Careers Education, Information, Advice and Guidance Policy: All Staff

Careers Education, Information, Advice and Guidance Policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

Adopted by the Governing Body:	February 23
Compliance Check:	Awaiting
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Careers Education, Information, Advice and Guidance Policy

1.0   School Vision

1.1   **Forest Approach Vision**
- At Lime Academy Forest Approach, our learners are at the forefront of every decision that we make. We strongly believe that every lesson taught in school should equip our learners with the knowledge and skills to thrive in the outside world. Therefore, with every subject, topic and experience we offer, we strive to fulfil our fundamental curriculum goal: to learn and grow.
- We understand that every learner is unique and will present with their own range of strengths and needs; therefore, our curriculum has been specifically designed to provide holistic support to learners with additional learning needs. Our adapted curriculum provides enriching experiences for our learners, to ensure that they receive an inspiring and broad education that develops them academically, socially, emotionally, and physically.
- We provide an exciting, safe and challenging learning environment that recognizes and adapts to the needs of every learner. Pupils are well cared for, guided and supported to make the best progress in all curriculum areas, including personal development and well-being. We encourage our pupils to be positive contributors to the school, their families, their neighborhood and the wider community.

1.2   The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2.0   Policy Scope

2.1   This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and Five.

2.2   This policy applies to all students after they finish their examinations in June of their final year and before they start at their next place of education, employment or training. Though not necessarily in school regularly and attending lessons in July of Year 11, the policy is still applicable.

2.3   The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

2.4   This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1of this policy

2.5   This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 (extended to our year 14) for the purpose of informing them about approved technical education qualifications or apprenticeships.

2.6   This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

2.7   All members of staff at Lime Academy Forest Approach are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

2.8 It is important therefore that learners leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

3.0 Objectives:

3.1 The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

3.1.1 To ensure that all students at the school receive a stable careers programme
3.1.2 To enable all students to learn from information provided by the career and labour market
3.1.3 The CEIAG programme should be individual and address the needs of each student
3.1.4 To link the curriculum learning to careers learning
3.1.5 To provide students with a series of encounters with employers and employees
3.1.6 To provide students with experiences of workplace(s)
3.1.7 To ensure that students have a series of encounters with further and higher education
3.1.8 To provide each student with the opportunity to receive personal guidance

Preparation for Adulthood – with set outcomes 1)Health 2)Community Inclusion 3) Employment 4) Independent Living

4.0 School Responsibilities

4.1 The school has a series of statutory duties:

4.1.1 All registered pupils at the school must receive independent careers advice in Years 7 to 13 (extended to our year 14)

4.1.2 This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

4.1.3 This advice must cover a range of education or training options

4.1.4 This guidance must be in the best interests of the pupil

4.1.5 There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 (extended to our year 14) in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy

4.1.6 The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published

4.2 The school will base its careers provision around the Gatsby Benchmarks and the Preparation for Adulthood Programme. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

4.3   Lime Academy Forest Approach believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

4.4   The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. School Improvement Partner or Ofsted)

5.0   Governor Responsibilities

5.1   The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

5.1.1   based on the eight Gatsby Benchmarks

5.1.2   meeting the school's legal requirements

5.2   The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13 (extended to our year 14).

5.3   There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6.0   Provider Access

6.1   Introduction - This section of the policy sets out the 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 Act 1997.

6.2   All pupils in years 7-13(extended to our year 14) are entitled:

6.2.1   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;

6.2.2   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;

6.2.3   to understand how to make applications for the full range of academic and technical courses.

6.3   Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

6.4   The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7.0   Monitoring, Evaluation and Review

7.1   The Headteacher will ensure that:

7.1.1   the work of the Careers Advisor and CEIAG events are supported and monitored

7.1.2   a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

7.2   The effectiveness of this policy will be measured in a variety of ways:

7.2.1   Feedback from stakeholders through mechanisms such as the Kirkland Rowell student and parent survey;

7.2.2   Feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted;

7.2.2   the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

7.3   The governors of Lime Academy Forest Approach will review this policy every three years.

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.	☐ 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. ☐ 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. ☐ The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
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.	☐ 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. ☐ Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
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.	☐ A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. ☐ Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. ☐ All pupils should have access to these records to support their career development.

		☐ Schools should collect and maintain accurate data for each pupil 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.	☐ 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.	☐ Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student 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 expand their networks.	☐ 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. ☐ By the age of 18, every pupil should have had one further such experience, 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 age of 16, every pupil 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 pupils. ☐ By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

		*A 'meaningful encounter' is one in which the student 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 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.	☐ 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.

Careers Programme   Appendix 2
The Careers Programme (Gatsby Benchmark 1)

The programme below outlines the variety of activities built in across the school to provide CEIAG at all key stages.

Key stage 1 / Key Stage 2	Key Stage 3	Key Stage 4	Post 16

Seeds
• Explore real world role play (e.g. teacher, doctor, builder).
    • Matching life skills activities i.e socks,jackets
    • Trips to local Parks
• Following instructions.
• Playing and taking turns with other children (developing teamwork skills). (Skills builder)
• What jobs do people do? How do you have to behave in a job?
• Children will develop exploring real world play – shop keepers customer
• What jobs do people do? How do you have to behave in a job?
• Children will develop exploring real world play – shop keepers customers
• Enterprise activities – understanding how products are made and sold.
• Exploring range of careers of interest and the skills needed for work
	Saplings
	Year 7
	• What is a career and what skills do you need to get one? (Skills Builder)
	• Enterprise New inventions and new ideas be the next big entrepreneur
	• Who does what in your community and what do you do or who do you call in an emergency?
	• Are you a confident bus or train passenger? Do you know how to get around your area and arrive safe and happy?
	    • Children will learn about real world jobs in emergency services and think about what they would like to do when they grow up.
	Year 8
	• Careers it's time to revisit those goals and make sure we have the right qualities for our chosen career.
	• How does enterprise work? How
		Trees
		Year 10
		• How do teams work and what qualities do employees need to have? Time to revisit our vocational profiles.
		• Leadership skills and you will evaluate your own performance. (Skills Builder)
		• Producing Social Enterprise Activity ie Stop bullying or Environmental
		• Exploring what makes a successful business
		• Designed to help you with social skills and communication through speaking and listening activities, group social and problem solving activities.(Skills Builder)
		Year 11
		• Successful teamwork.
		• Identifying key health & safety information.
		• Teamwork (skill sessions)
		<u>Employer encounters</u>
			Forest
			Post 16 courses:
			- complete Careers based Activity Journal
			-complete Vocational profiling
			<u>Work experience</u>
			• Individual work placements & supported work experience (KS5).
			<u>Development of key work skills</u>
			- Reliability & time management, (Skills Builder)
			- Problem solving,
			- Positive attitude to work
			- Mock interviews – with a real work scenario.
			-Planning, carrying out & evaluating an Enterprise project.
			<u>Career planning lessons (KS5):</u>
			- All About Me, (Activity)
			- Planning & preparation (Post 16),
			- Writing a CV and establishing longterm goals,
			- Applying for college/interview skills, Emphasis on way applying to that college and course
			-Role Play College & Job Interviews
			- Developing independence skills at college.
			-speakers from universities to help understand
			-Meet People in their job areas i.e a Scientist training for certain professions. (In house)

• <u>Development of key work skills</u>
• Job roles in class (e.g. handing out books, helping others).
• Adapting to different environments.
• Independence logs.
<u>Employer encounters</u>
• Meeting role models and learning about their careers (in class visits, Q&A's).
    • Using Launch My Career to have Virtual encounters – Teachers log the interactions
• Real world visits (e.g. farm, supermarket, fire station).
	do companies make money and grow?
	• Let's explore how to get around our area and enjoy all it has to offer- but safely.
	
	Year 9
	• Time to revisit those goals; to update our CVs. and to learn a bit about workers' rights.
	• Enterprise & entrepreneurialism. - what famous entrepreneurs do we know and what have they produced and sold? (Materials to be supplied)
	• Getting out and about in Havering- let's explore journey planning and different ways to travel.
	<u>Employer encounters</u>
	• Visits to local workplaces.
	• Employer talks.
	    • Using Launch My Career to have Virtual encounters –
	Teachers log the interactions of Encounters with employers
	
	<u>Developing work skills</u>
	• Helping others (charity & fundraising work).
		· Work experience/volunteering (1 day block at Year 10).
		• Individual work experience placements (1 day a week at Year 11).
		 <u>Events & experiences</u>
		• My Next Steps event & how to become (in house fair)
		• Independent Travel Training.
		• KS4 college link days including vocational tasters.
		<u>Tools & resources</u>
		• Student make use of careers tools, resources, software and websites (e.g. Launch my Career VR, vocational profiles, college prospectuses, websites ,etc).
		• Vocational profiling work book
		<u>Independent Careers Adviser Input</u>
		• Careers exploration lessons (Year 10) facilitated by Careers Adviser.
		• One-to-one careers advice sessions (Year 11).
		• What's after Yr 11 group session
			-Vocational profiling work book
			
			<u>Life Skills curriculum (KS5):</u>
			- Daily living skills, (Skills Builder)
			- Independence in the Community,
			- Community Action.
			• Links to external providers (e.g. Job Centre, Equals Employment Service, Adult Social Care etc)
			• Understanding benefits.
			• 'Skills to Future Proof your Career' sessions.
			• One-to-one careers advice sessions.(This information will be stored on central spreadsheet all learners have opportunity to give feedback via google forms)
			• Post-Employment Support Service.
			
			<u>Independent Careers Adviser Input</u>
			• One-to-one careers advice sessions (Year 12/13, Pre-internship, SIP

Saved on Shared Teams Folder for Careers & Ofsted (Folder Programme)

Application for Provider Access   Appendix 3

Introduction

This document sets out the 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 Act 1997.

Pupil entitlement

All pupils in years 7-13 (extended to our year 14) 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.

Management of provider access requests

Procedure

A provider wishing to request access should contact: Coral DeCourcy
School Business Manager

Telephone: 01708 988346

Email: coral.decourcy@limetrust.org

Opportunities for access

The school offers a comprehensive Careers Education, Information, Advice and Guidance programme and an overview of this programme can be seen in the School's Careers Charter which can be seen on the school website.

Please speak to our Careers Advisor to identify the most suitable opportunity for you.

The school will make a suitable space available for discussions between the provider and students, as appropriate to the activity. The school will also make available ICT and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Advisor or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Advisor so that they can be displayed in the Careers Section of the school library.