

Careers Information, Advice and Guidance Policy

Vision:	Rayner Stephens High School recognises that it has a statutory duty to provide careers education in Years 7-11 and to give learners access to impartial careers information, education and guidance.
Rationale:	It is part of the mission of the school that all learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.
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This policy is yet to be reviewed and formally approved by Stamford Park Trust

CAREERS INFORMATION, ADVICE AND GUIDANCE POLICY

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1. Purpose

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

Careers information, Advice and Guidance at Rayner Stephens High School exists to prepare Learners for choices, changes and transitions affecting their future education training and employment.

Rayner Stephens High School is committed to providing high quality careers education, advice and guidance to every learner. The guidance is tailored to the needs of the individual learner 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 learners' stages of career learning, planning and development. Learners are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential.

All learners will leave Rayner Stephens High School 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.

2. Organisational Scope

Rayner Stephens High School recognises that it has a statutory duty to provide careers education in Years 7-11 and to give learners access to impartial careers information, education and guidance. It is committed to providing a planned programme of impartial careers education and information, advice and guidance (CEIAG) for all learners in Years 7 – 11, in partnership with the Positive Steps Service and other providers; and to provide extra support as required for learners with additional needs. Rayner Stephens High School aims to support Post 16 and Post 18 pathways by raising awareness and signposting all options that are available and suitable for summer school leavers on an individual basis.

3. Enforcement

This policy was developed and is reviewed in discussion with teaching and teaching support staff, learners, parents, advisory staff and other external partners (e.g. the Positive Steps/careers service).

4. Definitions

CEIAG – Careers Education, Information, Advice and Guidance

5. Policy Content and Guidelines

5.1 Rationale for CEIAG

A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of the school that all learners need a planned programme of activities to help them choose pathways that are right for them and to be able to manage their careers, sustain employability and achieve personal and economic wellbeing throughout their lives.

Rayner Stephens High School endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted that might appear from time to time.

5.1.1 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, citizenship, PSHE Education, work related learning and enterprise, equality and diversity, gifted and talented, looked after children and special needs/LLDD.

5.2 Objectives

5.2.1 Learner's Needs

The careers programme is designed to meet the needs of learners at Rayner Stephens 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 and this is why the school is working towards **Inspiring IAG** which is a Licensed Awarding Body for the national standard.

The aim of the award is to:

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance¹ and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified² senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent³ careers guidance⁴, at a time and place that suits their needs.

¹ "Professionally qualified" means an approved Career Development Institute (CDI) advice and guidance qualification at level 6 or above

² "Appropriately qualified" in this context means careers advice and guidance qualified

³ "Independent" means external to the organisation

⁴ "Career guidance" as defined by the DfE. "Careers guidance and access for education and training providers". January 2018.

7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services. This should include technical education qualifications (T levels) and apprenticeships.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.
12. Have a named "Careers Leader".
13. Publish details of your careers programme for young people and their parents.

The careers education programme includes:

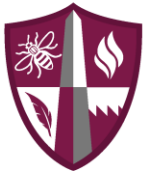
- ✓ Decision Making
- ✓ Self-Awareness
- ✓ Career Exploration (including LMI)
- ✓ Employability Skills and Career Management and which is reflected in the learning outcomes

(a) Aims for Learners

- (i) Develop an understanding of themselves and others as individuals, including their own and others' strengths and limitations, abilities and potential, personal qualities, needs, attitudes and values.
- (ii) Develop a knowledge and understanding of the education, training, enterprise and employment opportunities available to them locally, nationally and internationally.
- (iii) Understand, both as a consequence of school based activities and engagement with providers, the general key skills required by employers as well as the more specialist skills associated with careers that may be of particular interest.
- (iv) Investigate knowledge and skills people need at work.
- (v) Have open access to information upon a broad range of careers either in written or electronic form.

5.2.2 Learning Outcomes

- (i) Discuss equal opportunity issues in relation to work.
- (ii) Feel confident about planning for their options post 16.
- (iii) Know the range of options open to them and where to get information.
- (iv) Know which subjects and skills are useful for the courses and jobs they are considering.



- (v) Successfully complete a work experience placement.
- (vi) Review what they have learnt from work experience.
- (vii) Discuss their strengths and weaknesses with their tutor and set targets.
- (viii) Prepare effectively for interviews for courses and employment (via Positive Steps).
- (ix) Be better prepared for the world of work through the CEIAG and wider curriculum.
- (x) Develop important lifelong skills through participation in Curriculum days.

5.2.3 Entitlement

Learners are entitled to CEIAG which meets professional standards of practice and which is delivered by trained staff and which is person-centred, impartial and confidential. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

5.3 Implementation

5.3.1 Management

The Leader of Aspirations and Enrichment is in charge of CEIAG who leads the careers programme, the work of the Positive Steps advisor and CEIAG development across the curriculum to meet the criteria of the 8 Gatsby Benchmarks. Leader of Aspirations and Enrichment is responsible to the Deputy Headteacher and Headteacher.

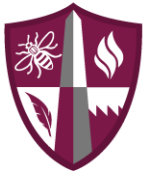
5.3.2 Staffing

All staff contribute to CEIAG through their roles in pastoral/PSHE and as subject teachers. The CEIAG programme is planned, monitored and evaluated by the careers co-ordinator in consultation with the senior leadership team. Careers information is available in the Careers/Positive Steps area and the careers section of the school's website.

5.3.3 Curriculum

The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities, work-related learning, Labour Market Information and individual learning planning/portfolio activities. CEIAG lessons are part of the school's PSHE programme. Provision is also mapped departmentally, year groups and PSHE to continue to develop a more holistic approach.

Career focussed events and visits such as:



Futures Roadshow - Annual event for Year 11 learners in conjunction with Longdendale High School– exhibitors include FE colleges, modern apprenticeship providers and employers

Year 11 -Support with applications, Information Evening covering up to date post 16 pathways, for example T Levels, apprenticeship information and moving on. Futures Career Fair in association with our partner school. One to one careers interviews, with targeted support for learners that are more vulnerable.

Taster Days - Y10 learners attend Taster Day at Tameside College, Clarendon College and Ashton 6th Form and take part in a selection of workshops. Links with other out of area colleges exist and representatives are invited into school at appropriate times.

Year 9-Attendance at Tameside Careers Fair, university campus visits.

Princes Trust-Year 9-11 Career Planning Units are covered.

Local Colleges - Information about open days, application deadlines and parents evenings distributed via tutors.

CEIAG and pathways advice - available at Parents Evenings for Year 8-11 from local colleges, apprenticeship information from ASK.

Engagement with GMHigher- including targeted enrichment for students within the target outreach ward of SK14.

Assemblies - Programme of assemblies with invited guests, ie past learners with a focus on aspiration and career pathways.

Year 8 Aspirations Day - Workshops with providers and Positive Steps to discuss career pathways and inform option decisions.

Apprenticeship and enterprise links to raise awareness and to provide information on breadth of options.

Project - Year 7 'Soft skill' and enterprise as part of a competency based curriculum.

Rayner Stephens High School are also part of the Tameside Careers and Participation Network. The school also have a named Enterprise Advisor and work closely with The Bridge, part of The Greater Manchester Combined Authority.

PSHE Curriculum to include:-

- How to contact employers / interview skills
- Writing a letter of application
- Completing an application form
- Preparing a CV
- Writing a personal statement
- Being persistent
- Employability skills

5.3.4 Partnerships

An annual Partnership Agreement is negotiated between the school and the Positive Steps Service which identifies the contributions to the programme that each will make. Our resident Positive Steps advisor is Caroline Batty. They will concentrate on delivering careers guidance to Years 9-11 Learners.

One of these will have a special focus on working intensively with a small cohort of learners who have multiple barriers to learning.

5.3.5 Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Headteacher is responsible for the effective deployment of financial resources. Sources of external funding and impartial resources for activities are actively sought.

5.3.6 Staff Development

Staff training needs are identified in conjunction with the senior leadership team and will be audited as part of CEIAG development. The school endeavours to meet training needs within a reasonable period of time.

5.3.7 Monitoring, Review and Evaluation

The Partnership Agreement with Positive Steps is reviewed annually. The programme is reviewed and the evaluation of different aspects of CEIAG is undertaken regularly and formally once a year.

5.3.8 Equal Opportunities

All Learners have equal access to and are able to benefit from the careers programme.

This document is freely available to the entire school community.

6. Legislative Compliances

Statutory guidance

Careers guidance and access for education and training providers

Statutory guidance for schools on providing careers guidance.

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

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From: Department for Education