



# Serenity School

## CEIAG Policy

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## **What is Careers Guidance?**

In our careers guidance policy our definition of careers guidance is aligned to those provided by DfE and Ofsted.

Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff, April 2014 defines Careers Advice and Guidance as:

‘Careers Advice and guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.’

**CEIAG** - Careers Education, Information, Advice and Guidance

## **Purpose of Careers Guidance**

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our school has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning that employer's value. This will help every young person to realise their potential and enhance their employability.

**Careers Skills:** - We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The school's careers provision, therefore, needs to help students to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

**Employability Skills:** - We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable'. The top 10 skills that employers want and seek in potential employees (ref STEMNET, Science, Technology, Engineering and Mathematics Network, working with a range of UK companies) are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Organisational skills
5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

## **Statutory Responsibilities of the School Leadership and Management Team**

The statutory duty requires the governing body to ensure that all registered students at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 11 (15-16 year olds). At Serenity School we offer access to careers advice from year 7 to 13.

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

### **Duty to participate in education or training after 16**

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory school leaving age and students starting year 11 or below in September 2013 will need to continue until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. In particular students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

### **Working with the Local Authority**

The Education Act 2011 and the new statutory guidance require us as a school to work with local authority to provide data on our students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with the local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

### **CAREERS GUIDANCE PROVISION**

Careers Education is delivered through PSHCE lessons at KS3 and through the daily tutor programme for both KS3, KS4, and 6<sup>th</sup> Form. It is also delivered in part through Employability programmes ranging from Entry Level qualifications to Level 2 from NCFE.

We have a set amount of annual Careers Focus Days linked to Enterprise for all students in all year groups. This is delivered in conjunction with school staff and outside agencies. The topics covered are age appropriate to the year group. In addition, all subjects in school identify careers education elements and include these in lesson planning.

## **GCSE English and Mathematics**

Through our Careers Guidance we highlight to students that if they do not achieve a Level 2 Functional Skills or grade 4 or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

## **Careers Impartial Advice and Guidance (IAG)**

- In our school students are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, alumni from universities and colleges and mentors and coaches.
- Independent and impartial careers information, advice and guidance can be accessed by any student on request and is available every week by the Careers Coordinator upon request through form tutor.
- All students receive at least one face-to-face careers interview with a trained careers adviser.
- All students receive a face-to-face interview at key decision making points during their education (in years 9, 11 and 6 Form) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11 and 13, all students are helped to develop a careers action plan.
- Bespoke plan in place for More Able learners
- There is a system in place for centrally storing, distributing and following up student action plans and this is coordinated by the Careers Coordinator.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The school organises information events for students and their parents to which all local providers of education and training are invited and actively engaged in offering advice.
- The school advertises the open days and evenings for all local education providers to all students and their parents throughout education phases and transition between key stages on the website.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the school's website.
- The school works in partnership with several national apprenticeship providers.
- Learner views are sought on the best way to offer provision.

## **Employer engagement**

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Mentoring and coaching through alternative curriculum provision
- Speakers from the world of work in schools (school is part of the Speakers for School

project)

- An insight from our Local Enterprise Partnership into the labour market and the needs of employers
- Workplace visits and work experience placements (two, one week placements for all Year 11 students)
- Work 'taster' events such as games and competitions through drop down days and the tutor programme
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, jobsearches and job interviews

### **Access to information on the full range of education and training options and active engagement with other local learning providers**

We schedule visits from a Careers Coordinator who provides independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities.

We provide in good time before decision points information about the options available, including:

- Post-14: GCSEs; options provided by alternative curriculum providers in the community; opportunities for 14 year old enrolment at local colleges
- Post-16: apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18: apprenticeships, employment combined with training, supported internships, tech levels and traineeships.

### **The National Careers Service**

We signpost our students and their parents to the National Careers Service which offers information and professional advice about education, training and work to people of all ages. (<https://nationalcareersservice.direct.gov.uk> , or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

### **Careers Guidance Leadership and Management Team**

<b>Team</b>	<b>Name</b>
Nominated governor with responsibility for oversight of Careers Guidance	Chair of Governors
Senior Leadership lead	SLT - AHT
Middle Leader(s) Careers Guidance <ul style="list-style-type: none"><li>• Careers education</li><li>• Employer engagement</li><li>• Work Experience Co-ordinator</li></ul>	Careers Coordinator

## **The Careers Guidance leadership and management team are responsible for:**

- The Careers Guidance action plan, developed each year and which is linked to the School Development Plan through Raising the Aspirations of students
- Careers Guidance Training needs analysis and keeping a record of training (Staff CPD)
- The Careers Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Guidance
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of student needs and abilities
- Enabling students to have access to career resources and drop in careers sessions, and a careers section on the school's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities including Work Experience (ref Child Protection policy, Staff Behaviour Policy, Safeguarding audit, National Guidance for Educational Visits)
- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with parents/carers and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, LABEP)
- Updating the school's Careers Guidance policy and information on the school's website
- Providing an annual report to the governing body on Careers Guidance

## **Assessment of student progress**

Assessment is aligned to our school's teaching, learning and assessment policy. There are Systems in place to effectively track students' progress through our Careers Guidance provision Using Doodle.

Assessment in Careers Guidance is done during the tutor group as well as in PSHE and CEIAG whole school matrix which includes opportunities for;

- Baseline assessment to determine students' starting points, including: what students already know and understand, what they have misunderstood, what gaps they have in their knowledge and skills, what preconceptions may have to be challenged.
- Assessment for Learning (formative assessment) - regular assessment of students' progress against the intended learning outcomes of our range of Careers Guidance activities to ensure that students are making expected progress, to provide feedback for students on how to improve, and to inform planning for subsequent Careers Guidance activities and units of work in the Careers Education programme in PSHE / tutor programme and subject cross-curricular delivery.
- Assessment of Learning (summative assessment) – Opportunities to report to parents on progress in Careers Guidance is offered at Parents Academic Review Days (year 9 – 13) and during specific work experience reflective exercises. Assessment is also recorded through review meetings with students.

Elements of the Careers Guidance Programme are accredited through:

- Employability Programme E3 and L1 NCFE
- PSHE Curriculum
- SMSC Provision Map
- Independent Living WJEC

### **Monitoring of Careers Guidance Provision**

Provision is monitored through a range of processes including:

- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience)
- Work scrutiny of students' careers education work books
- Scrutiny of sample careers interview action plans
- Feedback discussions with focus groups of students, parents/carers, staff, employer representatives
- Use of student surveys
- Annual audit of Careers Guidance

### **Equalities**

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

### **Evaluating the effectiveness of our Careers Guidance**

The effectiveness of guidance activities is evaluated through

- Attainment and achievement of key indicators
- Destinations of our students.
- Students being guided on to the correct options pathway in KS4 and Post 16
- Our NEET figures at 0% annually
- Our Destinations data
- Student questionnaires

We use the Destination Measures data, published by the Department for Education, to assess how successfully our students make the transition into the next stage of education or training, or into employment and data provided to us by Local Authority e.g. Year 11 Leavers destinations.

## References:

CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide <http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>

DfE (2013b) Careers: Inspiration Vision Statement

<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302422/Careers\\_Statutory\\_Guidance\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf)

DfE (2014c) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302424/Careers\\_Non-Statutory\\_Departmental\\_Advice\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf)

DfE (2013a) The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269341/Equality\\_Act\\_2010\\_-\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf)

Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012 <http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>

STEMNET: Top 10 Employability Skills

<http://www.nationalstemcentre.org.uk/elibrary/resource/887/top-10-employability-skills>

Careers Guidance Materials can be found on Fronter in the PSE room, or access through the Health and Wellbeing Room – (*Vision and Policy*: electronic version of this Careers

Guidance sample policy template. *Policy into practice*, Secondary PSHE and

Citizenship section, then Economic wellbeing section for further Careers guidance materials)

on Fronter <https://fronter.com/northyorks/>