

**Warmley Park School and College (WPSC)**  
**Careers Education Advice Information and Guidance Policy (CEIAG).**

**Intent**

At Warmley Park, our school motto “*Aspire, Believe, Enhance, Achieve*” is at the heart of every aspect of our provision. Supporting students to “aspire” is an integral part of our CEIAG programme and it begins with students having a clear direction. To this end we place great emphasis on providing our students with the necessary education, information, advice and guidance to ensure that each and every one of them finds their own pathway to success.

Careers education does not just mean informing students about their options Post 16/19, but also how their school career will affect their futures. Our curriculum is designed in such a way that students can build incrementally towards appropriate outcomes throughout their whole school career. It is our duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school, how these choices will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for employment. Students need help to make choices and manage transitions: to do this effectively they need good quality careers education, information, advice and guidance.

We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options that are most likely to help them to achieve their ambitions. We will also provide access to a range of bespoke placements within the community for students to experience what a real job is like so they can make informed decisions about their future.

We will work with a range of dedicated organisations who strive to ensure that young people have more opportunities to connect with the world of work and potential future employers.

## To inspire our students and motivate them to achieve their goals, we aim to:

- provide good quality independent and impartial careers advice
- provide information and guidance which is in the best interests of the student
- contribute to raising achievement; encouraging students to develop high aspirations
- provide opportunities to work in partnership with employers, training providers, local colleges and others
- provide opportunities to inspire students through real-life contact with the world of work
- develop enterprise and employability skills through the whole curriculum to gain and develop skills in the workplace
- support inclusion, challenge stereotyping and promote equality of opportunity
- support students at key transition points
- provide access to job coaches to support students in work experience and the job application process
- provide support to parents to raise awareness and aspiration relating to employment
- Identify students' strengths interests and motivations through vocational profiling.

## Implementation

CEIAG at Warmley Park has four elements:

- 1) **Careers Education:** Planned programmes in the curriculum giving students knowledge and skills to help them to plan / manage their own career.
- 2) **Career Information:** Including options, skills, occupations, pathways and progression routes.
- 3) **Work Related Learning:** Experiences within and outside the curriculum to help students learn about economic well-being, careers and enterprise through work experience, volunteering and work placements.
- 4) **Careers Advice and Guidance:** Independent and impartial careers advice and guidance.

## What a student can expect at Warmley Park School and College

EYFS	KS1 and 2	KS 3 and 4	Key Stage 5
<p>Focus on self-awareness and self-regulation.</p> <p>Introduction to careers through “People who help us in school”.</p> <p>Staff with varying roles visiting classes with a range of tools/ equipment they use e.g. school cook, site manager.</p> <p>Visits to different areas in school including the kitchen, reception, site manager and medical room.</p> <p>Visits from therapists.</p> <p>Role play with supporting resources in child initiated learning sessions.</p>	<p>Focus on Self Awareness.</p> <p>Focus on “People who help us in the community”</p> <p>Role play with supporting resources in child initiated learning sessions.</p> <p>Visits to and from local community providers e.g. emergency services, shops, opticians, hairdressers, health centres, opticians, libraries etc.</p> <p>Reading and storytelling materials related to jobs and employment.</p> <p>Expectation that employment is mentioned in all annual reviews</p> <p>Students will have ‘job roles’ in class.</p>	<p>Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.</p> <p>Vocational profiles are started. Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.</p> <p>Students are encouraged to think about what they might like to achieve after school.</p> <p>Students explore Post 16 pathways.</p> <p>Expectation that employment is mentioned in all annual reviews</p> <p>Students will have job roles within the wider school, including running the school café.</p>	<p>Students are encouraged to reassess personal strengths with a focus on transferable skills.</p> <p>Students are encouraged to investigate different jobs/careers and develop economic awareness.</p> <p>Students are encouraged to challenge stereotypes within the world of work and traditional job roles.</p> <p>Students develop interview techniques and complete a mock interview with a local employer.</p> <p>Students are encouraged to think about the kind of behaviour potential employers look for.</p> <p>Students are assisted with CV writing and encouraged to have a completed a CV and cover letter.</p>

		<p>Students are exposed to the world of work through employer encounters and community volunteering.</p> <p>Years 9 and 11 students will meet with an independent careers adviser.</p>	<p>Expectation that employment is mentioned in all annual reviews</p> <p>Students have a wide range of opportunities to engage with a range of local business, FE, and training providers.</p> <p>Students are supported with post 19 choices and encouraged to consider all their options.</p> <p>Students complete volunteering and work experience placements.</p> <p>Students are encouraged to attend college open days and taster days with employers.</p> <p>Students in Year 13 will meet with an independent careers adviser.</p>
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**Our Careers curriculum has been developed using the Gatsby Benchmarks as a framework:**

Gatsby Benchmark 1: Deliver a stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
Gatsby Benchmark 2: Learning from career and labour market information	Every student and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.
Gatsby Benchmark 3: Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
Gatsby Benchmark 4: Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of careers paths.
Gatsby Benchmark 5: Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
Gatsby Benchmark 6: Experiences of workplaces	Every student should have first-hand experience of the workplace through work visits, work shadowing, and/or work experience to help their exploration of career opportunities, and expand their networks.
Gatsby Benchmark 7: Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
Gatsby Benchmark 8: Personal guidance	Every student should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.

## **Staffing**

WPSC has a designated member of the Senior Leadership team who is in charge of ensuring the careers programme is high quality and meets the statutory requirements.

WPSC has an appropriately trained Careers Leader and buys in an independent Careers Advisor on a regular basis to meet statutory requirements. Warmley Park School is committed to fulfilling its statutory duty to secure independent and impartial Careers Education, Information, Advice and Guidance (CEIAG) for young people in Years 8-13 under Section 29 of the Education Act 2011 (Section 45A of part VII of the Education Act 1997). This policy also reflects statutory guidance for governing bodies, school leaders and school staff, March 2015 and January 2018.

All teaching staff will be briefed on a basic understanding of the CEIAG provision to ensure they are aware of their role in relation to this. Teachers in Key Stages 4 and 5 and the SENCO will be trained more specifically. All members of staff at WPSC are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Leader

Staff training needs are identified as part of the Partnership Agreement process and during regular planning meetings between the Careers Lead and Line Manager

WPSC has a designated Governor to oversee the delivery of CEIAG provision.

## **Governor Responsibilities**

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 14.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

## **Resources**

Funding is allocated in the annual budget. The Careers Lead is responsible for the effective deployment and preparation of resources. Resources are maintained centrally on the School Staff Shared Area for all staff to access.

## **Related Policies**

Warmley Park endeavours to follow the Career and Work-Related Framework – CDI 2015 and other relevant guidance from DfE, QCA, and Ofsted as it appears. The school follows the statutory guidance for impartial Careers Guidance for young people in schools – March 2015, updated in April 2017.

The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

CEIAG is underpinned by all of the current policies held within the school. These include the Work Experience, Child Protection, Equal Opportunities, Racial Equality, Anti-bullying, Inclusion and Staff Development policies.

## **Safe Guarding**

We are committed to the safety and wellbeing of our pupils and students whilst they are in our care, and also in preparing them for their future beyond Warmley Park and the World of Work. To support this we proactively teach about healthy relationships in all key stages as part of our Relationships Education and Relationships and Sex Education. Further to this we have a zero tolerance approach to bullying and work with our pupils and students to encourage them to speak out against bullying, to know that they are responsible for their own behaviour, and to respect others. We work with families to promote online safety and teach our pupils and students what to do if they come across something that is harmful and how to protect themselves online. We believe that one of the most empowering skills that we can develop in our pupils and students to help to keep them safe in all areas of their lives, is the development of their communication which includes 6 core themes- I like/ I don't like, I want/ I don't want, more/ finished, people, places, and body parts. All staff receive annual update training on Safeguarding.

## **Provider Access**

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.
- Appendix 1 attached shows how providers can make contact to share education and training opportunities and information with students and parents/carers.
- The school and college will work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

## **Monitoring, Evaluation and Review**

The Head Teacher will ensure that:

- The work of the Careers Advisor and CEIAG events are supported and monitored.
- A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:



- Feedback from stakeholders through mechanisms such as student voice and parent surveys.
- Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted.
- The number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of Warmley Park School and College will review this policy every three years.

## **Appendix 1**

### **Application for Provider Access**

#### **Introduction**

This document sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils in years 7-14 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

#### **Management of provider access requests**

##### **Procedure**

A provider wishing to request access should contact:

Name: Marian Lovell

Role: Careers Lead/ Head of College

Telephone: 01454 867272

Email: [marian.lovell@warmleyparkschool.org.uk](mailto:marian.lovell@warmleyparkschool.org.uk)

## **Opportunities for access**

WPSC offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the Careers section on the school and college website.

Please speak to our Careers Lead to identify the most suitable opportunity for you.

WPSC will make a suitable space available for discussions between the provider and students, as appropriate to the activity.

WPSC will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead so that they can be displayed in the Careers Section.