

# Saffron Walden County High School



## Careers Education, Information, Advice and Guidance Policy

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Review period:	Bi-annual
Next Review date:	September, 2024

# **Saffron Walden County High School**

## **Careers Education, Information, Advice and Guidance Policy**

### **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 age 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 their full potential thereby maximising progression opportunities
- Developing the work-related skills of students, as defined by the SkillsBuilder suite of skills
- 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
- Raising aspirations
- Promoting equality, diversity, 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 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 and Education 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, PPG, and SEND.

### **Commitment**

SWCHS endeavours to follow best practice guidance from the CEIAG 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, 2022 to give all Year 7-13 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 (CEIAG) for all learners, and to provide extra support as required for learners with additional needs.

The statutory duty (as amended in 2022) requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from Year 7 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 School's 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 latest revision of 'Careers Guidance and Access for Education and Training Providers' dates from September, 2022. The guidance includes a number of important developments that impose statutory obligations on schools and that inform 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 was 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**', and now '**Compass Plus**' as online self-evaluation tools, 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. *(It is noted that there have been repeated failures in Uttlesford to establish CEC support for secondary schools. A new CEC initiative to create a West Essex hub aims to address this.)*
- 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 Framework 7 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 took effect from 2 January 2018. Section 2 of the Act inserted a new section 42B into the Education Act 1997 (Baker Clause), and requires schools to give education and training providers the opportunity to talk directly to students Years 7-13 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. At this time SWCHS implemented a procedure to manage any related approaches from education and training providers.

## Entitlement

The CEIAG programme is designed to meet the needs of all 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 entitled to a core CEIAG programme which meets professional standards of practice, which is delivered by trained staff and external providers, and which is impartial and confidential. The programme will seek to develop work-related skills, raise aspirations, challenge stereotyping and to promote equality and diversity.

## Management

This aspect of curriculum provision is accountable to the LGB Standards and Education Committee, and is supported by a Link Governor. The Lead Teacher for CEIAG/PSHEE has strategic responsibility for CEIAG, is the nominated Careers Leader and has oversight of the CEIAG Coordinator, with access to administrative support as required. The Lead Teacher reports operationally to a member of the Senior Leadership Team. From September, 2020 the School contracts external careers guidance provision, equivalent to 2 days per week, from Form the Future CIC, and this secures a programme of independent and impartial careers inputs.

The Lead Teacher and CEIAG Co-ordinator plan and deliver careers-related inputs to the School's PSHE carousel in Years 7 to 9, and other Programme inputs across Years 7 to 11.

Members of the Sixth Form Collegiate team have specified roles in developing careers and employment education, (life lessons), as well as the progression programmes for students applying to all possible final destinations, such as university, (including early applications and international studies), apprenticeships, direct employment and gap years. There is a bespoke programme on each destination type, including the non-academic pathway, known as Career Apps., which like the other pathways, strengthens its internal resources by working with external organisations and companies.

The Lead Teacher, CEIAG/EWB Coordinator, Director of Sixth Form, and relevant Year Achievement Co-ordinators review and evaluate 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 undertaken biennially, to inform subsequent Development Plans.

The School is outward-looking in terms of CEIAG provision and seeks to work collaboratively with other local education and employment providers:

- The Lead Teacher represents SWCHS on the 14-19 Uttlesford Consortium Operations Board, which co-ordinates aspects of CEIAG provision across Uttlesford secondary schools, including careers/apprenticeship fairs.
- The Lead Teacher represents the Consortium on the Stansted Airport College Advisory Board
- From September, 2020 the School has participated in the national SkillsBuilder Accelerator Programme, designed to establish best practice in the development of students' work-related skills within the curriculum. The school has, for the second year running, achieved a Silver Award. The Silver Award shows that the School is building on its commitment to high-quality essential skills education, has made good progress towards embedding the Skills Builder Principles: that the majority of teachers will be using a common language for essential skills and that policies and procedures will have begun to reflect the approach taken.
- The School engages Form the Future CIC to co-ordinate and deliver aspects of the CEIAG programme, including independent careers guidance and some inputs from employers.
- In the Sixth form, after highlighting possible non-academic pathways at first contact in both year groups with parents and students, there is regular communication which shares external and independent information on academic and non-academic pathways and their potential providers. This covers topics like the benefits of apprenticeships from sources such as the government and High Fliers Research.

- The School participated in the 2019-2020 Erasmus Project intended to develop international best practice in careers education

## **Curriculum Provision**

Since September, 2020 the CEIAG delivery has been increasingly built around taught curriculum inputs, with repeated opportunities for all students in Years 7 to 13 to develop SkillsBuilder work-related skills through subject-based delivery. It is intended that this programme will enable SWCHS to meet the Gatsby Benchmarks and to attain relevant external quality approval thresholds. There is a planned programme of learning experiences from Years 7 to 13 that 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'

In Years 7 to 9 this programme includes taught inputs as part of the PSHE Education carousel. In Year 7 all students receive 7-8 taught lessons focused on CEIAG; in Years 8 and 9 students receive 4 CEIAG lessons. These lessons are used in part to develop students' ability to use the Unifrog careers programme to research future careers options and to record their development of work-related skills.

In Years 12 and 13, there is a curriculum of life lessons taught through regular classes and lectures, provided by both internal staff and external speakers. These build on learning in the lower school and in part, focus on the wider world of work and the preparations for it. CV writing, an externally conducted work interview and a week of work experience are key elements of year 12 for all students. In year 13, more bespoke content is provided to Career Apps. students delivered both as a whole and also in small, targeted groups. This includes using staff and external contacts who have specific knowledge and experience in certain sectors to meet with and to act as mentors to students that are making career related progression decisions.

In addition, all staff contribute to CEIAG through their roles as tutors and subject teachers. Further specialist inputs are planned and delivered in conjunction with external providers such as Form the Future and SkillsBuilder. 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.

A strategic aim of the CEIAG programme is to address aspects of 'gender-bias' that can be prevalent in some options subjects, and consideration of career options. This continues to be addressed through a range of external inputs, assemblies, displays and presentations to students and parents at key options times.

Students with SEND and PPG students are actively included in opportunities to undertake careers-related activities and receive supported guidance as required in order to ensure inclusivity. The work of the Careers Coordinator and Key Stage 4 Transitions Coordinator is closely interlinked to achieve this.

In 2022 the School has re-introduced a work experience placement for all Year 9 and Year 10 students, to complement existing provision in Year 12.

## **Personal Provision**

Elements of the CEIAG Programme require access to individual information advice and guidance through:

- The Unifrog careers programme, to which the School subscribes for all students, and which offers an 'all through' careers package for students from Years 7 to 13
- Inputs from internal staff, external visitors and mentors, including 'World of Work' activities, the biannual Uttlesford Careers Fair, the biannual Uttlesford Apprenticeship Evening, lunchtime 'drop-in' sessions by employers and training providers, and inputs to address gender bias

- Weekly drop-in support for sixth form students wanting to follow both academic and non-academic pathways
- The contracting of external, qualified, independent careers advice from Form the Future
- Planned inputs delivered by Tutors during registration periods
- Assemblies
- Use of other external sources such as websites and other resources available through subscriptions to the Careers & Enterprise Company, careers-related software, the National Careers Service, the National Apprenticeship Service, the National Apprenticeship Week, UCAS, and other providers
- Access to careers resources online, in the Learning Centre and Sixth Form study area, and around the school
- Planned visits to organisations providing progression opportunities
- Displays around the school
- Use of social media to advertise CEIAG-related information
- Provision of a broad and balanced curriculum to ensure a wide range of course provision through KS3 and for KS4 and KS5 options to ensure that students can maintain interest in a wide range of subjects to maximise their progression options

## **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 options and Year 9 GCSE options – parents' options information evening; student options assembly; workshop led by Form the Future focussing on Pathways and Decision-Making; preferential appointments with Independent Careers Adviser; parental tutorials as required; tutorial inputs; options booklet; subject inputs; structured support for SEND students
- Year 11 – tutor-led CEIAG inputs on progression options; workshop led by Form the Future focussing on Pathways and Employability Skills; assemblies; visits to FE colleges; talks by visiting speakers from other institutions eg SAC, CRC; 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 SEND students
- Sixth Form – a two-year programme starting early in year 12, which builds on the guidance discussions in year 11 and incorporates raising aspirations, progression week and then targeted and bespoke support dependent on destination choices. This includes parental and student information evenings and ongoing direct information sharing; assemblies; life lessons and lectures – including career insights; university and apprenticeship related visits; employer and other external direct advice on careers, non-academic options and key areas such as CV, interviews and the world of work; 1:1 appointment with an independent career advisor; entrance exam and university interview support; individual support on all applications; daily targeted notifications of opportunities; tracking student destinations.

## **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
- Strong relationships with external organisations and partners including facilitators, employers and training providers

## **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 within the Uttlesford Consortium
- 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 has attained and will work towards retaining accreditation through the CEC Compass+ programme 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, 2022**

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

**Review date: September, 2024**

**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