



Stowupland
High School

OUTSTANDING PROGRESS FOR ALL

CEIAG Policy KS3-4

Date of Review	Committee	Lead	Next Review
15 October 2022	LIB	Chris Sim	September 2023
15 November 2023	LIB	Amanda Walden	



JOHN MILTON
ACADEMY TRUST

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CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

1. The Context for Careers Education, Information, Advice and Guidance at Stowupland High School

1.1 Careers Education, Information, Advice and Guidance (CEIAG) at Stowupland High School can be seen as having an integral role in the following school aims (SID):

- All year groups to have elements of a careers programme in their curriculum
- To maximise student achievement with specific designated groups

1.2 The purpose of this policy statement is to define the aims of the CEIAG programme at Stowupland High School and to describe how the programme is delivered. The Careers curriculum objectives and learning outcomes for Key Stages 3 and 4 are identified in the PSHE and schemes of work. The Provider Access Policy Statement can be found in Appendix A.

2. The Importance of CEIAG

2.1 High quality Careers provision should inform and inspire students, as well as prepare them for the next stage of their education, employment, self-employment or training. It includes:

- A planned and progressive programme of career and employability education as part of the main curriculum
- Support and advice through planned tutoring and mentoring
- Opportunities for encounters with employers both in and out of school
- Opportunities to engage with local and regional learning providers
- Opportunities for work-related learning
- Providing independent information and enabling experience of the full range of pathways at key transition points
- Access to an independent and impartial specialist careers guidance professional
- Sharing of Labour Market Information (LMI) with both students and parents/carers

2.2 Careers education is imperative in inspiring and raising aspirations in students while at the same time, providing information regarding the reality of employment and promoting the attributes needed for successful career development. The Careers Education Programme will be effective in doing the following:

- Providing students with the skills, knowledge and understanding to manage their own lifelong learning and career development
- Preparing students for the opportunities, responsibilities and experiences of education, training and employment and to understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for adult life
- Helping students set goals, show initiative, use information and guidance, make plans and decisions, use self-presentation and negotiation skills and cope with transition
- Encouraging students to feel positive about themselves, to improve their motivation, to raise their aspirations and to take responsibility for their career

plans

- Supporting students with investigating and matching themselves to further and higher education courses, training opportunities, types of work and potential industries for future employment which suit their academic needs and aspirations
- Supporting students with investigating changing opportunities in the world of work and providing labour market information
- Providing students with opportunities to directly experience the world of work and engage with employers
- Allowing students to recognise the importance of equality of opportunity, of challenging stereotypes and of valuing difference and diversity between people

2.3 Careers guidance supports students in investigating opportunities and making choices which are both realistic and ambitious. The Careers guidance programme will be effective in doing the following:

- Providing the opportunity for every young person in Years 8-11 to have access to an independent, impartial and external specialist;
- Classifying needs of students in order to identify vulnerable students and those likely to become NEET;
- Providing tailored support for students based on needs analysis at key transitional phases;
- Ensuring all KS4 students are provided with one-to-one guidance from an independent and impartial specialist to support Post-16 choices;

2.4 The Careers guidance programme has been developed using The Gatsby Benchmarks which can be found at <https://www.careersandenterprise.co.uk/schools-colleges/gatsby-benchmarks>. It will be evaluated against these same benchmarks using the Compass tool (<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>) provided by The Careers and Enterprise Company (CEC) and improvements will be made using the Tracker tool to ensure that all eight benchmarks are met by an excellent careers programme which meets the needs of our students.

3. Aims

Our aim is to help students, through careers education, work related activities and interventions and guidance, to acquire the following skills:

- Self-development: students should learn how to understand themselves and develop their capabilities in relation to future learning and employment opportunities
- Career exploration: students should learn how to investigate careers and opportunities as well as experience the world of work
- Career management: students should learn how to create and action their career plans

These aims direct the Careers education and guidance programmes and have been established more specifically in the schemes of work for each year group.

4. Teaching and Learning Strategies

4.1 Students are taught in mixed ability groups as part of the PSHE curriculum which allows each year group to receive timetabled sessions of careers education each year.

4.2 The following strategies are used at the appropriate time:

- A presentation, followed by a Q&A session, by an employer to a whole class or small groups of integrated students
- Skills coaching

- Use of role play
- Use of careers software such as The Source and National Careers Service website
- Individual web based research into Post-16 opportunities
- Use of a video to prompt discussion
- Matching of skills, qualifications and experiences to types of employment;
- Personal reflection and SWOT analysis of skills, abilities and qualities
- ICT is used to aid research and to enable students to produce CVs and application letters

4.3 The CEIAG programme also comprises the following elements:

- Work experience
- Collapsed timetable business events
- Tutoring and mentoring programme
- Cross-curricular careers education
- Partnership working/employer engagement and encounters
- Careers library
- Student Leadership system
- Events such as Careers Fair and GCSE Options where careers information is shared with parents/carers and students

5. Work Experience

5.1 Students are given first hand experience of the world of work in Year 10 when students have the opportunity to undertake one week of work experience.

6. Learning About Work Day

6.1 Learning About Work Day is an off timetable day for all Year 11 students. This day comprises small group activities with local employers including reviewing job applications and CVs prepared in advance, mock interviews and provision of information about labour/job market and pathways to employment.

7. Tutoring and Mentoring programme

7.1 Tutoring is individual support and advice which is given to all students by all tutors across all year groups. Different year groups have a different focus for their tutorial sessions including reviewing reports/academic progress, preparing for GCSE and Post-16 options and reviewing personal skills and qualities.

7.2 Mentoring is the one-to-one support that some students may be provided with. This is an additional teaching staff mentor, based on student's needs, advised by the Progress Team. Further mentoring is provided for particular students through interviews with a senior member of staff, for example the GCSE options process as necessary. Some students are provided with a peer mentor. These are student leadership posts which are applied for by students and appointed by the Progress Team.

8. Cross Curricular Careers Education

8.1 Subjects and topics across the curriculum provide a range of opportunities for the introduction of information about careers, qualifications, skills, entry requirements etc. Suitable topic areas and lessons for these links to be made have been identified by Subject Leaders. Subject teachers make explicit reference to such information.

8.2 Each subject area in the school will have a careers display that signposts career pathways related to their subject specialism.

9. Working in Partnership/Employer engagement and encounters

9.1 Stowupland High School works closely with the Participation Tracking Team, the Early Help Team and our Specialist Careers Advisor, to ensure successful transitions into Post-16 education or training and to track and monitor students' intended and actual Post 16 destinations. Targeted interventions for those who are at risk of NEET from Children and Young Person's services, who meet regularly with the Year 11 team.

9.2 Working relationships have been established with local employers who provide placements for work experience, careers events and support our work-related days.

9.3 The Careers Leader liaises with Post-16 providers, parents/carers, the Early Help Team, the careers guidance professional, SENDCo and tutors to ensure the smooth transition of Year 11 students into appropriate Post 16 provision. Open events at all local FE centers are publicised, as are local apprenticeship opportunities. Post-16 Careers Fair allows students to meet with staff from providers as well as the apprenticeship and training providers, representatives from the Armed Forces and HE providers. Our Provider Access Policy Statement can be found in Appendix A.

9.4 The central role which parents/carers play in career choice is recognised and every effort is made to inform parents/carers about the work being undertaken in school and the options available. Parents/carers are encouraged to discuss careers work with their children at every stage.

10. The Careers Resource Area

10.1 The Careers Resource Area which is housed within our Library is well resourced with current information about various careers, local Further Education and national Higher Education provision. ICT access is also available and Online Careers guidance meetings take place here. Students are welcome to browse during break and lunchtime. Certain sessions are designated as workshops for work experience and as drop-in sessions to ask questions on various careers and to receive help on completing application forms.

11. Prefect System

11.1 The prefect system includes Year 11 prefects and Year 12/13 Mentors. Students are required to make applications to be part of the prefect system at all levels. This includes responding to job descriptions and person specifications, letters of application and in some cases full interviews and presentations. These contribute significantly in preparing students for their next stage and for adult life.

12. Equal Opportunities

12.1 The CEIAG programme aims to enable students to gain access to the full range of opportunities in the school which will help them to make progress. Students will be given impartial, confidential and expert advice about their choices of education, training and work. They will also be made aware of the importance of equal opportunities in working life, recognising the risks of stereotyping and discrimination and accepting responsibilities for their own actions.

13. Key Skills

13.1 The school, together with employers, recognise the importance of transferable key skills in helping students to develop as independent, self-aware learners. These skills enable students to make informed career decisions and to take advantage of

opportunities in their adult and working lives. Key Skills are used as a vehicle to show students how to make connections between subjects across the curriculum and between school and the workplace.

Revised: October 2023

Approved by LIB:

Next Review: September 2024

Member of staff responsible for review: Assistant Headteacher

Glossary

CEIAG Careers Education, Information, Advice and Guidance
LMI Local Market Information

NEET Not in Education Employment or Training

HE Higher Education

SWOT Strengths, Weaknesses, Opportunities and Threats

STEM Science, Technology, Engineering and Maths

Careers education is the planned progressive provision within the curriculum that enables students to learn about careers, learning and work and develop specific employability skills in order that they can manage their development and make considered decisions about their next stage and adult life.

Independent is defined as external to the school. This includes websites, telephone helplines and in some cases mentoring as well as careers guidance professionals.

Impartial is defined as showing no bias or favoritism towards a particular education or work option.

Specialist Careers Guidance Professional is a qualified person providing a personalised service in order to assist students in making choices about future pathways and manage their careers development. These are usually one-to-one interviews but can also take place in small groups.

Work Related Learning refers to the series of opportunities and experiences for students to develop understanding of work and enterprise and to develop enterprise and employability skills through direct experiences of work and enterprise.



Appendix A

Policy statement on CEIAG provider access

Stowupland High 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 Section 42B of the Education Act 1997.

As an 11-18 school, Stowupland High School values its effective working relationships with Post 16 Providers. We recognise that it is vitally important that local post 16 provision has access to our students in order to provide them with accurate information about the broad range of options available to them allowing our students to make a successful transition to the next stage of education, employment or training.

Student entitlement

All students in years 8-11 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 be provided with at least four encounters with technical education qualification providers and/or apprenticeship providers between years 8-11, with at least two of these encounters occurring in years 8 to 9 and two in years 10 to 11 (meeting the minimum information required to be provided by the updated provider access legislation issued in 2022 and coming into force in January 2023);
- to understand how to make applications for the full range of academic and technical courses.

Students in Year 7 are not covered by this statutory entitlement, however, the careers education programme delivered through the PSHE curriculum offers opportunities where input from external providers would be welcome.

Management of provider access requests

Procedure

A provider wishing to request access should contact:

Magdalena Coppen - Head's PA mcoppen@stowuplandhighschool.co.uk

The request will then be passed to the relevant member of staff to continue to arrange access. This may be the Careers Leader or a member of the Senior Leadership Team.

Opportunities for access – careers programme

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

	Autumn Term	Spring Term	Summer Term
Year 7	PSHE Lessons Year 7 assemblies		
Year 8	PSHE Lessons Year 8 assemblies		
Year 9	Suffolk Skills and Careers Show Careers Fair PSHE Lessons Year 9 assemblies	Options Evening PSHE Lessons Year 9 assemblies	PSHE Lessons Year 9 assemblies
Year 10	Careers Fair PSHE Lessons Year 10 assemblies	PSHE Lessons Year 10 assemblies	Pre and post work experience assemblies
Year 11	Careers Fair Year 11 assemblies	Learning About Work Day PSHE Lessons Year 11 assemblies	PSHE Lessons Year 11 assemblies

Opportunities for access – assemblies

Assemblies for all year groups are an ideal way for providers to access whole year groups of students and providers are welcome to contact the school to arrange to speak to a particular year group at any point during the academic year.

Wherever possible, we encourage providers to discuss these with us as we finalise our calendar and assembly rota during the summer term for the following academic year.

Opportunities for access – external visits

Students greatly benefit from visits to providers. These may be during school time or outside of school hours to open events.

- **During school time** – these visits can be arranged using contact information above for individuals or groups of students
- **Outside of school hours** – these events will be promoted by Stowupland High School to the relevant year groups. Printed promotional materials for these should be sent for the attention of the Careers Leader.

Access for any external organisations will take place in accordance with the school's safeguarding and data protection policies.