



# Challney High School for Girls

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

Date Approved by the Governing Body	10 <sup>th</sup> October 2018
Date For Review by the Governing Body	October 2019
Headteacher Signature	
Chair of Governors Signature	

## 1. Introduction

The following policy has been developed to underpin and support Challney High School for Girls CEIAG Strategic Plan, in response to the DfE statutory guidance 'Careers guidance and access for education and training providers' January 2018.

The aim of this policy is to ensure that standards and resources are well-defined and in place. In turn this will provide a secure platform from which outstanding CEIAG is delivered to all students.

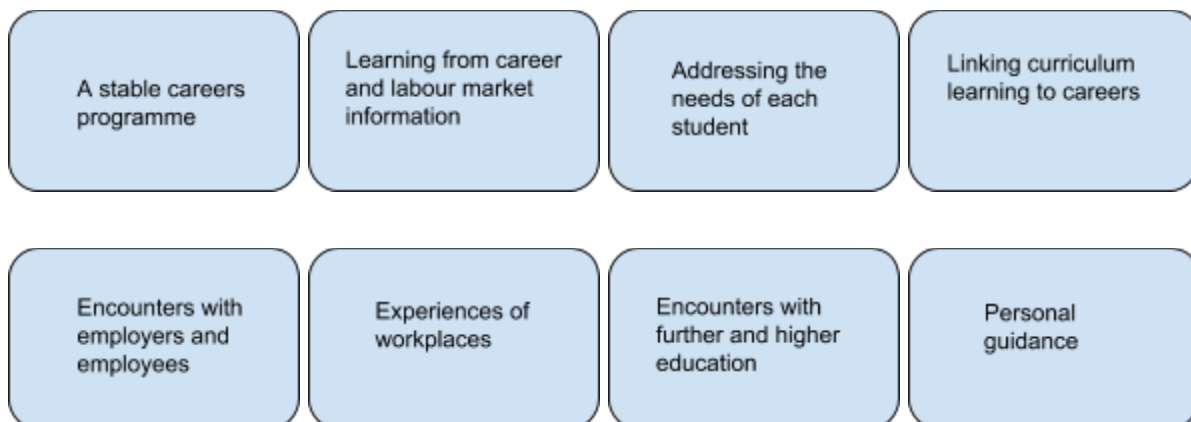
We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for students in Year 9 – Year 13 as required by the 2011 Education Act. In implementing this duty, we will pay particular regard to the Gatsby Benchmark regarding person guidance and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- Committing to gaining a nationally recognised careers Quality Award, to demonstrate excellence in CEIAG which is a recommendation of the statutory guidance.
- Ensure the School's CEIAG is aligned with the South East Midlands Local Enterprise Partnership (SEMLEP)

'Growing People' skills plan with Careers and Enterprise Company support through focus on employer engagement, relevant labour market information and provision

The policy for CEIAG supports and is itself underpinned by a range of key priorities and best practice, including the eight Gatsby benchmarks which were devised from their international careers survey 2014 as what good, quality, impartial CEIAG should look like.

**The eight Gatsby benchmarks are:**



The School's planned CEIAG provision reflects the CDI Framework for Careers, Employability and Enterprise Education, as well as the National Curriculum programme of study for PSHE.

## **2. Rationale**

Careers Education, Information, Advice and Guidance at Challney High School for Girls should provide a foundation for students to move not only in to further education, vocational training or employment, but to the next stage of their development at citizens. We wish our students to move onto their 'Next Steps' having developed the key employability and enterprise skills which are highly valued by employers, colleges and universities.

By working with key stakeholders our aim is for every student to fulfil their potential and be inspired to achieve a successful future, develop high aspirations and be ambitious. It is with this objective that our CEIAG policy has been developed.

We are committed to providing a planned programme of high quality Careers Education, Information, Advice and Guidance (CEIAG) to all students and recognise the important role that careers education / work-related learning plays in:

- preparing and supporting young people to sustain employability and achieve personal and economic well being throughout their lives
- empowering young people to plan and manage their own futures
- contributing to strategies for raising achievement, especially by increasing motivation
- raising aspirations and inspiring young people to achieve their full potential
- developing core competencies, such as communication, resilience, team working, problem solving and personal management
- promoting equality, diversity, social mobility and challenging stereotypes

## **3. Aims & Objectives**

Our Mission is to “develop influential women of the future by equipping every student to be a successful learner, confident individual and responsible citizen so that she has the knowledge, skills, attitudes and values to lead a fulfilling and successful life in a demanding and fast changing world: a world that she will play a key role in shaping”

Challney High School for Girls seeks to provide a planned programme of CEIAG for students in partnership with Luton Borough Council, SEMLEP, training and HE providers, businesses, parents, Alumni and other external agencies.

The School's ambition is to ensure that all students leave equipped with the relevant skills and knowledge required to successfully support their entry to the next stage of their development. To this end, the School's CEIAG programme has three main aims:

- Self-Development – enabling students to understand themselves, their strengths and the influences on them, acquiring the core competencies and skills necessary to enable them to access range of opportunities
- Career Exploration – investigation of opportunities in learning and work, understanding the changing world of work and labour market information
- Career Management – developing skills enabling them to make and adjust plans and to manage change and transitions.

Careers education forms an integral part of the curriculum at Challney High School for Girls. The taught curriculum is supported by a programme of organised activities. Careers guidance focuses on the specific needs of individual students to promote self-awareness and personal development. The School's aim is to provide current and relevant information, in an impartial, confidential and differentiated manner, to enable each student to make well-informed decisions about their future.

#### **4. Leadership and Management**

The School's CEIAG is planned, delivered, monitored and evaluated by the Assistant Headteacher and CEIAG Coordinator, in consultation with other members of staff including:

- Assistant Headteachers (SEND and More Able)
- Luton Borough Council Careers Advisor
- CEIAG Link Governor
- Form tutors and subject teachers

#### **5. Provision**

The CEIAG programme is designed to meet the needs of students at different stages of their learning journey through school and college. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEND learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access.

#### **Key Stage 3 provision:**

- Year 7, 8 and 9 Careers Education programme delivered through PDC throughout the academic year
- Year 7, 8 and 9 Careers Speed-dating event annually
- Year 9 options discussions with form tutors/subject staff

- \* Year 9 IGD 'Future First' two hour workshop focusing on subject choices and career pathways
- Year 9 options evening and options taster lessons for all students in this year group
- Opportunity for all students to request a 1:1 interview with an external Careers Adviser.
- Guaranteed offer of a 1:1 interview with an external Careers Adviser for identified, targeted students (SEND, Pupil Premium, EAL)
  - University visits when applicable

**By the end of Key Stage 3 all students will have:**

- A better understanding of the full range of 14-19 opportunities for progression
- A better understanding of their strengths and areas for development, and support to evaluate how these might inform future choices in learning and work
- An understanding of some of the qualities, attitudes and skills needed for employability
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options (Fast Tomato)
- Received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase

**Key Stage 4 provision:**

- Careers Education programme delivered through PDC throughout year 10 and 11
- Year 10 taster day at Luton Sixth Form College
- Apprenticeships workshops and presentations
  - CV writing and mock interview practice with an employer
- College talks from all local colleges in Year 11
- Careers Fair supported by employers, local training providers, universities, Luton Borough Council and other external agencies (Internal and external fairs)
- Visits to employers and the National Apprenticeship Show
- Opportunity for all students to request a 1:1 interview with an external Careers Adviser (twice over an academic year and additional can be requested)

- Guaranteed offer of a 1:1 interview with an external Careers Adviser for identified, targeted students (SEN, Pupil Premium, EAL)
  - University visits for all students

**By the end of Key Stage 4, all students will have:**

- Enhanced their self-knowledge, career management and employability skills.
- Used online resources and other sources to investigate and explore future choices and progression routes (National Careers Service, Kudos)
- Experienced the world of work through visiting a local employer for a one week work experience
- Been given direct access to employers, colleges, training providers and universities
- Been given guidance to help identify a range of post-16 options and support networks that they can use to plan and negotiate their career pathways
- Been provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves
- Been offered a 1:1 careers interview with an external Careers Adviser during both KS3 and KS4

**6. Resources**

A careers library is available in the school library. Materials are audited annually and replaced when necessary. There are resources directly related to apprenticeships, university information and prospectuses. Physical resources are updated annually as well as new digital resources purchased as and when needed. In both Key stages, students have access to either Fast Tomato or Kudos.

**7. Staff Development and CPD**

Staff training needs for planning and delivering the CEIAG programme are identified through staff appraisal and activities planned to meet them. The CEIAG Coordinator regularly attends careers meetings / networking events, in order to ensure they are up to date with all industry and labour market information.

## **8. Monitoring, review and evaluation**

The CEIAG Coordinator and Assistant Headteacher with responsibility for CEIAG are responsible for the monitoring, review and evaluation of the programme. Activities that form part of the CEIAG programme are evaluated and information is used to inform planning for the next year. Evaluation focuses on how effective the event/activity has been in helping students to achieve the intended learning outcomes. Our annual report for CEIAG draws information from a number of sources including:

- Student, parents and staff surveys
- Regular meetings with the Luton Borough Council Careers Coordinator
- Evaluation of activities as and when they happen for one off activities
- Evaluation of on-going activities at the end of the academic year
- Student feedback e.g. Careers day evaluations
- Information on intended destinations for year 11 students
- NEET and destination data

Individual student tracking information from our recording system on SIMs

The CEIAG Coordinator reports annually to the SLT and the Governing Body.

## **9. Partnerships and Service Level Agreements**

The CEIAG programme is greatly enhanced through our links with a number of partners. We constantly strive to expand and improve our links with employers and other local organisations. CEIAG is delivered in partnership with the Luton Borough Council, external Careers Adviser, SEMLEP, local employers, Develop EBP and Future First. Partnerships agreements and Service Level Agreements are reviewed annually.

## **10. Business Links**

The School is a member of the SEMPLEP Enterprise Programme. Our Enterprise Company Enterprise Adviser, Peter Jenkin works with us to build employer engagement and to create lasting connections between the School and local businesses. The School has relationships with a wide range of business from different industries; these relationships are used to ensure CEIAG is relevant and where possible

delivered by those in industry. These relationships are reviewed annually and new partnerships are constantly being sought.

### **11. Engaging Parents / Carers / Alumni**

The school seeks to actively engage parents / carers in the formulation and development of careers provision. Regular careers updates together with requests for assistance with careers events are provided through the school newsletter and other social media. A database of parents / carers / alumni able and willing to support with events and other planned activities such as work experience is maintained and updated by the CEIAG and Employer Engagement Coordinator.

Parents/carers are vital to students understanding of career choices and the decisions they make. We provide all parents/guardians with up-to-date information on choices at 14+, 16+ and 18+ and arrange parents' information sessions.

### **12. Supporting documents**

Other supporting documents are as follows:

- Careers strategy:making the most of everyone's skill and talents (January 2018)
- Careers Guidance and access for education and training providers (January 2018)
- Ofsted- Careers guidance in schools:going in the right direction (September 2013)
- Ofsted- The common inspection framework:education, skills and early years (September 2015)
- CDI-Careers Framework (November 2015)
- SEMLEP Skills plan- 'Growing people'
- Gatsby-Good Career Guidance
- Education Act (2011)
- PSHE Education Programme of Study KS1-5 (January 2017)

### **13. Glossary of terms**

DfE- Department for Education

CDI- Career Development Institute

HE-Higher Education

CEIAG- Careers Education, Information, Advice and Guidance

PDC- Personal Development Curriculum

SEND-Special Educational Needs and Disabilities

EAL-English as an additional language

SEMLEP- South East Midlands Local Enterprise Partnership



## **Appendix A- Provider Access Policy Statement**

**Introduction**-This policy statement 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.

### **Student Entitlement**

All students in years 8-13 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: Miss N Ponsonby, Coordinator of CEIAG & Student Employability
- Telephone: 01582 571427; email: [nponsonby@challneygirls.luton.sch.uk](mailto:nponsonby@challneygirls.luton.sch.uk)

### **Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the School, which is managed by the CEIAG Coordinator.

## **Opportunities for access**

A range of events, which are integrated into the WAT careers programme, will offer providers an opportunity to come into school and college to speak to pupils and/or their parents. The calendar of events varies from year to year; therefore, providers need to contact the appropriate staff member named above to identify the most suitable opportunity. These events are usually calendared well in advance, so it is essential that providers contact us early in the academic year to be involved in our planning. Access to pupils will be granted on the understanding that the information and guidance offered by providers is related to technical courses and apprenticeship opportunities only.

WATs policy on safeguarding sets out the Trust's approach to allowing providers into its schools as visitors to talk to our pupils.



