high standards for every student, including for the most vulnerable and those with special educational needs and disabilities. This is seen as crucial in preparing young people for the next stage of their education or training and beyond so that every student is stretched and acquires the attributes employers value.

### **Roles and responsibilities 2021/22**

#### **Governors: Tracie Billington-Beardsley**

Link Governor for CEIAG. To review the provision and strategic direction of CEIAG, ensuring that it is fit for purpose, and fulfils latest statutory guidance

#### **Headteacher: Paul Gray**

To monitor CEIAG provision and delivery across the school

### **Member of SLT with responsibility for oversight of CEIAG: Sian Phillips**

To ensure the implementation of CEIAG across the school via line management of those with leadership and management responsibilities.

## **Concluding Notes**

### **Partnerships:**

As part of the government's work to support schools and colleges to deliver careers education in England, the government's main partner for schools, The Careers and Enterprise Company, assign each school with an Enterprise Network Advisor. Enterprise Network Advisor for Poole High School: Paul Tansey, CEO of the Intergage Group, Non-Exec Director at Dorset Chamber of Commerce & Industry & Chair Of The Board Of Trustees at MYTIME Young Carers

Poole High School is a member the Dorset Careers Hub under the BCP cluster and is identified as a lead school for Dorset.

Poole High School provides students with impartial careers advice through the services of agency 'Your Calling Advice & Guidance'. The careers advisor, Mr Aaron Rigby is a L6 qualified advisor and member of the Careers Development Institute.

Poole High School participates in a National Collaborative Outreach Programme (NCOP/UniConnect) via the Southern Universities Network, providing targeted students with support to further develop their knowledge and understanding of opportunities to access L4 study via university or apprenticeship routes.

The school regularly participates in programmes of employability and empowerment through organisations such as Dorset Young Enterprise and SAMEE.

### **Monitoring and review:**

- Monitoring via meetings (at least termly) between Link Governor, SLT Line Manager & Careers Leader
- Monitoring by SLT line management via engagement with Quality Assurance Processes and Line Management
- Evaluations will be carried out through student and parent surveys
- The CEIAG Policy will be reviewed every three years by Governors, SLT member with responsibility for oversight of CEIAG and Careers Leader

### **Resources:**

Funding is allocated in the annual budget planning in the context of whole school priorities and sources of external funding are actively sought.

**Links with other policies:**

This policy is underpinned by the school's ongoing policies for teaching and learning, assessment, recording and reporting achievement, disability equality, equal opportunities, pupil premium, health and safety, and additional educational needs linking with the whole school development plan.

**Communication:**

This policy will be primarily communicated to all stakeholders via publication on the school website.

**Sources and references:**

DFE Statutory Guidance "Careers Guidance and Inspiration in Schools" March 2015

DFE "Careers guidance and access for education and training providers" July 2021

DFE Statutory Guidance "Skills for Jobs" Jan 2021

**Governor signature:** Jeff Hart

**Headteacher signature:** Paul Gray

**Approval date:** January 2022

**Next review date:** Jan 2025