

Challney High School for Girls

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

2022-2023



Date Approved by the Governing Body	May 2022
Date for Review by the Governing Body	May 2023
Headteacher Signature	J. K. Mylles
Chair of Governors Signature	Paizal

1. Introduction.

The following policy has been developed to underpin and support Challney High School for Girls Careers provision. The aim of this policy is to ensure that standards and resources are in place and are well defined. In turn this will provide a secure platform from which outstanding CEIAG is delivered to all students. Effective careers provision will also support the development of 'Influential Women of the Future' with an aspirational outlook.

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

- Providing a planned programme of activities to help all students to explore, and plan their careers preparing students for their next steps.
- Securing independent and impartial careers guidance for students in Years 8-11. In implementing this duty we pay particular regard to the Gatsby Benchmark regarding personal guidance and Ofsted's inspection criteria (Updated 1st October 2021) for the evaluation of careers provision in schools.
- Fulfilling our duties on 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 excellent in CEIAG.
- Ensure that the schools CEIAG is aligned with the The careers and Enterprise Company, the national body for careers education in England.
- Working in partnership with Luton Borough Council and Careers Hub Luton.

The Careers Policy is supported and underpinned by a range of key priorities and best practice including the Gatsby Benchmarks. These are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees
6. Experiences of workplaces.
7. Encounters with further and higher education
8. Personal guidance.

The schools planned CEIAG provision reflects the CDI document framework for careers as well as the National Curriculum programme of study for PSHE and other documents such as 'Careers strategy: Making the most of everyone's skills and talents (December 2017), the DfE Statutory guidance 'Careers guidance and access for education and training providers' (July 2021), the Education Act (2011) as well as guidelines from Ofsted and the Gatsby Benchmarks.

2. Rationale:

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

By working with key stakeholders our aim is for every student to fulfil their potential and be inspired to gain the skills, knowledge and understanding they will need to ensure high aspirations, ambition and success in their futures. It is with this objective that the policy has been developed.

We are committed to provide a planned program of high quality CEIAG to all students and recognise the role that careers education and work related learning plays in:

- Preparing and supporting young people to sustain employability and achieve personal and economic well-being through their lives.
- Empowering young people to plan and manage their own futures.
- Contributing to strategies for raising achievement and in particular 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.

Links with other policies:

The CEIAG policy supports and is underpinned by a range of key school policies especially those for Teaching and Learning, Assessment, More Able Learners and SEND.

3. Aims and 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. Students will learn about the world of work, developing career management and employability skills

Challney High School for Girls seeks to provide a planned program of CEIAG for students in partnership with Luton Borough Council, SEMLEP, Careers Hub Luton, Training and HE providers, businesses, parents, alumni and other external agencies.

Entitlement:

Learners are entitled to CEIAG which meets the professional standards of practice and which is both personalised and impartial. Activities will be embedded in the curriculum and are based on a partnership with learners and their parents. The programme will raise aspirations, challenge stereotypes and promote equality and diversity.

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 schools CEIAG programme has the main aims aligned with the CDI Career Development Framework and aims to support students in:

1. Growing throughout life by learning and reflecting on their journey and the possibilities.
2. Exploring the range of possibilities open to them
3. Actively managing their career, making the most of available opportunities.
4. Creating opportunities for themselves.
5. Understanding the importance of balancing life and work.
6. Seeing the bigger picture and how this connects with their lives.

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

1. Leadership and management.

The school's CEIAG is monitored and evaluated by an Assistant Headteacher. It is planned, monitored and evaluated in conjunction with the CEIAG coordinator, if the CEIAG coordinator is not the Assistant Headteacher. There is consultation with other staff including:

- Assistant Headteachers with relevant responsibilities (SEND, MA, Pastoral for example).
- The careers adviser
- Heads of Department
- Form tutors and subject teachers.

2. Provision.

The CEIAG programme is designed to meet the needs of students at each stage in their learning on their journey through years 7-11 delivered through a range of activities identified according to what is most appropriate for the aims of the session. All subjects have a responsibility towards careers provision.

The careers programme supports the transition between Year 11 and students chosen next step. The programme is structured to support progression appropriate to students stages of career learning, planning and development. Consideration is included for SEND learners and activities are differentiated to ensure an inclusive approach.

Key stage 3 provision:

- At Key Stage 3 the careers education programme is delivered through PDC and registration time.
- Students are appropriately supported when selecting their options in Year 9.
- The Year 9 options selection process is supported by the Year 9 options evening and taster sessions for students.
- The opportunity to participate in career related activities such as the Step into the NHS competition.
- Students can request a 1:1 interview with the careers adviser.

By the end of Key Stage 3 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
- Use of online resources to research information about opportunities to apply their findings to help make informed decisions about Key Stage 4 options.
- Received appropriate advice and guidance on Key Stage 4 options.

Key Stage 4 provision:

- Careers education programmed delivered through PDC throughout Years 10 and 11.
- Taster sessions to prepare students for post 16 steps.
- Presentations about apprenticeships pathways.
- CV writing and mock interview practice.
- Presentations from local colleges and 6th forms.
- Visits to employers where possible.
- Opportunity for a 1:1 interview with the careers adviser.
- Guaranteed offer of a 1:1 interview with the careers advisor for identified, targeted students including PPI and SEND.

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

- Enhanced their knowledge, career management and employability skills.
- Used a range of resources to investigate future choices and pathways.
- Experience the world of work through visiting an employer for one weeks work experience.
- Have developed skills in confidence, self-esteem, communication skills, time keeping and problem solving (among others).
- Been given access to employers, colleges, training providers and universities.
- Been given guidance to help identify a range of post 16 pathways and support networks that they can use to plan and negotiate their career pathways.
- Been offered a 1:1 interview with the careers advisor.

Assessment: Learning outcomes are shared and revisited in PDC lessons to support assessment of the achievement of these. Evaluation takes place for career related to inform future development of the careers programme.

Resources:

Funding is allocated to the careers programme within the annual budget in the context of whole school priorities and the needs in the area of CEIAG. The careers leader is responsible for the effective allocation of resources. Resources are reviewed on a regular basis.

Staff development and CPD:

Staff training needs for planning and delivering CEIAG 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 relevant information and changes. Information is disseminated through a range of opportunities including but not limited to meetings with key members of staff for example Heads of Department.

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 future planning. Evaluation focuses on how effective the activity has been in helping students to achieve the learning outcomes. The following may contribute the review of the programme:

- Student, parents, and staff surveys
- Regular meetings with the Luton Borough Council Careers Hub Coordinator.
- Evaluation of activities as and when they happen for one off activities.

- Evaluation of ongoing activities at the end of the year.
- Student feedback
- Information on intended destinations.
- NEET and destinations data.
- Individual student tracking information recorded on SIMs
- The CEIAG coordinator reports annually to SLT.

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 Luton Borough Council, the careers advisor, SEMLEP, and local employers. Partnership agreements and service level agreements are reviewed regularly.

Business links: The School is a member of the Careers Hub Luton Enterprise Advisor Network. Our Enterprise company enterprise advisor 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 businesses from different industries and these are used to ensure CEIAG is relevant and where possible delivered by those in industry. New partnerships are constantly being sought. Please see the appendix for the provider access statement.

Engaging Parents/Carers and Alumni.

The school seeks to actively engage with parents/carers in the formulation and development of careers provision. Regular carers updates, together with requests for assistance, are provided through the school newsletter and other social media.

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

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.

SEMLEP: South East Midlands Local Enterprise Partnership.

Appendix A: Provider access statement.

Application for Provider Access

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 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: Mrs Price, Coordinator of CEIAG and Student employability.

Telephone: 01582 571427

Email: Cprice@Challneygirls.luton.sch.uk

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.

Appendix B: Statement of Entitlement.

Students at Challney High School for Girls are entitled to receive a programme of CEIAG that will help to equip you with the knowledge and skills to enable you to make informed decisions about the choices and opportunities available to support your learning and transition to the world of work. With this in mind 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 schools CEIAG programme has three main aims:

1. Self development – enabling students to understand themselves, their strengths and influences on them, acquiring core competencies and skills necessary to them to access a range of opportunities.
2. Career exploration – Investigation of opportunities in learning and work, understanding the changing world of work and labour market information.
3. Career management – Developing skills enabling them to make and adjust plans and to manage change and transitions.

Throughout Key Stages 3 and 4 students can expect:

- Access to a planned programme appropriate to the year group.
- Information about the world of work and changing labour market.
- Help in recognising likes and dislikes, strengths and interests in relation to careers education.
- To take part in activities that challenge stereotypes and raise aspirations.
- To develop skills to support their personal development and career progression.
- To be able to offer feedback on the development and improvement of the careers programme.
- To have access to impartial and up to date careers information.

By the end of Key Stage 3 students can expect:

- To have developed a better understanding of the full range of 14-19 opportunities for progression.
- To have developed 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
- Use of online resources to research information about opportunities to apply their findings to help make informed decisions about Key Stage 4 options.
- Received appropriate advice and guidance on Key Stage 4 options.

By the end of Key Stage 4 students can expect:

- To have enhanced their knowledge, career management and employability skills.
- To have used a range of resources to investigate future choices and pathways.
- To experience the world of work through visiting an employer for one weeks work experience.
- To develop skills in confidence, self-esteem, communication skills, time keeping and problem solving (among others).
- To have been given access to employers, colleges, training provides and universities.
- To have guidance to help identify a range of post 16 path ways and support networks that they can use to plan and negotiate their career pathways.
- To have been offered a 1:1 interview with the careers advisor.