



The Derby High School

POL009

CAREERS EDUCATION,  
INFORMATION, ADVICE & GUIDANCE  
(CEIAG) POLICY

2016-17

Audience: Public

# CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY

## OUTLINE

The Derby High School recognises that the school has an obligation to provide careers education, information, advice and guidance (CEIAG) and to show how it intends to address the career learning and development needs of its students and to fulfil its statutory obligations. This policy is developed in consultation with those responsible for planning, delivering and reviewing CEIAG as well as the young people and their parents who will benefit from it.

## REVISION LOG

<b>Change Date</b>	<b>Reason for change</b>	<b>Details</b>	<b>Approved By</b>
Summer 2013	Document Created	First Revision	School Governing Body
Autumn 2014	Annual Review		School Governing Body
Summer 2015	Annual Review		School Governing Body
Summer 2016	Annual Review		School Governing Body

## RATIONALE

A young person's career is the progress they make in learning and work. 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. Schools have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students access to careers information and impartial guidance (1997 Education Act). Additionally, DfE statutory guidance from April 2014 states schools must provide careers guidance which inspires and motivates young people to fulfil their potential. This policy is continually reviewed and updated to reflect current DfE guidelines. The most recent of which was published in March 2015.

## COMMITMENT

The Derby High School is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all students in Years 7-11, in partnership with the Bury Connexions Service. We are continually developing and refining the CEIAG provision to ensure that students receive the highest quality impartial advice, and their parents are involved and engaged with the 14-19 decision making process.

The Derby High School follows the National Framework for CEIAG 11-19 in England (DfES, 2003), the Young People's Information, Advice & Guidance (IAG) Standards (DCSF, 2007) the statement of careers education principles (DCSF, 2008) and other relevant guidance from DCSF, QCA and Ofsted that appears from time to time.

The Ofsted report published on 4th December 2014 states

'Advice given to students about the next steps in their education is excellent'.

In November 2015 the school held its first careers awareness event for parents and students of Year 10.

In March 2016, The Derby High School has gained Stage 3 (Gold Standard) of the Inspiring Information Advice and Guidance Award. We are only the second Secondary School in the authority to have this award at this level.

## DEVELOPMENT

This policy was developed and is reviewed annually in discussion with teaching staff, the school's Connexions personal advisers, students, parents, governors, advisory staff and other external partners.

## 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, PSCHEE, work related learning and enterprise, equal opportunities and diversity, gifted and talented, looked after children and SEN.

## OBJECTIVES

### STUDENTS' NEEDS

The careers programme is designed to meet the needs of students at The Derby High School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Student outcomes are recorded and cross referenced to ensure a high degree of personalisation and suitability.

### ENTITLEMENT

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, impartial and with an appropriate degree of confidentiality. It is integrated into students' experience of the whole curriculum. The programme raises career progression awareness and aspirations, challenges stereotypes and promotes equality and diversity.

## IMPLEMENTATION

### MANAGEMENT

Damion Langford (Information Advice and Guidance Officer - IAG) and Ed Wilkinson (Senior Assistant Headteacher) work together to ensure that careers input is comprehensive, timely and bespoke according to a strategic action plan. This area is supported by Ms Susan Southworth (Governor). Work experience activities are planned and implemented by the

Senior Assistant Headteacher, supported by the IAG officer.

### STAFFING

All staff contribute to CEIAG through their roles as form tutors and subject teachers. Specialist sessions are delivered by the PSCHEE team which includes Form Tutors and specialist visitors. Connexions Personal Adviser Tony Brunner provides specialist careers information, advice and guidance in highly focused face to face student guidance interviews in partnership with the IAG Officer. The IAG Officer conducts career planning interviews with students categorised as DPP. From January 2016, an additional Connexions Advisor engaged with those students with specific or complex needs and attends Special Educational Needs (SEN) reviews to dovetail with the work done by the Special Educational Needs Co-ordinator (SENCO) in raising aspiration and facilitating successful cross phase transfer within her remit. A wide range of post 16 routes are explored in a highly personalised way where students may participate in tailored sessions such as challenging gender stereotypes, apprenticeship days and life skills seminars. Information is available in the Connexions Resource Centre, an on-line resource which is maintained by the school librarian.

Administrative support is available to the IAG officer and the Connexions advisors.

## CURRICULUM

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning opportunities, and individual planning and target setting activities. Careers lessons are part of the school's PSCH EE curriculum. Other focused events form a regular part of preparing our students for the world of work. We utilise our many excellent partnerships with industry, business, further education, higher education and charitable organisations. For example, themed events and workshops are planned and delivered throughout the year.

Statutory elements of Careers Education are included in the PSCH EE Programme:

- Year 7 – Decision making, personal awareness, identifying barriers to success, target setting
- Year 8 – Careers Library/ICT/career preparation activities, opportunity awareness, target setting
- Year 9 – Careers opportunity awareness, Labour Market Information (LMI), SENCO intervention via review meetings and option choices, National Careers Service.
- Year 10 - Work based learning activities
  - Connexions personal interviews
  - Tailored and focused careers interviews
  - Work experience activity
- Year 11 - Further education application guidance and preparation
  - FE College presentations
  - Individual follow up careers interviews
  - Group interviews – Apprenticeships
  - College application and interview preparation

## WORK EXPERIENCE

We are continually looking for opportunities to make our curriculum and school experience as 'real to life' as possible for all students. To this end, students engage with representatives from our wide range of partners and respond to real-life briefs in many curriculum areas. Additionally, our Year 10 students annually participate in a high quality and immersive work related learning experience. In 2015 and 2016 this is coordinated by the Senior Assistant Headteacher and supported by the IAG officer. In 2015 students were involved in a carousel of activities from a wide range of partners including Apprenticeship providers, O2 digital industries, University of Manchester student ambassadors and STEM ambassadors from the worlds of Science and Technology. Work experience develops a greater

understanding of the world of work and the key skills, attitudes and knowledge required to make appropriate transitions after school. Links between the school curriculum and employment are enhanced through opportunities to learn directly about working life and the working environment at first hand from those already in the workforce. Contact with employers inspires our students, and can dispel pre-conceptions around jobs and careers. In accordance with the DfE guidance of April 2014, and the most recent update of this in May 2015, we inspire our students through this real-life contact with the world of work. These experiences are the vehicles via which the school ensures that all of our students are made aware of the vast range of opportunities available to them, and ultimately empower our students to make informed decisions about their futures.

## ASSESSMENT AND ACCREDITATION

The intended career learning outcomes for students are based on the recommended National Framework. The Derby High School has recently been awarded the CEIAG Level 3 award.

## PARTNERSHIPS

An annual partnership agreement is negotiated between the school and the Bury Connexions Service which identifies the contributions to the programme that each will make. Other links are being pursued and developed, for example with local 14-19 partners, FE colleges and Bury high schools. We also foster highly productive partnerships with a wide range of companies including O2, the Ogden Trust, COMINO, The Ideas Foundation.

We are now working collaboratively with Marshalls Construction. This has led to many new aspiration and awareness raising activities including an 'Inspiring Girls' course with Year 8 Pupil Premium female students, and as part of our Year 10 careers day, a 'preparation for the world of work' workshop.

## 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 Senior Assistant Headteacher is responsible for the effective deployment of resources.

## STAFF DEVELOPMENT

Staff training needs are identified as part of the partnership agreement process with the Bury Connexions Service, CEIAG

accreditation staff and the Deputy Headteacher for the curriculum. The school endeavours to meet training needs within a reasonable timeframe. In the Autumn term of 2015 all form tutors and trainee teachers received Labour Market Information training.

## MONITORING, REVIEW AND EVALUATION

The partnership agreement with Connexions is reviewed termly by the Senior Assistant Headteacher and the IAG officer. All areas of the programme are formally reviewed annually by the Senior Assistant Headteacher, IAG officer and Connexions manager to identify areas of outstanding practice and areas for improvement. Evaluation of different aspects of CEIAG is undertaken regularly including the use of student voice following interventions at KS3 and KS4.

## PUPIL PREMIUM CHILDREN, AND YOUNG PEOPLE IN CARE AND SEN PUPILS

All students in these categories receive enhanced, bespoke information, advice and guidance from the IAG officer. This process is integral to these students having ambition, drive and commitment to achieve at the highest possible level, leading to successful lives and future careers. Many activities delivered through the course of the year are specifically designed for and aimed at Pupil Premium students to engage and enthuse.