

COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

58. POLICY ON CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG)

COMMITTEE	Curriculum & Student Matters
SLT RESPONSIBLE	Suzanne Parrott Vice Principal (Data & Curriculum)
REVIEW	Every two years or following changes to Statutory Guidance
POLICY REVIEWED	May 2020
REVIEW DUE	May 2022
APPROVED BY THE GOVERNING BODY	June 2020

GOVERNORS' POLICY STATEMENT ON CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG)

We believe CEIAG makes a vital contribution to preparing young people for the opportunities and responsibilities of adult life.

Entitlement

Students are entitled to CEIAG that:

- creates a positive climate of caring, support and guidance
- raises aspirations, foster self-esteem and motivate students to achieve their full potential
- promotes equality, diversity, social mobility and challenge stereotypes
- provides comprehensive, fully up-to-date information to alert students to the wide range of future opportunities open to them, and to support students in their thinking and decision-making
- empowers students to plan, access and manage their career choices and transitions
- promotes an understanding of key employability skills to achieve personal economic stability and wellbeing
- promotes opportunities for students to learn about the world of work

Equality of opportunity is central to all we do

The CCHSG CEIAG programme supports the School's Mission Statement.

Commitment

The School is committed to providing the fullest possible CEIAG programme for all of our students.

A carefully-structured programme of Careers Education and Guidance is in place for Years 7-13, generally delivered through the PSHCE programme.

The School employs an impartial, professional Careers Adviser at various times within the academic year, offering Careers Advice and Guidance to students from Years 8-13, in line with DfE statutory requirements for schools. (See Appendix I & II)

The School provides a very well-equipped Careers Library for all students, containing computers, a range of software, online and paper-based resources.

The School also provides off-timetable days for year groups to explore work-related learning issues.

The School sets aside an annual budget for the delivery of Careers Education and Guidance each academic year.

CCHSG considers the following principles for good practice when developing the strategy for delivering CEIAG:

- The eight Gatsby benchmarks:
 1. Ensuring a stable careers programme
 2. Learning from Careers and Labour market information
 3. Addressing the needs of each student
 4. Linking curriculum learning to careers
 5. Offering encounters with employers and employees
 6. Offering experiences of workplaces
 7. Offering encounters with Further Education organisations
 8. Providing independent and personal guidance

- To provide access to a range of activities that inspire young people, including employer talks, presentations regarding apprenticeships, careers fairs, motivational speakers, colleges and university visits, coaches and mentors.

- To build strong links with employers who can help to boost young people's attitudes and employability skills, inform students about the range of roles and opportunities available and help them understand how to make this a reality.

- To support students in finding high quality work experience.

- To widen access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route.

- To provide face-to-face advice and guidance to build confidence and motivation. This includes consideration of the role that careers professionals can play in supporting students as one element of a varied careers programme.

- To work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.

- To provide information to students about the financial support that may be available to help them stay in education post-16.

- To work with Jobcentre Plus to develop a smoother pathway between education and work.
- To consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that students 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.

Roles and responsibilities

Principal

The Principal ensures there is adequate resources available for the effective delivery of the CEIAG programme

Link Governor

A designated Link Governor for CEIAG ensures that the school is compliant with the duties and statutory guidance

Vice Principal

The Vice Principal has strategic responsibility for CEIAG which includes updating the CEIAG policy and the scheme of work.

Careers Leader

The Careers Leader has the responsibility for the following:

- development of Careers Education within the framework of the Gatsby benchmarks
- mapping careers provision across the School
- contribution to the CEIAG policy
- co-ordinate Independent Advice & Guidance for students including liaison with our CEIAG Advisor
- work with the SENCo to identify the guidance needs of all students with SEND and put in place personalised support
- development of the Careers Education Programme including resources and co-ordinate with Year Leaders regarding the implementation of Careers Education
- mapping the provision and further develop employer engagement and work experience opportunities across the school including a contact database
- liaising with our Enterprise Adviser to provide employer engagement opportunities
- organisation of the Y8 Careers Fair
- managing the resources in the Careers Library
- ensuring members of staff have access to relevant training where needed.
- obtaining and analysing feedback from all stakeholders

Form Tutors

Form Tutors deliver lessons following the CEIAG Scheme of Work and provide individual guidance and support to members of their tutor group.

SENCo

The SENCo is responsible, working with the Careers Leader, for ensuring students have access to individual support in line with their Education, Health and Care Plan with a Transition Plan drawn up as part of the annual review in Y8, Y11 and Y13.

Careers Adviser

Students have access to our independent Careers Advisor. Students in Y9-13 can request an individual appointment. Students in Y7 and Y8 have access to the Careers Adviser via lunch time drop in sessions. The Careers Adviser delivers lessons within the PSHCE programme to all year groups and attends Y8/Y11/Y13 Parent Consultation Evenings.

Managing transition points

The two evenings; Key Stage 4 Curriculum Evening and Y12 Higher Education Evening, provide information for students and parents. Students also have access to 1:1 guidance from their Form Tutor, Head of Year and the Leadership Team.

Partnerships

The School works with a range of partners to deliver a high quality CEIAG programme.

A formal Statement of Intent each academic year is published on the website, which outlines our CEIAG provision and the ways in which we conform to current Statutory Requirements for CEIAG in schools. (See Appendix I)

The School purchases Annual Membership of the National Career Development Institute (CDI), to access professional support for all aspects of its CEIAG work.

The School is in regular contact with a wide range of higher education establishments and employers to ensure that its CEIAG provision is fully up-to-date.

The PSHCE programme and extra-curricular opportunities include sessions where students hear from inspiring speakers which introduces them to a world outside their regular communities and ideas of work.

Monitoring, review and evaluation

The Scheme of Work and the CEIAG Policy is reviewed every two years.

The School monitors delivery in lessons by observations and learning walks, and student evaluation and feedback to inform future planning.

Each year's Careers Department Improvement Plan is constructed to reflect the objectives outlined in the School Improvement Plan, and develop CEIAG provision further.

Areas of quality assurance that we take into consideration:

- The quality of the careers programme. CCHSG holds and continually seeks reaccreditation of a national quality award for CEIAG. The programme is reviewed using the Gatsby Benchmarks.
- The quality of independent careers providers
- The quality of careers professionals working in the school.

The impact of the careers programme is measured by the analysis of:

- destination data
- feedback from students, parents, teachers and employers.

References

- DfE Statutory Guidance: Careers Guidance and inspiration in schools (October 2018)
- Good Career Guidance – Reaching the Gatsby benchmarks: The Gatsby Charitable Foundation
- Careers engagement - a good practice brief for leaders of schools and colleges by ASCL, ATL, NFER and 157 Group (April 2014)
- A Guide to Best Practice and Commissioning Careers Guidance Services by the Career Development Institute (June 2018)
- HM Government – Inspiration Vision Statement (September 2013)
- DfE The Education Act 2011

APPENDIX I Statement to Parents

Careers Education, Information, Advice and Guidance (CEIAG) at CCHSG

As a school we have elected to use a combination of the following to ensure that we meet our obligations.

Independent Careers Advice is available to our students through:

- the independent expertise of a bought-in careers advisor who will spend a minimum of 20 days a year in school meeting with students individually and in small groups
- all students being alerted to the National Careers website and Helpline, which exists to help young people with all aspects of careers advice and guidance

Furthermore as a school we continue to offer:

- use of the ICT programmes KUDOS and Careerscape
- specific lesson sessions within the PSHCE programme delivering CEIAG to all year groups
- a dedicated Careers area in the Library which is open to Years 7 to 11 students each break time and lunchtime every day and throughout the school day to Years 12 and 13 which contains the latest information on universities, careers, work experience opportunities, voluntary work, gap year opportunities, interview techniques, CVs, employment. Resources are also available in an electronic format which can be accessed at home or in school
- Year 12 students are given assistance in preparing Personal Statements for UCAS applications
- at various points students are also provided with opportunities for practice university and Oxbridge interviews, these include sessions with form tutors and members of the Senior Leadership Team.
- attendance of the careers advisor at relevant Parent Consultation Meetings and at A Level results collection.

Information is provided to parent/carers via parent evenings/parent consultation evenings, on the school website and via weekly bulletins.

APPENDIX II

Careers Education Information Advice and Guidance at Colchester County High School for Girls

The content of the Scheme of Work is developed for each year group taking into account the stage of the students and transition points. The lessons are delivered via the PSHCE programme.

Lessons in the Scheme of work are delivered via the weekly PSHCE lesson by Form Tutors, our Impartial Careers Advisor, Careers Leader or external providers.

Overview

All Key Stages

PSHCE includes economic wellbeing, citizenship, and develops enterprise and entrepreneurship. Students are actively involved in charity fundraising. Extracurricular clubs and trips support students in developing their understanding of subjects. A central database of volunteering opportunities is updated and opportunities are shared within the Careers programme and additional support is provided on an individual basis. Students are encouraged to participate in activities as part of the National Citizen Service and DofE.

Key Stage 3 – A variety of activities designed to introduce students to: the concepts of employment, higher education, careers and career paths/portfolios, the myriad of opportunities ahead of them in life, information, advice and guidance that is available to them at CCHSG to help them decide between, and access, these opportunities.

Key Stage 4

Year 10 - Writing a CV, employment interviews, testimonials, professional correspondence, volunteering, Post-16 opportunities, getting a Saturday/Evening/Vacation job and Child Labour and the Law. A large number of students take part in the DofE Award at Bronze Level.

Year 11 – More detail regarding options Post-16, how to choose A Level subjects, introduction to the Oxbridge application process, student finance, advice on searching for a job, testimonials, taking a Gap Year, volunteering, National Citizen Service and possible activities over the summer holidays. DofE Silver Award is available to Y11 students.

Key Stage 5

Year 12 – Apprenticeships, taking a Gap Year, National Citizen Service, applying to Higher Education, Oxbridge discussions with Heads of Department, UCAS registration, volunteering, writing Personal Statements and review a of Personal Statements with subject specialists. Forward Thinking Day – a day off timetable which includes external speakers from Higher Education and employment. Students are encouraged to visit open days, take part in masterclasses and summer schools. The EPQ develops research and independent learning skills. Students have an opportunity to apply for a position within the Young Enterprise team. Students are encouraged to undertake work experience in order to support Post-18 progression. DofE Gold award is available to Y12 students

Year 13 –Student Finance, mock interviews, applying for employment (writing a CV, online applications and interviews), volunteering, advice on university offers.

Impartial CEIAG

The impartial careers advisor delivers impartial IAG to students through 1:1 sessions for Years 8-13) and whole year group talks via the PSHCE programme. They are also present at Parent Consultation evenings for Years 9, 11 and 12. Our Careers Library contains many resources providing independent advice and students have access to the internet and careers software such as KUDOS and Careerscape. Off-timetable days such as Years 9 and 10 Enterprise Days, Year 12 Forward Thinking Day and Year 12 Enterprise and Interview Day as well as talks within the PSHCE programme, provide an opportunity for students to hear external speakers from the world of work or academia.