



Kendrick School

## Careers Education, Information, Advice and Guidance Policy

### **(CEIAG Policy)**

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VERSION: VEIAG 2 2023	

## Careers Education, Information, Advice and Guidance Policy (CEIAG)

The policy for CEIAG policy is supported by a range of key school policies, including Curriculum, Teaching and Learning, Safeguarding, SEND and Equal Opportunities policies.

### **Introduction and Rationale**

Good careers education connects learning to the future and helps young people to develop the knowledge, confidence and skills that they need to make the successful transition into further learning and work, help them manage their careers and sustain their employability. Strong careers education and guidance prepare students to participate fully in training and education programmes, which will enable them to compete in a global marketplace and maximise their success throughout their future working lives. Furthermore, through good careers guidance we aim to widen horizons, challenge stereotypes and raise aspirations.

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 8-13 (“Careers guidance and access for education and training providers” DfE 2018). Kendrick School carries out its statutory obligations in the provision of CEIAG and builds on good practice to ensure that all students are supported in choosing the right pathway to enable them to make the best of the opportunities available to them.

Careers education is delivered within programmes of PSHCE tutor time, assemblies, visitors and through the wider curriculum, particularly with aspects of work-related learning at Key Stage 3 and 4.

Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress. Effective personalised IAG enhances and complements careers education and is available from Years 7 to Year 13.

### **Aims and Objectives**

CEIAG is designed to meet the needs of Kendrick students by providing planned programme of activities to help them choose pathways that are right for them and to be able to manage their life choices and sustain employability throughout their lives.

All students will have access to impartial, independent and personalised careers education, information and guidance and that there are appropriate opportunities to develop the knowledge, skills and self-awareness needed to make successful choices and manage their careers. We aim to increase the individual’s chances of achieving their goals for personal benefit so that they can make a positive contribution to the economy and society.

Careers Education combined with effective information, advice and guidance is critical to Kendrick students’ educational career in:

- Choosing KS4 options
- Choosing appropriate post-16 and post-18 destinations

Careers education also draws on and contributes to the whole school curricular development of students' employability skills as defined by the CBI, which are listed below;

- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of information technology

### **Purpose**

This policy sets out the nature and aims of Careers Education at Kendrick School.

The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills and the "Gatsby Benchmarks" (see appendix 1)

- To enable all students to develop their skills, qualities and goals
- To respond to the needs of each student and to support their progress
- To be an integral part of the curriculum and to contribute to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life
- To provide comprehensive information and high quality, independent careers guidance (advice) so that students can make informed decisions at key transition points
- To actively promote equality of opportunity and to challenge stereotypes
- To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter
- To build confidence
- To help students understand their motivators and potential barriers
- To help students raise awareness of factors that affect their career choice
- To motivate and inspire students to take responsibility for their chosen pathways
- To raise aspirations and encourage independence
- To promote social mobility by informing students about the full range of education, training and employment opportunities available to them both locally and nationally
- To provide a planned programme careers education and guidance activities that give them information about education and training opportunities and the chance to experience of the world of work, a variety of independent and impartial organisations will assist us to achieve this aim

### **Staffing**

All staff are integral to CEIAG. Students from Year 7 to Year 13 will receive careers focused sessions, which are delivered, by school staff and professional career advisors, who will provide impartial and independent careers advice and guidance.

Tutors and PSHCE teachers will have focused responsibilities with students to deliver CEIAG content.

## **Management**

Overseen by the Headteacher and the Work Related Learning Leader:

- Responsible for the delivery of Careers Education and the co-ordination of Information Advice and Guidance at KS3 and KS4, making best use of available time & resources
- Responsible for the organisation and administration of work experience at Key Stage 4
- Works closely with the Headteacher who is the strategic lead for Careers Education and the link-Governor for CEIAG
- Liaises with students, the Independent Careers Adviser, tutors, parents and governors
- Identifies and promotes links with local and national employers and their organisations and coordinates engagement and encounters with said employers
- Assists in the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. Senior Leadership Team, TLCs, tutors, parents, Adviser and the SEND Coordinator;
- Evaluates events and the contributions of outside agencies to ensure the Career Education aims are met
- Liaises work-based education and training providers as appropriate
- Works with the relevant TLCs to identify appropriate opportunities for supplementary local colleges and work-based education centres as appropriate
- Liaises with the Library to source and maintain an effective collection of published and online material, including training provider prospectuses, and computer-based resources, to assist students in making informed career choices
- Prepares, delivers and supports careers related aspects to contribute to relevant schemes of work at Key Stages 3 and 4, including the development of skills that employers value
- Organises the Careers Fair to which local employers and further education and higher education providers will be invited

The Head of Sixth Form has the responsibility of supporting students in making decisions concerning Higher or Further Education, or alternative routes such as apprenticeships or employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events.

Links with local and national employers and other organisations will be pursued in order to enhance the careers information, advice and guidance, which is available to the students.

## **Delivery**

The careers programme includes careers education sessions through PSHCE, tutor time, career guidance activities and individual interviews, information and careers research activities, and work-related learning, including one week's work experience and employer-encounters including careers fairs, virtual communications and employer-led workshops. Further detail of the Careers Programme for Year 7 to 11 can be found in the Careers Education section on the school website under 'Students- Personal Development'.

All students have access to careers education. This may be integrated into the curriculum and delivered through group work activities by careers advisers.

Careers advisers may be asked to contribute by giving presentations or workshops. The workshops available include job searching and exploration, exploring personal skills and qualities, researching university options, online career researching, UCAS and personal finance.

During a careers interview, an adviser can assist with the following:

- Defining goals
- Career planning
- UCAS applications and personal statements
- Job seeking strategies
- CVs, application forms
- Interview and presentation skills
- Volunteering

### **Evaluation**

The quality of careers education shall be evaluated through;

- Analysis of the destinations of students after they have left the school and, where available
- Information about their progress in higher education, training and employment
- Surveys of students in the school and also through exit surveys towards the end of Year 11 and Year 13
- Feedback through a short survey and focus groups from students who have used the services of independent careers adviser as well as a focus group representing KS3 and KS4 regarding the careers programme in general
- Feedback from employers using surveys
- Feedback from parents using surveys and focus groups; and
- Reporting to SLT and the governors

## Appendix 1: The Gatsby Benchmarks:

1	A stable careers programme	An embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	<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 college's website in a way that enables learners, parents, college staff and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from learners, parents, college staff and employers as part of the evaluation process.</p>
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 have the support of an informed adviser to make the best use of the available information.	<p>During their study programme all learners should access and use 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 the learners in their care.</p>
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The careers programme should embed equality and diversity considerations throughout	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>School should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions.</p> <p>The records of advice given should be integrated with those given at the previous stage of the learner's education (including their secondary school) where these are made available. Records should begin to be kept from the first point of contact or from the point of transition.</p> <p>All learners should have access to these records to support their career development. School should collect and maintain accurate data for each learner</p>

			on their education, training or employment destinations.
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.	Throughout their programme of study (and by the end of their course) every learner should have had the opportunity to experience how their subjects help people gain entry to (and be more effective workers within) a wide range of occupations.
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 could be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes,	Every year, alongside their study programme, learners should participate in at least two meaningful encounters* with an employer. At least one encounter should be delivered through their curriculum area.  Schools should record and take account of learners' own part-time employment and the influence this has had on their development.  *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
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 to expand their networks.	By the end of their study programme, every learner should have had at least one experience of a workplace, additional to any part-time jobs they may have.
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.	By the end of their programme of study, every learner should have had a meaningful encounter* with a range of providers of learning and training that may form the next stage of their career. This should include, as appropriate, further education colleges, higher education and apprenticeship and training providers. This should include the opportunity to meet both staff and learners.  *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member	Every learner should have at least one such interview by the end of their study programme

		<p>of staff) or external, provided they are trained to an appropriate level. These opportunities should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.</p>	
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*Ref: Statutory Guidance: Careers guidance and access for education and training providers (The duty to secure independent and impartial careers guidance for young people in schools- DfE October 2018)*

## **Appendix 2: CEIAG overview across separate Year Groups**

### **Year 7: Eyes Wide Open**

- Get logged on to UNIFROG and discover a platform from which you can investigate careers and where you can compile information about your abilities and skills as you make discoveries
- Understand the words and phrase which describe job roles and career path
- Find out who does what, from the people around you
- Ask yourself: what could I be? Start the search
- Learn the skills of working with others on the Enterprise Day

### **Year 8: If you can't see it, you can't be it!**

- Start to build up your set of competencies. Identify ways to build them up. Use UNIFROG to record and discover
- Profile the career-journeys of others: What do they do now? What's their job role? What else have they done? How did they arrive at this job? What skills, attributes and qualifications did they need?
- Meet industry professionals: investigating roles within different businesses and industries

### **Year 9: Choices!**

- Attend bi-annual Careers Fair to see what choices are out there
- Log in to UNIFROG and investigate the services on offer
- The journey to self-discovery continues... Use UNIFROG to record and discover
- Learn to research and then make wise decisions about your GCSE subjects.
- Learn the skills of creativity, problem-solving, working to a brief and working with others on the Enterprise Day

### **Year 10: Spring Board**

- Finding out about careers that suit you. Career Library; receive full induction and use some career-apps: UNIFROG, Plotr, Future Finder, 16 personalities, NHS careers, media careers and Adviza websites.
- Developing a competitive edge: Application Forms, Covering Letters and CV (Curriculum Vitae). Preparing for an interview and interview practice
- Life-skills: Meet industry-ambassadors.
- Work Experience

### **Year 11: Runway**

- Looking ahead to: Sixth Form and A level/College/apprenticeship pathways.
- Further career-path investigation; use UNIFROG to record and discover
- Personal branding and generating more skills and attributes to give yourself a competitive edge

### **Years 12 and 13: Take off!**

- Looking ahead to: Life after Kendrick; UCAS applications, Gap Year, Apprenticeships and the world of work.
- Further career-path investigation; use UNIFROG to record and discover
- Life-skills: Meet industry-ambassadors
- Work Experience (Year 12)
- Personal branding and generating more skills and attributes to give yourself a competitive edge.
- Interview Skills (Year 13)

## **Appendix 3: Policy statement on provider access.**

Kendrick School: Provider Access Policy

### **Introduction:**

This policy statement sets out the school's arrangements for managing the access of providers to students 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 the Education Act 2011.

### **Student entitlement**

All students in Years 7 to 13 are entitled:

- To find out about technical education qualifications and apprenticeship 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, 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 the Headteacher and or the Work Related Learning Leader.

**Opportunities for access:**

A number of events, integrated into the school's careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Year 7</b>		<ul style="list-style-type: none"> <li>• Wheelie Fun Business challenge (judged by external representatives from local businesses.)</li> </ul>	
<b>Year 8</b>	<ul style="list-style-type: none"> <li>• Ada Lovelace / STEM Event.</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise Day</li> <li>• UNIFROG launch</li> <li>• People Like me Event (Speed Networking) facilitated by Learn To Work</li> </ul>	<ul style="list-style-type: none"> <li>• CEIAG Resource Exploration</li> </ul>
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Design your Future event (Learn to Work charity) Meet potential employers</li> <li>• Step into the NHS: Competition launch</li> </ul>		<ul style="list-style-type: none"> <li>• Enterprise Day CEIAG Design your own Educational Board Game (judged by external representatives from local businesses.)</li> </ul>
<b>Year 10</b>	<ul style="list-style-type: none"> <li>• Design your Future (careers Fair) event (Learn to Work charity) Meet potential employers</li> </ul>	<ul style="list-style-type: none"> <li>• Year 10 WEX 1-1 interviews with Learning to Work.</li> <li>• Career talks from company ambassadors</li> </ul>	<ul style="list-style-type: none"> <li>• Skills For Life (LTW)</li> <li>• WEX placement supported by Learn To Work</li> </ul>
<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Design your Future (careers Fair) event (Learn to Work charity) Meet potential employers</li> <li>• 1-1 conversations with Learn to Work personnel</li> <li>• Post 16 Conference</li> </ul>		
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Design your Future (careers Fair) event (Learn to Work charity) Meet potential employers</li> <li>• National Apprenticeship Week (outside speaker from 'AIM Apprenticeships.</li> </ul>	<ul style="list-style-type: none"> <li>• 1-1 WEX Interviews with Learn to Work</li> </ul>	<ul style="list-style-type: none"> <li>• Work Experience Week</li> <li>• Futures Week</li> </ul>

<b>Year 13</b>	<ul style="list-style-type: none"><li>• Interview workshop (UCAS interviews, with Oxbridge-style interviews in mind...plus job interviews)</li><li>• Mock Oxbridge Interviews</li></ul>		
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