



# Rayner Stephens

H I G H S C H O O L

## **Careers Information, Advice and Guidance Policy**

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**Next Review Date: December 2023**

### **Our Vision**

Excellence and Ambition for all.

### **Our Mission**

We are an aspirational and inclusive community which inspires and empowers everyone. We encourage a curiosity for learning which develops character and maximises academic opportunity.

### **CEIAG Vision and Aims**

At Rayner Stephens High School our vision is for all of our students, regardless of background and circumstance, to make outstanding progress and achieve grades which will open the door to the future of their choice.

All students have an equal entitlement to high quality Careers Education, Information, Advice and Guidance (CEIAG) that helps to prepare them, for choices and transitions affecting their future education, training and employment.

### **CEIAG Aims**

The Rayner Stephens CEIAG Policy has the following aims:

- To help students to develop an understanding of themselves.
- To enable students to develop a knowledge and understanding of education, training and employment through investigating opportunities available to them at a local, national and international level.
- To support students in developing and implementing action plans to enable them to take ownership of their own future in their Post 16 and Post 18 options.
- To provide opportunities to develop enterprise and employment skills.
- To promote equality of opportunity, challenge stereotyping and support inclusion.
- Provide every student with, at least, one employer encounter during every school year.

### **Statutory Duty and Entitlement**

The Government's Careers Strategy [2017] sets out a long term plan to build a careers system that will help young people and adults choose the career that is right for them. The most recent DfE statutory guidance [2021] expands on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

To achieve this aim, the guidance sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks [2014] to develop and improve their careers provision.

This policy is therefore underpinned by the following three documents.

1. [Careers Strategy](#).
2. [Statutory Guidance](#).
3. [Gatsby Benchmarks](#).

Principals underpinning our impartial careers advice:

- Empower students to plan and manage their future.
- Respond to the needs of each student.
- Provide comprehensive and up to date information and guidance.
- Raise aspirations.
- Actively promote equality of opportunity and challenge stereotypes.
- Helps our students to progress to the destination of their choice and beyond.

### **Implementation**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers.

The methods by which the aims of the policy will be achieved are:

- Providing a range of opportunities that enhance the curriculum;
- Promoting an awareness of the world of work through links with employers and through subject links to specific careers and industries;
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievements;
- Promoting awareness and understanding of work, industry, the economy and the community;
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial Post 16 and Careers guidance
- Enabling students to make considered decisions regarding future choices.
- Maintaining and developing effective links with key partners, including local colleges, training and apprenticeship providers.
- Prepare students for transition to further education or employment with training

Students are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help them recognise and develop skills and abilities, know what opportunities are available in the world of work and to make plans to help them achieve their education and career goals.

At Key Stage 3 and Key Stage 4 students can expect to:

- access a planned programme relevant to your year group;
- access a qualified impartial and independent careers adviser for personalised advice and guidance;
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions;

Details of the 5 year career programme and calendar can be found on the next page.

## Careers Programme Overview

**Year 7 – Discover: Students understand their own individual skills and strengths and that they develop in school will lead to exciting future opportunities.**

### **Measurable Outcomes**

- All students can define job categories
- All students can identify their interests and strengths and how they link to their future ambitions.
- All students understand how their careers education will progress through their time at school.
- All students can identify the qualities they already have.
- All students explain what a university is
- All students can research 3 jobs that they have identified as an interest.
- All students engage with and can demonstrate proficiency in Teamwork Skills, Aim High Skills and Speaking Skills.

**Year 8 – Explore: Students develop awareness of potential future journeys and map out their path to further education or employment after school finishes.**

### **Measurable Outcomes**

- Students can explain how applications work.
- Students can articulate what a university is and what apprenticeships are, and why they are important.
- Students understand employment opportunities in a wide range of sectors.
- Students understand the range of opportunities that their education opens up.
- Students participate in and engage with external employers in their 'World of Work' afternoon.

**Year 9 – Pathways:** Students make informed choices for their GCSE options based on an understanding of Further Education and Industry requirements as well as their own strengths.

**Measurable Outcomes**

- All students can identify the difference between college, sixth form and apprenticeships.
- All students are informed about the impact their GCSE choices have on future opportunities.
- All students improve their professionalism in lessons and around school.
- Students can explain the benefits of the different courses at university.
- Students are aware of the applications process for apprenticeships.

**Year 10 – Experience:** Students are able to make informed decisions about their Post-16 options and link learning about their self-awareness to their options.

**Measurable Outcomes**

- All students have had further exposure to workplaces and develop more **knowledge of sectors in practice**.
- All students feel confident making choices about their **Post-16 destinations**.

**Year 11 – Apply:** Students are successful in applications to Post-16 providers that can support their long term ambitions and continue to develop self-awareness.

**Measurable Outcomes**

- 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
- All students have spoken to the Positive Steps Careers Provider.

## Monitoring and Quality Assurance

Our partnerships are reviewed regularly. The following provision is reviewed by the Associate Assistant Headteacher for Personal Development and the Headteacher who has oversight of CEIAG:-

- Annual review of partnership activities.

Current Partnerships

Positive Steps - <https://www.positive-steps.org.uk/>

The Growth Company - <https://www.growthco.uk/>

- Review of all careers events by Associate Assistant Headteacher for Personal Development.
- Learning walks within PSHE lessons as part of the school quality assurance procedures.
- Feedback on the effectiveness of the CEIAG programme is sought through student and parent questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.
- Continued consultation with Heads of Faculty to discuss specific subject needs.
- Regular meetings with the School Enterprise Advisor and link governor and our GMCA Tameside Enterprise Coordinator.

## Benchmark Progress

<b>Benchmark</b>	<b>Dec 2021</b>	<b>May 2022</b>	<b>July 2022</b>	<b>National Average</b>
A stable careers programme.	41%	47%	52%	43%
Learning from career and labour market information.	60%	60%	60%	66%
Addressing the needs of each student.	72%	72%	72%	38%
Linking curriculum learning to careers.	31%	84%	81%	60%
Encounters with employers and employees.	75%	75%	100%	56%
Experiences of the workplace.	25%	25%	50%	36%
Encounters with further and higher education.	75%	80%	95%	33%
Personal Guidance.	61%	100%	100%	65%

## Provider access policy statement

### 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

### 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.

### 3. Student entitlement

All students in years 8 to 11 at Rayner Stephens 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

### 4. Management of provider access requests

#### 4.1 Procedure

A provider wishing to request access should contact Miss J. Heap Associate Assistant Headteacher for Personal Development.

Telephone: 0161 338 2374



Email: [j.heap@rshs.spt.ac.uk](mailto:j.heap@rshs.spt.ac.uk)

## 4.2 Opportunities for access and Careers Calendar

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.

	Year 7	Year 8	Year 9	Year 10	Year 11
Aut 1	Aspirations Day Careers and Aspirations: What's my future career?	Aspirations Day	Aspirations Day	Aspirations Day Introduction to Work Experience Focus: Employability Skills	Aspirations Day. Year 11 Information Evening. Post 16 provider assembles.
Aut 2	Careers and Aspirations: Teamwork			Focus: Aiming High and behaviours for work.	Year 11 Mock Exam assembly and preparation.
Spr 1	National Apprenticeship Week Careers and Aspirations: Aiming High	National Apprenticeship Week International Day of Women and Girls in Science	National Apprenticeship Week PSHE: Managing Money.	Focus: Somcommunicating digitally and recognising and building personal skills. National Apprenticeship Week. GMC Higher MMU Visit.	National Apprenticeship Week Application and support for apprenticeships
Spr 2	British Science Week Careers and Aspirations: Aiming High Year 7 Parent Employer Encounter Afternoon.	British Science Week World Engineering Day ASD University Visit	British Science Week Options Process ASD University Visit	Focus: Leadership and Transition to careers. 1:1 Careers Appointments (SEND)	
Sum 1	National Careers Week Careers and Aspirations: Speaking	National Careers Week Year 8 World of Work Day	National Careers Week	National Careers Week Mock Interview Day 1:1 Careers Appointments	National Careers Week
Sum 2	Careers and Aspirations: Speaking	Employer Encounter: RAF Teamwork Day	Enrichment Week: Opportunities for motivational speaking and employability skills building.	Work Experience Week. College Open Days. Prover Fair.	

Please speak to our Associate Assistant Headteacher for Personal Development 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.

### **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.

### **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.

### **4.5 Premises and facilities**

- Rayner Stephens High School will make the drama studio, Astley Sport Village, 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 Miss J.Heap.
- Providers are welcome to leave a copy of their prospectus or other relevant course literature for our school library and to be shared with our careers adviser.
- 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.raynerstephens.org.uk/about-us/policies-and-procedures>

## **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.

## **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.