



Hawley Hall High School

POLICY NAME: Careers Education, Information, Advice & guidance (CEIAG) Policy

ADOPTED: October 2021

REVIEW PERIOD: December 2022

SIGNATURE: _____

Chair of Governors

(CEIAG) Policy – HHHS

Introduction

This policy statement sets out Hawkley Hall High 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 Pupil entitlement.

Pupil Entitlement

All pupils in years 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.

Careers Education and Guidance Policy

1. Statement of Principle

We believe that a well-structured and highly effective programme of Careers and Education Guidance will play a key role in contributing to prepare our young people for the opportunities, responsibilities and experiences of adult life. It is one element of our emphasis on personalised learning. By working in partnership with external agencies, we will provide accurate and focused careers information, advice and guidance tailored to individual needs and thereby ensuring that our students will be able to make informed choices about their career pathways.

2. Aims of Careers Education and Guidance (CEG)

Our key aim is to ensure that we take an 11-19 approach to our provision of CEG so that students begin to develop a real understanding, even at an early age, of careers and work related information that develops their sense of enquiry not only about careers and higher/further education but also about their individual skills and aptitudes. At KS3, this builds up to prepare students for their options choice in Year 9 as they enter the 14-19 phase of their education. From KS4, CEG is encapsulated in an Individual Education Plan for each student and this will act as a guide to focusing students for life after school in terms of career decisions and life planning. Our aims for CEG are to work with external agencies in order to:

- contribute to strategies for raising achievement, especially by increasing motivation;
- encourage students to become reflective learners who are self-aware of their strengths, skills and attributes and how these link to career and life planning;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage participation in continued learning, including higher education;
- develop enterprise and employability skills in line with our Science and Enterprise specialism;

- reduce drop out from, and course switching in, education and training and thereby ensuring that the school contributes to reducing the numbers of students who are not in education, training or employment;
- contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing;
- make clear to students how their behaviour, attendance and learning skills are inherently linked to their career's prospects and future prosperity.

The main body of the statutory guidance uses the Gatsby 8 Benchmarks with information on how to achieve each one. Schools should work towards achieving them now and meet them by the end of 2020. The 8 benchmarks are:

<p>1. A stable careers programme</p>	<p>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.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>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 best use of available information.</p>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given</p>

		<p>to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
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 future career paths.	By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	Including careers talks, careers carousels, careers fairs, mock interviews, CV workshops, mentoring, employers delivered workshops, enterprise competitions.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p> <p>High quality and meaningful work experience form a required part of 16-19 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include: workplace visits; work experience (1-2 weeks); job shadowing; career-related volunteering and social action.</p>

<p>7. Encounters with further and higher education</p>	<p>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.</p>	<p>By the age of 16, every student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</p> <p>By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> <p>We must ensure that there are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all students in years 8 to 13. We would expect the opportunities to include a visit from a Studio School to inform key stage 4 choices; a visit from a University Technical College to inform key stage 4 and key stage 5 choices; and visits from a range of providers of apprenticeships and technical options, including an FE college to inform key stage 4, key stage 5 and post-18 choices. Schools are not required to accept every request from a provider to visit but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to all students in each year group from years 8 to 13.</p>
<p>8. Personal guidance</p>	<p>Every student should have opportunities for guidance interviews with a career 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.</p>	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p> <p>Every pupil should have opportunities for personal guidance interviews with a qualified (to level 6 or higher) careers</p>

		adviser whenever significant study or career choices are being made.
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3. Objectives

3.1 For students

- Develop an invaluable set of life and employability skills essential for a successful career in the 21st century;
- Ensure that they are well briefed on careers and work-related learning so they can make informed choices about their future lives;
- Take responsibility for their own behaviour, attendance, punctuality and attitude to learning in order to support them in enterprising which acts a key platform for success as an adult in the workplace.

3.2 For Parents and Carers

- To be fully involved by supporting the school in its development of the CEG curriculum. Parents will be expected to take an active part in the CEG delivery whether it be through home based discussions, actively working with students on career planning tasks and even working with the school through providing local support in the form of guest speakers.

3.3 For Teachers and Tutors

- Deliver the CEG unit as organised by the teacher in charge of careers, ensuring that they deliver the units in a motivating and stimulating way that encourages their pupils to become self-aware and to explore their career development and career management;
- Ensure that they support the delivery of the CEG that is relevant to their own subject area's programme of study and schemes of work;
- To act as role models for students in developing enterprising attitudes that will act as the foundation stones for motivating students to be lifelong learners.

3.4 For Coordinators

- To ensure that schemes of work are audited and reviewed to develop opportunities for career based activities;
- To monitor, evaluate and review the work of the tutees in their subject area in delivering the careers programme;
- To ensure that links are made where appropriate to facilitate work related learning and employer engagement in the enterprise process;
- To include development of CEG in subject improvement planning, for example, as part of WRL within an enterprise contracted unit of work.

3.5 For the Teacher in charge of careers across school

- To ensure that the CEG curriculum is planned effectively with clear learning outcomes and progression for all year groups in the school, in particular meeting the statutory requirements at KS4;
- To ensure that the careers plan is in place;
- To develop all aspects of careers planning;
- To liaise with the Work Experience Coordinator and external agencies, such as Careers Service, in providing effective CEG to targeted students as agreed within the Careers Service Partnership Agreement; (or coordinate work experience themselves);
- To liaise as required with employers/industry in supporting the school in planning and developing careers provision, for example, organising a Careers convention;
- To co-ordinate the Greater Manchester Aim Higher initiatives in order to raise awareness of further/higher education and to inspire students to think about the next steps in their education.

3.6 For the Leadership Team

- To ensure that there is adequate provision for CEG both through the subject curriculum on offer and PSHE;
- To create and monitor a role for a teacher in charge of careers who will be line managed by an Assistant Head Teacher with responsibility for careers and work related learning;
- To be responsible for ensuring that there are clear and tangible links between, Enterprise, WRL and CEG so that students, teachers and external agencies understand how enterprise and CEG are intrinsically linked.

3.7 For the Governors

- To be fully involved in supporting the school in its development of highly effective CEG. This could be in the form of governor (employer) support, guest speakers and project delivery so they act as role models and can talk to students;
- To annually review and agree the CEG policy.

4. Curriculum Organisation

Every year group will benefit from targeted CEG as part of their PSHE provision. This provision will effectively target the learning outcomes of the National Framework for Careers Education and Guidance and will be carefully audited to show progression across all Key Stages.

As well as the formal PSHE curriculum offer, 'Careers Mornings' delivered through the engagement period by the students' form tutor, and 'Careers Days' when students are offtimetable, careers information will be embedded throughout each subject.

5. Approaching Careers, Education and Guidance

Teaching and Learning of CEG

The teacher in charge of careers has overall responsibility for ensuring that the highest quality materials and resources are available to teachers who are delivering the careers programme.

The units of work that will be created for PSHE delivery will meet the needs of all students. The resources will be differentiated and appropriate to each student's stage of career learning, planning and development.

Assessment

Teachers will be expected to assess the careers programme as part of their PSHE delivery. Teachers will need to ensure that they closely follow the lesson plan guidance and assessment outline in the delivery of the materials and give careful feedback to students, for example, in CV preparation, application form feedback and so on.

Members of the world of work representatives will also be involved in this process as required, for example, Science mentors and mock interviews.

Careers Service

The Careers Service Partnership Agreement states the number of days entitlement Hawkley Hall High School has in accessing specialised and general personal advisor support. An action plan for the use of Careers Service support will be agreed with the SLT link for careers.

Resources

Careers information will be readily available for individual students to use. The Careers office will be accessible for all students in Year 7-11. The teacher in charge of careers will ensure that the resources are up-to-date and relevant to the needs of our students (KS3/4) and the Work Experience Coordinator will ensure that careers information in the Post-16 area are up-to-date.

6. Monitoring Evaluation and Review

Monitoring the development of CEG across the school is the responsibility of the Leadership Team and will be coordinated by the designated Assistant Head Teacher. The Careers Education and Guidance Improvement Plan will be developed and updated on an annual basis and will drive the work of CEG in any one particular year. The current CEG Improvement Plan is available from the Assistant Head. The Teacher in charge of careers will be accountable for the effective delivery and progress made in steering through the Improvement Plans and ensuring that the vision for CEG at Hawkley Hall High School is achieved. Feedback on the quality of CEG provision will be gathered from a variety of stakeholders including: students, careers advisor, employers and PSHE teachers. Under the terms of our Careers Service Partnership Agreement we will also evaluate the success of the activities that were initiated through the Agreement and feed the evaluation into the next year's Partnership Agreement.

Hence, there will be a wide and rich variety of evidence to document and support the development of a highly stimulating CEG programme across the school.