



Sir James Smith's Community School

Aspiration Ambition Achievement

**CAREERS EDUCATION INFORMATION,
ADVICE AND GUIDANCE (CEIAG)
POLICY**

JANUARY 2018

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Sir James Smith's. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Governors can expect from the careers programme.

Aims and objectives

The Sir James Smith's careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career. Sir James Smith's follows the principles of the Gatsby Benchmarks (see references). The objectives for the careers programme are as follows:
 - helping students to understand the changing world of work
 - facilitating meaningful encounters with employers for all students
 - supporting positive transitions post-16
 - enabling students to develop the research skills to find out about opportunities
 - helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
 - encouraging participation in continued learning, including further and higher education and apprenticeships
 - supporting inclusion, challenging stereotyping and promoting equality of opportunity
 - contributing to strategies for raising achievement, particularly by increasing motivation.

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Y9 and YR11
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during tutor time from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- at least four meaningful encounters with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school

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- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school to discuss their son/daughter's progress, on Parents Evening and ARD. In readiness for these events, students' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

The Careers Lead, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Y9 Options Evening, Post 16 and Careers Evening along with both YR10 and YR11 Parents evenings

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media.

Delivery of the careers programme

Years 7, 8 & 9

Key activities: Y9 options choices

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the options process which takes place in Y8.

By the end of Y9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

Year 10

Key activities: Work experience and mock business interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options.

By the end of Y10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed
- Experience a taster day in a sixth form or college setting

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- Learn about the different Post-16 pathways.

Year 11

Key activities: Post-16 applications

Students will learn how to write a personal statement for post-16 applications; get support to apply through UCAS Progress; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Y11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.

Post 16 and Careers Event

Each year, the school gives students of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. This evening also gives the an opportunity to interact with all the local college and sixth forms to see what courses are on offer

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Y10s and Y11s, are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

Needs-based referral

The referral procedure works as follows:

- Heads of Year, Pastoral Managers, SENCO Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Y10, form tutors priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students complete their own careers questionnaire late in Y10 where they're asked about their career and post-16 ideas.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Pastoral Manager or Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors.

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The careers adviser will record action plans on the SIMS system at school. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

Career information

Career information is available through the careers library (in the LRC), through relevant displays and Year Group noticeboards or cascaded via form tutors or through year group assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Careers Pilot <https://www.careerpilot.org.uk/>

LMI in a Box <https://www.careerpilot.org.uk/adviser-zone/national-careers-service-south-west/lmi-in-a-box>

External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

Management and staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Deputy Head with responsibility for careers and employability, and working with the Assistant Heads and Heads of Year.

The Careers Lead will be trained to a Level 6-qualified Careers Adviser and a member of the UK Register of Career Development Professionals.

Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Form Tutors and the Librarian.

Staff Development

Form Tutors are introduced to the concepts, aims and programme for CEIAG at Sir James Smith's during PD days. This staff development is further enhanced at Year Team meetings. The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer links

Links with employers, businesses and other external agencies continue to grow; by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENDCo to support Education, Health and Care planning.

The destinations of school-leavers are monitored and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16.

Sir James Smith's is committed to achieving the Quality in Careers Standard, a dedicated quality award for careers programmes. The Careers Team are beginning the process of working towards this award.

References

The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Career Development Institute Careers Framework

<http://www.thecdi.net/New-Careers-Framework-2015>

Careers guidance and access for education and training providers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Careers strategy: making the most of everyone's skills and talents

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

If you would like this in a different format please contact the school

Reviewed & amended by Jo Ledger

Reviewed – January 2018

Ratified by Governors – January 2018

Next Review due – February 2018