



ALLEESTREE WOODLANDS SCHOOL

Careers Education, Information, Advice and Guidance Policy

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Enabling aspiration and achievement for all through delivery of a knowledge-rich curriculum underpinned by our CORE values:

COURAGE

OPTIMISM

REGARD

ENDEAVOUR

Careers Education, Information, Advice and Guidance Policy

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'Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff'. DFE, January 2018

Careers Education, Information, Advice and Guidance Policy

1. School Vision

Linking academic learning and our CORE values to the world of work, to raise aspiration and provide opportunity for all.

The governing body have adopted this policy to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance

2. Policy Scope

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three, Four and five.

The policy also applies to Year 11 and 13 students after they finish their examinations in June of their final year and before they start at their next place of education, employment, or training.

The policy will be reviewed every three years in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018)

This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all students at the school.

All members of staff at Allestree Woodlands School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor.

It is important therefore that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Students with additional needs and challenges will be supported to ensure that they have access to the same information, experiences, and guidance as their peers. Support will be put in place where necessary and all students will be encouraged to aim high when it comes to making choices for their future.

3. Objectives:

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

- To ensure that all students at the school receive a stable careers programme
- To enable all students to learn from information provided by the career and labour market
- The CEIAG programme should be individual and address the needs of each student
- To link the curriculum learning to careers learning
- To provide students with a series of encounters with employers and employees
- To provide students with experiences of workplace(s)
- To ensure that students have a series of encounters with further and higher education
- To provide each student with the opportunity to receive personal guidance

4. School Responsibilities

The school has a series of statutory duties:

All registered pupils at the school must receive independent careers advice in Years 7 to 13

This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option

This advice must cover a range of education or training options

This guidance must be in the best interests of the pupil

There must be an opportunity for education and training providers to access pupils in Year 7 – Year 13 to inform them about approved technical qualifications or apprenticeships. See Section 6 of this policy

The school must have a clear policy setting out the way providers will be given access to pupils. See Section 6 and Appendix 3. This policy and these arrangements must be published

The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy see Section 3

Allestree Woodlands School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.

The school will monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (eg. Local Authority Enterprise Co-ordinator, OFSTED)

5. Governor Responsibilities

The governing board will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

based on the eight Gatsby Benchmarks

meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 13.

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

6. Provider Access

Introduction - This section of the policy 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.

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.

Appendix 3 shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities

The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

7. Monitoring, Evaluation and Review

The Headteacher will ensure that:

the work of the Careers Advisor and CEIAG events are supported and monitored

a member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team

The effectiveness of this policy will be measured in a variety of ways:

Feedback from stakeholders through mechanisms such as student and parent surveys.

Feedback from external visitors to the school such as The Local Government Enterprise Advisor or Ofsted.

The number of students who are NEET in October having left the school in the previous summer.
This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

The governors of Allestree Woodlands School will review this policy every three years.

The Gatsby Benchmarks

Appendix 1

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
<p>2. Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p> <p>All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM</p>

	the relevance of STEM subjects for a wide range of future career paths.	subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Year 7

- Introduction to careers
- Challenging career stereotypes and raising aspirations
- Employability
- Self-awareness
- LMI - hot and cold jobs
- Set up Unifrog

Year 8

- Understanding careers and future aspirations
- Self-awareness
- Target setting
- Y10 WEX Ambassadors
- Research 'hidden jobs'
- Careers Library

Year 9

- Understanding careers and future aspirations
- Identifying learning strengths and setting goals as part of the GCSE options process
- Unifrog and Careers Library Sessions
- Careers Carousel

Year 10

- Preparation for work experience
- Employability Skills – including CV writing and preparing for interview
- CV Writing workshops
- Careers guidance interviews
- Work experience week

Year 11

- Evaluation of Work experience and readiness for work
- Understand the college application process and plans beyond school
- Explore routes and pathways post-16 and post-18

- Unifrog
- Mock interviews
- Skills for employment and career progression
- Interview preparation
- Higher and Further Education (including apprenticeships)
- ROA development
- Careers guidance interviews

Year 12

- Unifrog launch
- Post 18 options
- Careers week
- Work experience
- Visits to Universities
- Careers guidance interviews
- Higher Education (including apprenticeships)
- CV Writing
- UCAS exhibition

Year 13

- University / Apprenticeship application guidance
- Careers guidance interviews
- Interview preparation
- LMI sessions
- Outreach with Oxbridge
- Higher Education engagement
- Employer / Alumni engagement

Application for Provider Access Appendix 3

Allestree Woodlands School Provider Access Policy

This policy statement sets out the school's arrangements for managing the access of providers to 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 8 to 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.

For pupils of compulsory school age these encounters are mandatory and there will be a minimum of two encounters for pupils during the 'first key phase' (year 8 to 9) and two encounters for pupils during the 'second key phase' (year 10 to 11). For pupils in the 'third key phase' (year 12 to 13), particularly those that have not yet decided on their next steps, there are two more provider encounters available during this period, which are optional for pupils to attend.

These provider encounters will be scheduled during the main school hours and the provider will be given a reasonable amount of time to, as a minimum:

- share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers
- explain what career routes those options could lead to
- provide insights into what it might be like to learn or train with that provider (including the opportunity to meet staff and pupils from the provider)
- answer questions from pupils.

One encounter is defined as one meeting/session between pupils and one provider. We are committed to providing meaningful encounters to all pupils using the Making it meaningful checklist. Meaningful online engagement is also an option, and we are open to providers that are able to provide live online engagement with our pupils

A provider wishing to request access should contact Miss Charlotte McEntee

Telephone: 01332 551921

Email: c.mcentee@woodlands.derby.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.

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 Lead or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature with the Careers Lead so that they can be displayed in the Careers Section of the Learning Resource Centre.