Saffron Walden County High School

Careers Education, Information, Advice and Guidance Policy

2017-19

Date adopted or ratified: September, 2017 (Amended January, 2018)
Review period; Bi-annual
Next Review date; September, 2019
Rationale for Careers Education, Information, Advice and Guidance (CEIAG)

A young person’s career reflects the progress they make in learning and work. All learners need a planned programme of activities to help them choose 13-19 pathways that are right for them, and to be able to manage their careers, sustain employability and to achieve personal and economic well-being throughout their lives. Careers Education, Information, Advice and Guidance therefore makes a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, and therefore helps them to make a successful transition to adulthood through:

- Preparing students for the opportunities, responsibilities and experiences of work
- Supporting young people to achieve the range of work-related skills and attributes that will allow them to achieve their full potential and to thrive in modern working environments
- Empowering young people to plan and to manage their own progression through and beyond school
- Providing comprehensive and impartial information on all progression options available to students at key progression points
- Raising aspirations
- Promoting equality, diversity and social mobility, and challenging stereotypes
- Enabling young people to develop and to sustain employability, and to achieve personal and economic well-being throughout their lives

Purpose

SWCHS is committed to providing structured learning opportunities for work-related learning and economic well-being and intends to fulfil any statutory obligations. Provision is part of the school’s overall vision to provide an exceptional local education for its students, and is linked to the School Development Plan. Senior leaders have a key role in developing and approving both policy and practice, which ensures a high profile and a secure place for CEIAG within the school curriculum. Governors approve school policy and practice, which is reported to the LGB Standards Committee. The CEIAG policy supports and is itself underpinned by a range of key school policies, particularly those relating to teaching and learning, curriculum, assessment, PSHEE, gifted & talented, and special needs.

Commitment

SWCHS is committed to providing all its students with a planned programme of careers education activities throughout their school career, with opportunities at key transition points to access impartial information and to receive expert advice and guidance. SWCHS is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies.
SWCHS endeavours to follow best practice guidance from the careers profession, from other expert bodies such as Ofsted and from Government departments that might appear from time to time.

SWCHS recognises that it has a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and from September, 2013 to give all Year 8-13 learners access to impartial careers information, education and guidance (1997 Education Act, 2008 Education and Skills Act, 2011 Education Act). It is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners, and to provide extra support as required for learners with additional needs.

The statutory duty (as amended in 2015) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 8 to Year 13, and emphasises that independent careers guidance provided should be presented in an impartial manner, including information on the whole range of post-16 and post-18 education and training options, including apprenticeships and other vocational pathways. Guidance should promote the best interests of the pupils to whom it is given. The significance of inspiring every pupil through real-life contacts with the world of work is emphasised. To meet the schools legal requirements therefore requires combining in-house arrangements with advice and guidance from independent and external sources.

The DfE published a revised Careers Guidance Strategy in December, 2017, closely followed by revised statutory guidance ‘Careers Guidance and Access for Education and Training Providers’ in January, 2018. The latter includes a number of important developments that impose statutory obligations on schools and will advise developments at SWCHS. Specifically:

- Every school and academy providing secondary education should use the Gatsby Charitable Foundation’s Benchmarks to develop and improve their careers provision. The revised statutory guidance is structured around the Benchmarks: “The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties”. The Government’s expectation is that schools begin to work towards the Benchmarks now and should meet them by the end of 2020. A summary of the Gatsby Benchmarks is attached as an Appendix to this policy.

- Schools should use ‘Compass’, an online self-evaluation tool, to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

- The Careers & Enterprise Company (CEC) will provide external support to schools by giving young people more opportunities to connect with employers of all sizes, and from all sectors. It is intended that the CEC will take on a more ambitious role by co-ordinating support for schools across all of the Gatsby Benchmarks.

- From September, 2018 every school should have a nominated Careers Leader, “who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks”.

- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted’s Common Inspection Framework7 and School Inspection Handbook. Destination measures at ages 16 and 18 will continue to provide clear and comparable
information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training.

- The Technical and Further Education Act 2017 will take effect from 2 January 2018. Section 2 of the Act will insert a new section 42B into the Education Act 1997, and will require schools to give education and training providers the opportunity to talk directly to students Years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This is intended to ensure that young people hear consistently about the merits of alternatives to academic and school-based routes and are aware of all routes to higher skills and into the workplace.

### Entitlement

The CEIAG programme is designed to meet the needs of learners at SWCHS. Activities are differentiated and personalised to ensure progression in career learning and development, and to strengthen students’ motivation, aspirations and attainment. All learners are however entitled to a core CEIAG programme which meets professional standards of practice, which is delivered by internally-trained staff, and which is impartial and confidential. The programme will seek to raise aspirations, to challenge stereotyping and to promote equality and diversity.

### Leadership

This aspect of curriculum provision is accountable to the LGB Standards Committee and is supported by a link governor. The Senior Assistant Headteacher (Director of Curriculum) has strategic responsibility for CEIAG, oversight of the CEIAG/PSHEE Coordinator, and with access to administrative support as required. The CEIAG Co-ordinator role will be absorbed into the role of Careers Leader from September, 2018.

The school is responsible for securing its external careers guidance service, and currently employs an Independent Careers Adviser for 2.5 days per week.

The Senior Assistant Headteacher via the CEIAG Co-ordinator also oversees the structure for delivery by members of staff who have access to relevant training.

Members of the Sixth Form Collegiate team have specified roles in developing progression programmes for students applying both to universities and to training/employment.

The Senior Assistant Headteacher, CEIAG Coordinator, Director of Sixth Form, and relevant Year Achievement Co-ordinator will review and evaluate the provision with all stakeholders including young people and the external IAG service, taking into account the school’s known destination measures from Years 11, 12 and 13. An internal review of CEIAG provision is to be undertaken biennially.

### Curriculum Provision

From September, 2018 it is intended that CEIAG delivery will be built around curriculum and other opportunities for all students in Years 7 to 13 to develop eight “21st Century Learning Skills”, as developed by SWCHS as an interpretation of Enterprise Education’s ‘Enterprise Skills’. It is
intended that this programme will enable SWCHS to meet the Gatsby Benchmarks and to attain external quality approval thresholds.

There is a planned programme of learning experiences from Years 8 to 13 which is intended to enable young people to:

- Develop themselves through career and work-related education
- Learn about careers and the world of work
- Develop career management and employability skills
- Make informed progression decisions
- Experience ‘employer encounters’

These are delivered through a combination of subject-based curriculum delivery, timetable collapses with internal and external inputs, tutor-led inputs during registration time, and events organised in conjunction with the Uttlesford Consortium and other external agencies.

In addition, all staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions and/or guidance are delivered by the CEIAG team, in conjunction with external providers as appropriate. Careers information in the Learning Centre is maintained by the Learning Centre staff, and in the Sixth Form Study Centre by the Study Centre Supervisor.

**Personal Provision**

Elements of the above will require access to individual information advice and guidance through:

- Inputs from internal staff, external visitors and mentors, including ‘World of Work’ activities, the biannual Uttlesford Careers Fair, the biannual Uttlesford Apprenticeship Evening, lunch-time ‘drop-in’ sessions by employers and training providers, and inputs to address gender bias
- The contracting of an external, qualified, independent careers adviser
- Planned inputs delivered by Tutors during registration periods
- Assemblies
- Use of other external sources such as websites and other resources available through subscriptions to careers-related software, the National Careers Service, the National Apprenticeship Service, UCAS, and other providers
- Access to careers resources in the Learning Centre and Sixth Form study area, and around the school
- Planned visits to organisations providing progression opportunities
- Displays around the school

**Gender Bias**

The School has adopted a strategic objective to develop and to implement strategies to address a recognised gender bias that exists in option choices for some subjects made at GCSE, post-16 and post-18 progression points. It is recognised that in some employment sectors (and in related courses) this is an embedded national problem, but the School aims to ensure that its students are aware of such gender bias, and make progression choices that are not affected by gender-based stereotypes.
Progression

Personal guidance on progression opportunities is available for students and their parents at key progression points, specifically:

- Year 8 GCSE options – parents’ options information evening; student options assembly; preferential appointments with Independent Careers Adviser; parental tutorials as required; tutorial inputs; options booklet; subject inputs; structured support for SEN students
- Year 11 – tutor-led CEIAG inputs on progression options; assemblies; visits to FE colleges; talks by visiting speakers from other institutions eg SAC; guidance discussions; preferential appointments with Independent Careers Adviser; displays and external inputs on apprenticeships; Apprenticeship information to parents via Parentmail; tracking via ECC Intended Destinations survey; ‘results day’ inputs; structured support for SEN students
- Year 13 – inputs via ‘Progression Week’ and onwards for both UCAS and non-UCAS applicants. University visits. External employer and CV inputs for non-UCAS/apprenticeship students; bespoke guidance from Sixth Form team and external providers on ‘early applications’ to Oxbridge, medical school, etc.

Resources

SWCHS will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal costs, CPD opportunities and the commissioning of external sources
- Adequate staffing for curriculum provision
- Training of Year Teams and teaching teams as appropriate
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions

Partnerships

The policy recognises the range of partners that support the CEIAG offer within our school/academy. These include:

- formal arrangements with our external provider of careers guidance and others
- liaison with post-16 providers and higher education institutions
- liaison and joint planning with secondary schools via the Uttlesford Consortium
- providers of external CEIAG inputs, such as Enabling Enterprise and Form the Future
- employers and training providers
- parents and carers
- others specific to our school

Accreditation

In the 2015 and 2018 CEIAG Guidance, the DfE recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. SWCHS is working towards
gaining accreditation through RoQA, the local (Essex County Council) CEIAG quality award, or equivalent approved accreditation.

Approvals and Review

This policy is reviewed annually in discussion with relevant staff and external partners, and key priorities for action are identified and included in the school Development Plan.

Effective from: September, 2017

Approved by: .................................................................

Review date: September, 2019...........................................

Review leader: .................................................................
Appendix One - The Gatsby Benchmarks

1. 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.

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 best use of available information.

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.

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.

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.

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.

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.

8. Personal guidance. 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.