



The Derby High School POL009

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

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

| Change Date | Reason for change | Details | Approved By |
|--------------------|--------------------------|----------------|-----------------------|
| 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 |
| Summer 2017 | Annual Review | | School Governing Body |
| Autumn 2018 | Annual Review | | School Governing Body |
| Autumn 2019 | Amended | | 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 January 2018 (Careers guidance and access for education and training providers providers) gives clear guidance on what we must do and gives recommends that we work towards adhering to the Gatsby Benchmarks. This policy is continually reviewed and updated to reflect current DfE guidelines.

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. 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.

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.

The school has recently, in April 2018, entered into a partnership agreement with Positive Steps, who deliver and sure high standards are maintained in our one to one Guidance interviews.

The Bury Connexions service continues to work with students with special needs.

DEVELOPMENT

This policy was developed and is reviewed annually in discussion with teaching staff, the school's careers 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 (Students' Aspirations Lead) ensures that careers input is comprehensive, timely and bespoke according to a strategic action plan. He is the School's designated Careers Leader. Mr Langford reports back to the Senior Leadership team. This area is supported by Mr Kirkman (Governor). Work related activities are planned and implemented by the by the Careers Leader.

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. Positive Steps Personal Adviser Hugh Larkin 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. Connexions Advisor Sue Udall engages 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. Careers Information is available in the School Library. The school librarian also refers students to our Careers Advisors for more support. 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 PSCHEE 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. We consult with all curriculum leaders regarding career opportunities within their subject areas and publicise the details. We track hopes and aspirations linked to subject areas and ensure class teachers are informed to generate and inform dialogues with pupils.

Statutory elements of Careers Education are included in the PSCHEE 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 RELATED LEARNING

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. 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. We are currently offering extended work experience for targeted students via Education Training Partnership. 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 January 2018 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. From September 2018 we will be working in partnership with Greater Manchester Combined Authority Enterprise Coordinator to ensure we are in a strong position to deliver on all eight of the Gatsby benchmarks in a reasonable timescale.

ASSESSMENT AND ACCREDITATION

The intended career learning outcomes for students are based on the recommended National Framework.

PARTNERSHIPS

An annual partnership agreement is negotiated between the school and the Bury Connexions Service (SEND) and Positive Steps 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, universities and Bury high schools. We also foster highly productive partnerships with a wide range of companies including the Ogden Trust, COMINO, The Ideas Foundation.

RESOURCES

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area.

STAFF DEVELOPMENT

Staff training needs are identified as part of the partnership agreement process with Positive Steps, CEIAG accreditation staff and the Deputy Headteacher for the curriculum. The school endeavors to meet training needs within a reasonable timeframe.

MONITORING, REVIEW AND EVALUATION

The partnership agreement with Positive Steps is reviewed termly by the IAG officer. All areas of the programme are formally reviewed annually by the IAG officer and Positive Steps 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.