

The South Wolds Academy & Sixth Form



Careers Education Information Advice and Guidance Policy

Reviewed: Autumn 2020
Next review: Autumn 2022

Rationale and Context for Careers Education, Information, Advice and Guidance (CEIAG)

CEIAG programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. Young people need a planned programme of activities to gain the knowledge and skills to make informed choices and appropriate decisions, manage transitions, and plan their career path.

Statutory Guidance in The Careers Guidance and Access for Education and Training Providers (2018) requires schools to present 'careers guidance' as impartial and include information on all options in 16-18 learning, and promote the best interests of the pupils. Decisions about the careers education and guidance that young people receive is made by the school. There must be a Careers Lead and schools and colleges should meet all of the 8 Gatsby Benchmarks by 2020.

The South Wolds Academy and Sixth Form follows this guidance through its planned programme for CEIAG and through professional relationships with local Further Education Colleges, particularly Nottingham College, local Universities and other service providers for all students in Years 7-13 and information, advice and guidance (IAG).

Policy frameworks that inform our practice include:

Careers Strategy: making the most of everyone's skills and talents. (2017)

Education Act 2011 - Statutory Guidance

Careers guidance and access for education and training providers – Statutory Guidance (October 2018)

The Gatsby Benchmarks

The policy was developed and is reviewed through discussions with teaching staff, careers advisors, pupils, parents, Governors and other external partners. The CEIAG policy is underpinned by the Academy's provision for PSHCE; work related learning; pupils identified as most at risk of becoming NEET, Looked After Children, disabled pupils and pupils identified as having special educational needs. The CEIAG policy has developed alongside other whole school policies, reinforcing those aims that are appropriate to CEIAG.

Aims and Objectives

“The overall aim of Careers Education and IAG is to enable all students to make and implement well-informed and realistic decisions and successfully manage change and transition by following the 8 Gatsby Benchmarks”.

Main Aims

- To enable students to know and understand themselves better with regards to their personal qualities, attitudes, values, abilities, strengths and limitations
- To raise awareness of education, training and career opportunities post-16 and post-18 and as a foundation for lifetime learning
- To enable students to make informed decisions about their future, especially with regards to further/ higher education, apprenticeships, other training and career opportunities
- To enable students to develop knowledge and understanding of the adult world of employment in industry and commerce, locally and nationally
- To enable students to manage the transition from school to new roles and situations
- To encourage improved attainment, by raising awareness of the relevance of skills developed in school to the workplace
- To promote the Academy's policy of equality of opportunity by ensuring that students have equal access to opportunities for careers education, information, advice and guidance, regardless of ability, aptitude, gender or ethnic origin.
- These aims will be achieved by following the 8 Gatsby Benchmarks
 1. To provide a stable careers programme in each of its establishments;
 2. To support learning from career and labour market information;
 3. To address the needs of each student;
 4. To link curriculum learning to careers where possible;
 5. To provide encounters with employers and employees;
 6. To provide opportunities for and guidance on workplace experiences;
 7. To provide encounters with further and higher education;
 8. To offer personalised, impartial guidance

Objectives

Knowledge and Understanding

Students should be able to:

- Understand how to use labour market information effectively
- Understand the nature of work and occupations and how this, or the lack of it, affects people's lives
- Understand the way in which people contribute to, are dependent upon, and are affected by industry, commerce and technology
- Understand about the responsibilities and commitments of employers and employees
- Understand the diversity of career opportunities available locally, regionally, nationally and internationally
- Understand the range of support services available to them for furthering education and training, in employment or during unemployment

Skills

Students will be enabled to develop skills:

- in self-awareness, especially in recognising their abilities and aptitudes, strengths and weaknesses and raising awareness of those activities they find satisfying and in which they can succeed
- in making choices and informed reasoned decisions
- in the use of resources to help them to find out about occupations and opportunities and the ability to analyse and compare these
- connected with job seeking, including writing letters of application and CVs, using the telephone and conducting themselves at interviews
- involved in working as part of a team, communicating effectively with their peer group and with other adults and in problem solving
- involved in finding, analysing and using information from as wide a variety of sources as possible

An individual's success is dependent on their own attitudes and personal qualities. The careers programme aims to foster in students a positive attitude towards acquiring those skills relevant to adult life and to develop in each student self-confidence, self-reliance and a sense of personal worth.

Entitlement to CEIAG

Students in Years 7-13 are entitled to impartial careers education, information, advice and guidance.

Students have access to independent one to one advice, guidance and support from a Careers Advisor from Year 10.

Students are signposted to a number of online Careers platforms, including Unifrog (platform that the Academy subscribes to), Career Coach, ICould and the National Careers Service.

Students can expect:

- a planned programme from Years 7-13
- on-going and impartial guidance
- factual and up to date information
- opportunities to experience the world of work
- that their personal aspirations are important and treated with respect
- that staff involved in the CEIAG process in the Academy promote equality of opportunity in line with whole school policy
- that staff involved in the CEIAG process will form a partnership with parents, governors, guidance support agencies and providers of opportunities in education, training and employment

| | |
|---|--|
| Key Stage 3 | During Key Stage 3 students can expect |
| <ul style="list-style-type: none"> • to explore their qualities and skills and understand how these can be built upon • guidance in understanding the nature of work and occupations • the opportunity to consider and share their opinions in relation to the world of work • to be introduced to a number of careers resources and receive advice on how to make best use of the information that it contains • to develop their knowledge, understanding, skills and self-awareness through a structured PSHCE programme • to attend a GCSE Options Evening • to have access to impartial and independent advice with regard to choosing their Key Stage 4 options • that their opinions and personal aspirations are treated with respect • to attend a Careers Fair | |
| Key Stage 5 | During Key Stage 4 students can expect |
| <ul style="list-style-type: none"> • further guidance in understanding the nature of work and occupations • further opportunity to consider and share their opinions in relation to the world of work • to be introduced to any new careers resources and receive advice on how to make best use of the information that it contains • to further develop their knowledge, understanding, skills and self-awareness through structured PSHCE activities • advice, direction and access to work experience • to attend a post-16 information evening • to have access to impartial support, information, advice and guidance with regard to choosing their options post-16 • to receive impartial and independent support, information, advice and guidance that will enable them to manage the transition from Year 11 to new roles and situations • to understand how to create an effective CV • to prepare for and experience an interview • to attend a Careers Fair • advice, direction and access to work experience • encounters with a range of employers • to have access to a Careers Personal Advisor <p>that their opinions and personal aspirations are treated with respect</p> | |
| Key Stage 5 | During Key Stage 5 students can expect |
| <ul style="list-style-type: none"> • to participate in a higher education programme, with outside speakers offering expert advice on the world of higher education and work • advice, direction and access to work experience opportunities for mock interviews • guidance and support on higher education applications including personal statements and a reference from the Academy (Post-16 UCAS package) • guidance and support towards apprenticeships, including expert advice from Amazing Apprenticeships • signposting to the National Careers Service • a visit to a university open day | |

- a visit to a higher education fair
- to be encouraged to visit other university open days
- that their opinions and personal aspirations are treated with respect

Provision

Careers Education is predominantly delivered through PSHCE lessons, and in Years 12 and 13, through a programme of activities within assemblies and tutor briefings. The programme is carefully structured to ensure that pupils gain knowledge, information and guidance at an appropriate age and to ensure progression through activities which are appropriate to a pupil's stages of career learning, planning and development. The careers programme takes into account CDI Framework learning outcomes for Key Stages 3, 4 and 5 and is designed to meet the needs of all pupils at The South Wolds Academy and Sixth Form. The programme will promote equality of opportunity and inclusion.

The CEIAG programme includes Careers Education lessons, Careers Guidance activities (individual interviews and small group work), Work Related Learning (including access to work experience at an appropriate time within Years 10-13), and other focused activities including visits; inspirational talks from employers; Careers Fair; Options Evening; Interview Skills Day, University visits and the Academy Post-16 Evening. All staff are expected to contribute to the CEIAG programme through their roles as subject teachers and tutors.

Pupils are entitled to careers education, information, advice and guidance which is both impartial and confidential. At Key Stage 4 and 5, pupils are able to access an interview with Careers Advisor who provides specialist careers guidance.

In Year 9, pupils have an Options Evening, timed to follow the Year 9 parent consultation evening. These meetings support pupils' understanding of the transitions and progression from Key Stage 3 to Key Stage 4 and beyond. This is further supported by guidance lessons in PSHCE. Pupils and parents are guided in making informed decisions through individual interviews to ensure appropriate choices if deemed necessary. This process is supported through tutors, Heads of House, the Academy's Careers Co-ordinator and the Careers Personal Advisor.

Wider Information and Guidance

Whilst all staff provide appropriate information and guidance regarding a wide range of issues, including CEIAG, the Academy has proactive, effective and experienced Pastoral and Inclusion teams. The Pastoral team includes the Deputy Headteacher (Care, Guidance and Support), Heads of House who work closely with tutors, the Academy Attendance Officer and external agencies. The Inclusion team includes the Headteacher (SLT link SEND), the Deputy Headteacher (Care, Guidance and Support), the SENCO and Teaching Assistant. These two teams are pivotal to provide appropriate impartial information and guidance to individuals and small groups, as appropriate, particularly to pupils identified as most at risk of becoming NEET, Looked After Children, disabled pupils and pupils identified as having special educational needs. The teams also provide information, upon request, to parents.

A programme of education to support wider Information and Guidance is delivered through PSHCE.

Work-Related Learning

The statutory duty on schools to provide every pupil at Key Stage 4 with a standard amount of work-related learning was removed from the National Curriculum with effect from 1 September 2012. Schools are free to determine whether and how work-related learning and work experience for young people should be provided at Key Stage 4.

After careful consideration, the Academy has determined that it:

- is fully committed to the development of a whole school approach to work-related learning
- will withdraw entitlement to compulsory work experience in Year 10
- will provide work experience for all pupils, at an appropriate point across Years 10-13, who are:
 - at risk of becoming NEET
 - looked after
 - identified as having a Special Educational Need or Disability
 - entitled to Free School Meals (Ever 6 indicator)
- will provide work experience for other pupils as appropriate and at an appropriate point across Years 10-13
- will provide visits from employers, at appropriate times across Years 10-13
- will provide access to a work experience database provided by Safety Measures.

Work experience may include:

- work experience placements off site

Monitoring, Review and Evaluation

The CEIAG programme is monitored, reviewed and evaluated by the SLT link and Careers Lead. *A presentation is given to the Governing Body every three years, or earlier if required ??? . It's not on the Governor agenda planner so I guess this isn't/doesn't happen.*

Various criteria are used to measure the effectiveness of CEIAG, including:

| | |
|--------------|--|
| Quantitative | <ul style="list-style-type: none"> • The Post-16 destinations of pupils • The Post-18 destinations of pupils • The percentage of pupils NEET • The percentage of pupils identified as requiring 1:1 guidance, given 1:1 guidance |
| Qualitative | <ul style="list-style-type: none"> • Staff evaluation of provision • Student feedback on provision |

CEIAG topics are reviewed and evaluated by delivery teams and as a result, new learning and teaching strategies are adopted. The programmes are amended, updated and improved in the light of findings.

Resources

Funding is allocated in the annual budget and delegated to the Careers Lead. This funding is used to buy printed materials and for subscription to Safety Measures work experience database.

Working with Partners

a) Parents

We believe that parents, along with tutors, other Academy staff and other outside providers, have a key role in helping students make informed decisions about their future. To this end we:

- inform all parents generally about career-related activities
- provide brochures/leaflets for students to take home
- issue to all parents of children taking part in outside school career activities, information and consent letters as appropriate
- encourage students to discuss with parents any material related to careers activities and to discuss any information or advice given at key decision points

a) Outside Partners

It is important that students have access to other partners to strengthen the Careers Education that they receive. Strong relationships have been formed with the following:

- FE colleges
- HE provision
- Local employers

The Baker Clause means that all establishments will give direct access to FE, apprenticeship and alternative 14-16 providers, so that they can have access to speak with students from years 8-13 about their offer at 14-16, post-16 and post-18.

We have published a provider access policy on our website explaining how employers, training providers, colleges and apprenticeship providers can contact the Academy to make arrangements to come into school in compliance with the Baker Clause (January 2018).

Key contact details:

Carol Shardlow
Deputy Head Teacher
cshardlow@southwolds.notts.sch.uk

Fiona Vincent-Hayden
Personal Development Performance Leader
Fvincent-hayden@southwolds.notts.sch.uk

Fran Haywood
SENCO
fhaywood@southwolds.notts.sch.uk