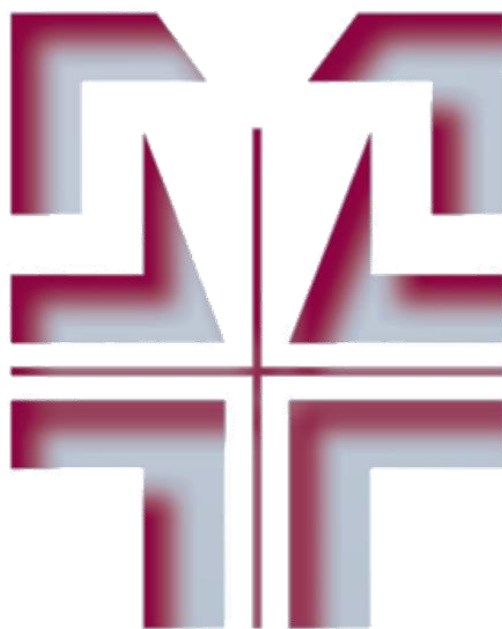


Saint Michael's CE High School

A Church of England Academy



Therefore, choose

CEIAG Policy

Responsibility to present to Headteacher	Deputy Head – Caroline Hooley
Approval	Chairs Committee 01/02/23
Next Review	Learning Committee 01/02/24
Statutory	Yes
Required on-school website	Yes (details of Careers Programme and a provider access statement are required on website)

ST MICHAEL'S CHURCH OF ENGLAND HIGH SCHOOL

A BRIEF SUMMARY OF OUR CHRISTIAN VISION

Our motto is **'Therefore choose [life]'** from Deuteronomy.



We understand this to mean growing in **body, mind and spirit**, so that all who learn and work here may flourish, experiencing the joy and hope of

'Life in all its fullness'.

This is further explained in our Mission Statement,

*'As a vibrant learning community
we choose to serve God,
pursue excellence
and celebrate the uniqueness of each individual.'*

CEIAG

This policy covers our school's approach to Careers Education, Information, Advice and Guidance. It was produced by Miss Emma Curtis, Leader in Learning for Vocational Education, Careers, Business and Enterprise, with reference to guidance from the Government's website, provider access legislation (the 'Baker Clause') and the Gatsby Benchmarks.

The aims of our CEIAG programme

CEIAG is instrumental in helping to prepare our pupils for the next step of their journey and in understanding the world of work. Within our programme we want to inspire and engage our pupils in planning their own career path and motivate them to aim high. We want to help pupils to 'be the best they can be,' ensuring they are provided with the opportunity to 'grow in body, mind and spirit', to flourish as a child of God and experience the joy and hope of 'life in all its fullness'.

Responsibility

Mrs Hooley – Deputy Headteacher

Miss E Curtis– Leader in Learning for Vocation Education, Careers, Business & Enterprise

Statutory Information and Guidance

The Department for Education's 2023 statutory guidance for governing bodies, school leaders and school staff sets out the expectations of schools which includes:

- Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Every school must provide a minimum of two encounters with Post-16 education providers for pupils during year 8 or 9 that are mandatory for all pupils to attend.
- Every school must provide a minimum of two encounters with Post-16 education providers for pupils during year 10 or 11 that are mandatory for all pupils to attend.
- Every school must write a policy statement that sets out their arrangements for provider access detailing the ways in which colleges and training providers will be granted access including any procedural requirements, grounds for granting and refusing requests and details of premises or facilities to be provided to a person who is given access.
- Every school must ensure provider access arrangements as outlined in the policy statement are followed and publication is made.

Our CEIAG principles

Our school has a critical role to play in preparing young people for the next stage of their education or training and beyond. Expectations should be set high, including for the most vulnerable and those with SEND so that every pupil is stretched and acquires the skills, attributes and Christian values that are important to employers. We want all our young people to 'be the best they can be' and to be aware of the 'uniqueness' of what they can offer.

Our CEIAG programme must:

- meet the eight Gatsby Benchmarks
- link effectively with PHSE Education and the National Curriculum in order to maximise student learning and avoid unhelpful repetition
- provide totally impartial and up to date information by working closely with careers advisers, employers, FE and HE institutions and other agencies
- challenge stereotyping and encourage pupils to widen their career ideas
- inform pupils how to deal with prejudice and discrimination and how to use skills of assertiveness and negotiation
- support more vulnerable young people including those with special educational needs and those who are disengaged or at risk of disengaging by working with local authorities and education providers
- reflect the true nature of today's and tomorrow's world of work and provide clear Labour Market Information.

We additionally aspire our CEIAG programme will:

- help pupils with their self-awareness and self-development
- allow pupils to practise career exploration skills and gain an understanding of the full range of options available to them
- help pupils to develop career management skills e.g. excellent job/course applications and to make effective decisions
- celebrate the uniqueness of each pupil

Governing body responsibilities

Governing bodies have a statutory duty to ensure that all registered pupils at St Michael's CE High School are provided with independent careers guidance from Year 7 to 11. The governing body must ensure that the school's strategic careers plan:

- is developed in line with the Gatsby Benchmarks
- outlines how the careers programme will be implemented and how its impact will be measured
- provides independent careers guidance to pupils throughout their secondary education (Year 7 to 11) that:
 - is presented in an impartial manner
 - includes information on the range of education or training options
 - considers and promotes the best interests of the pupil to whom it is given
- includes arrangements to allow a range of education and training providers to access all pupils in year 8 to 11 to inform them about approved technical education qualifications and apprenticeships
- is monitored by a member of the Governing Body who takes a strategic interest in careers education and guidance and encourages employer engagement

Year 9 Curriculum Enrichment

Our Year 9 Curriculum Enrichment programme is an innovative series of lessons aimed at encouraging our young people to make a difference in their community. Pupils take part in a range of different activities which are in line with our school vision, providing them with further curriculum opportunities to 'grow in body, mind and spirit' and to 'experience life in all its fullness.' The programme enables all pupils to achieve their Bronze Duke of Edinburgh's Award. Achieving the Duke of Edinburgh's Award is renowned reward and very highly recognised by universities and the job sector. When applying to colleges and universities they like to see accomplishments, beyond academic achievements, and the DoE provides pupils with 'soft skills' such as communication, commitment, leadership and teamwork. It is a fantastic way to demonstrate and evidence these skills in practice.

The various activities we have incorporated into the programme will enable our pupils to work towards this award and by the end of Year 9, all pupils will have covered their volunteering, skills and physical sections within their timetabled lessons. Within the Curriculum Enrichment programme there are 4 sessions of careers that all pupils in Year 9 will cover.

Below is information about how CEIAG and the Gatsby Benchmarks are integrated at St Michael's.

Gatsby Benchmarks at St Michael's

GATSBY BENCHMARKS		CURRENTLY IN PLACE AT ST MICHAEL'S TO MEET THE GATSBY BENCHMARKS
1	A stable careers programme	<ul style="list-style-type: none"> ▪ Living Education – all years cover a term on Careers within the Living Education (PSHE) SOW. ▪ Y10 pupils have a period a month on Careers, where local colleges come in to teach them about employment skills, interview techniques and post-16 options. ▪ Y9 Curriculum Enrichment programme includes 4 lessons of Careers based activities. ▪ Annual career focused enrichment opportunities and events.
2	Learning from Labour Market Information	<ul style="list-style-type: none"> ▪ Y9 – Y11 pupils have a Living Education lesson about LMI. ▪ Y9 Curriculum Enrichment programme lessons include LMI and guidance about job availability and opportunities.
3	Addressing the needs of each pupil	<ul style="list-style-type: none"> ▪ Careers programme raises aspirations and encourages wider review of career opportunities. ▪ Living Education challenges stereotypical thinking of all pupils. ▪ National Careers Week assembly (themes: what they should be thinking about, stereotypical thinking and wider opportunities) ▪ National Apprenticeship Week assembly ▪ Personal work experience information collated. ▪ Intended destination data shared with LCC. ▪ Destination data collated for all school leavers. ▪ Options drop in advice sessions available for pupils Y9 and Y11. ▪ Careers Advisor appointment to address individual need and to provide specific career and further education guidance. ▪ Alternative Curriculum provision provided to pupils in Y10 and Y11 where attendance at college is arranged for pupils at risk of disengagement from education pre and post-16.
4	Linking curriculum learning to careers	<ul style="list-style-type: none"> ▪ <i>Please see the table below (CEIAG at St Michael's) to see how curriculum areas currently link to Careers in each year group.</i>
5	Encounters with employers/employees	<ul style="list-style-type: none"> ▪ Y9 Curriculum Enrichment programme pupils have encounters with the following employers/employees: <ul style="list-style-type: none"> ▪ Highgrove House ▪ Cuerden Park ▪ Y11 Career CVE days provides encounters with employers around the local area.

		<ul style="list-style-type: none"> ▪ Y11 Work Experience programme provides a week's encounter with employers and professionals. ▪ Y11 Careers Fair includes encounters with employers from different sectors.
6	Experiences of workplaces	<ul style="list-style-type: none"> ▪ Y9 Curriculum Enrichment programme pupils attend Cuerden Valley Park and Highgrove House and experience the work done by groundsmen and care staff. ▪ Y11 Work Experience programme provides a week's experience of the workplace. ▪ Personal work experience information collated. ▪ Parliament trip
7	Encounters with further and higher education	<ul style="list-style-type: none"> ▪ Y11 Post-16 pathway support - local colleges deliver assemblies, drop in sessions, college interviews, application & personal statement guidance sessions, drop-in sessions for A-Level and vocational subject choices. ▪ Y10 Career lessons – a range of local providers lead the various lessons. ▪ Y10 Sample Day at Runshaw College. ▪ Y10 Sample experience at Myerscough College. ▪ Y11 Careers Fair includes encounters with further and higher education providers. ▪ Brilliant Club visit to a university. ▪ Y8 Apprenticeship/T-Level Event ▪ Y9 Apprenticeship/T-Level Event
8	Personal guidance	<ul style="list-style-type: none"> ▪ All pupils have a careers interview by the time they leave in Y11 (some pupils have more)

CEIAG at St Michael's

YEAR 7	
<ul style="list-style-type: none"> ▪ Pupils study a 'Careers' session during their induction week in September ▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i> 	
Living Education	<ul style="list-style-type: none"> ▪ Raising pupils aspirations ▪ Challenge career stereotypes ▪ Begin using Unifrog (<i>This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination</i>)

YEAR 8	
<ul style="list-style-type: none"> ▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i> ▪ Apprenticeship/T-Level event ▪ MFL - European CV Enrichment Day – Careers section 	
Living Education	<ul style="list-style-type: none"> ▪ Strengths and weaknesses ▪ Developing their interests and aspirations ▪ Continued use of Unifrog (<i>This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination</i>)

YEAR 9	
<ul style="list-style-type: none"> ▪ Curriculum Enrichment Programme – <i>Pupils have the opportunity to experience workplaces and to have encounters with employers & employees</i> ▪ Options Evening has a section about Careers for parents/carers & pupils ▪ Careers Interviews – <i>independent careers advisor is available for pupils.</i> ▪ STEM CV Enrichment Day – <i>Links to Science, Technology, Engineering and Maths</i> ▪ Apprenticeship/T-Level event 	
Living Education	<ul style="list-style-type: none"> ▪ Choosing GCSE subjects ▪ Employability considerations ▪ Employability planning & reflections ▪ Writing personal statements ▪ Continued use of Unifrog (<i>This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination</i>)

YEAR 10

- Runshaw Sample Day – *Pupils have the opportunity to have an encounter with a further education provider. They choose subjects they are interested in studying at A-Level/BTEC and they have a day at a local college, experiencing taster sessions in those subject areas.*
- Myerscough Sample Experience - *Pupils experience a taster of courses available at Myerscough College and learn about the Higher Education opportunities they provide.*
- Careers Interviews – *independent careers advisor is available for pupils.*
- Career’s lessons (during RE lesson) – *Information about the different pathway options & taster sessions of A-Level courses.*

Living Education

- Social media and employability
- Rights and responsibilities
- Being ready for work
- Continued use of Unifrog *(This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination)*

YEAR 11

- Work Experience week – *Pupils complete one week of work experience.*
- Careers Interviews – *independent careers advisor is available for pupils.*
- Assemblies – *A number of local colleges come in to lead assemblies giving pupils opportunity to hear information from further education providers*
- Careers Fair - *Pupils participate in a Careers Fair providing pupils the opportunity to have encounters with employers/employees/colleges/sixth forms/higher education providers.*

Living Education

- College application process and your post-16 plan
- Application help
- Career identity
- Part time work and employability
- Continued use of Unifrog *(This gives our pupils information they need to make important decisions about future careers, what subjects to take, courses, LMI and what they can do to reach their chosen career destination)*

Curriculum

Other possible Careers experiences (whole school)

- Display Boards in a variety of areas (*at least 1 per dept*) – *English, MFL, Geography, History, RE, PE, Technology, ICT, Computer Science, Business*)
- Whole school 'Career' display board
- Whole School Post-16 promotions on display screens
- Career's Interviews – booked via tutors, Pupil Managers and SENDCO

Curriculum

English: In Y11, pupils are given advice on English A Levels and routes to different career paths.

Maths: During Y11 pupils are offered the chance to listen to lectures from people whose job it is to use mathematics. For each of the 27 units of work a shared lesson file has been produced that outlines specific careers that link to the topic being taught. These are job roles or careers in which that particular mathematics skills is being used.

Science: The department has developed links with IOP to improve gender balance. Staff have identified careers and links to specific careers for each topic at GCSE and this information is to be embedded into lesson PowerPoints. Careers are discussed in lessons when relevant and how the particular content links to a career path. Throughput lessons students are taught skills which can be used in the next stages of their careers and education.

RE: Lancaster University contacted with the intention of running a trip. Buckshaw Church have been contacted to get visitors in. Link with Edge Hill possible visit/students to come to school. Police and Vicars visits. Moodle contains a section on careers which has been shared with parents via twitter. A-level taster lesson on Moodle.

Geography: Developing skills that can be used in HE and in the workplace. Discussing geography careers available. Display in corridor – "Where can geography take you?"

History: Skills imbedded in the subject, especially literacy & critical thinking skills, research skills and independent study & reading skills. Careers using history posters are in history classrooms and include suggested career pathways in the subject.

	<p>MFL: Display – famous people that speak languages. 'Jobs and future plans' topic covered in Year 10. Runshaw College A level French/German lessons. Created a new 'careers/mock interview' lesson.</p> <p>PE: Talk through possible careers during lessons they link to, not a one off lesson and promote college courses when they are sent and pathways after GCSE PE. We teach beyond the curriculum syllabus at GCSE level. We have been told by our students whom have taken PE at KS5 that they are the most prepared of their contemporaries and have an extended knowledge preparing them for the course.</p> <p>ICT: Inclusion of Careers/The bigger picture slides within schemes of learning / Careers board.</p> <p>Business: Display board and a lot of referencing within lessons. Easy to link to careers within this subject.</p> <p>Computer Science: Display board in T5 and I do a few links to different careers depending on the topic.</p> <p>Technology</p> <p>Food: Careers display boards/posters for Food Preparation and Nutrition in T3 and T4. Careers are discussed during the options talk in the hall with our department. In GCSE lessons pupils are shown some Food in the factory DVD's - careers are discussed. Gatsby work has been completed poster are in T3 and 4 and power points have reference to careers in them.</p> <p>DT: Posters on display, information given at Y9 Options talk. Examples of careers discussed in lessons. Advice given to pupils on an individual basis when asking about their options.</p> <p>Art: Art -Careers /past pupils display, Staff visit Newman and Runshaw to keep pupils updated. Careers information added to Moodle.</p> <p>Textiles: Textiles – posters on display. Careers discussed in each project linking to the project.</p> <p>Performing Arts: A number of our pupils choose to pursue drama beyond St Michael's and are encouraged to visit relevant departments at local colleges. Former pupils often visit to share their experiences and in the past establishments have shared workshops.</p>
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