



Gateacre School

Careers Education, Information, Advice and Guidance (CEIAG) Policy 2022-2024

Approved by:	Governing Body	Date: 26 th May 2023
Last reviewed on:	11.03.2021	
Next review due by:	May 2024	

Rationale

Careers education and guidance programmes play a major part in helping young people choose programmes that suit their interests, abilities and individual needs. A robust careers programme helps avoid disengagement, puts school learning into a wider and more relevant context, and helps raise aspirations.

Vision and Values

Gateacre School's careers programme will help our students to plan and manage their careers effectively, ensuring progression which is ambitious and aspirational. It will promote equality of opportunity, embrace diversity and challenge stereotypes.

Our programme aims to raise aspiration and resilience and supports our schools vision to raise attainment, attendance and improve student destinations.

The policy will be guided by the Gatsby benchmarks¹ and conform to statutory requirements, in particular the DfE's Careers Strategy² and the revised statutory guidance³.

This policy is underpinned by our long-term vision and our values. We are committed to providing a progressive, planned programme of Careers Education, information and guidance to all pupils in years 7-13. The aims of our careers programme are

- To raise students aspiration about their future through increased encounters with employers
- To motivate students and develop positive attitudes towards study and work by linking the curriculum to careers
- To provide students with careers information and guidance that is suitable to their personal needs using independent and impartial careers advice software and through career connect
- To provide students with impartial advice about the options that are available to them post 16 and post 18 nd ensuring that they have encounters with providers
- To help students to make informed choices about their future at key transition points, supporting them towards achieving those goals. We will do this by providing a planned careers programme which is delivered at key transition times . We
- To improve student destinations and reduce the number of students classed as NEET by identifying at risk groups and ensuring personalised support and interventions are put in place

Context

¹ <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

³ <https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Schools have a duty to secure independent careers guidance for pupils in Years 7-13 (Statutory Guidance, Department for Education September 2022). Our policy supports the school's ongoing commitment to achieve the 8 Gatsby Careers Benchmarks.

Gateacre School uses a variety of external organisations to deliver impartial careers advice and guidance and ensure students have access to a source of guidance which is independent and external to the school. This includes websites or telephone helpline access, web chat helpline access and face to face support from a specialist provider where needed.

A further addition to the Technical and Further Education Act 2017 states that schools in England *"must ensure there is an opportunity for a range of education and training providers to access registered pupils during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships"*.

At each point where we deal with students leaving the school we strive to ensure that they are purposefully provisioned in terms of advice and guidance, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

Commitment

Gateacre school is committed to fulfilling its statutory duties in relation to Careers Education and Guidance. It is committed to providing all students in Years 7-13 with a programme of careers and enterprise related activities. The details of the Careers programme will be published on the school website and can be viewed by students, parents and carers as well as employers, partners and education/careers providers. The programme is guided by the Gatsby benchmarks for ensuring best practice. In addition, to ensure Gateacre School is delivering the best possible careers guidance we work towards and have achieved the Quality in Careers Standard. This is in accordance with the Government's recommendation that *"all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme."* And as advocated by the Department for Education in their 'Careers Guidance and Inspiration in Schools' policy issued in March 2015.

Gateacre School is also participating in CEC's Enterprise Adviser Network to strengthen the linkage between education and industry; particularly in respect of the identified growth sectors in the Liverpool City Region; raising awareness of opportunities in the current labour market and preparing students for these career experiences. Gateacre School is a member of the Liverpool City Region Careers Hub and is supported by our Enterprise Adviser.

Gateacre School Careers policy ensures that all registered students at this school are provided with independent careers guidance from year 7 to year 13.

We ensure that the independent careers guidance provided will

- Be presented in an impartial manner
- includes information on the full range of post 16 education or training options, including apprenticeships and technical education routes.
- Promote the best interests of the pupil to whom it is given

Management and delivery of the Careers Programme

At Gateacre School, we recognise the importance of ensuring effective management and delivery of the careers programme . The school has a named Careers Leader (Joanne Boyd) who is line managed by the Headteacher (Mr Gareth Jones.) There is a designated lead governor for careers (Steve Atkinson) who the Career Leader reports to.

Careers Programme

The planned progressive careers programme is delivered through a combination of methods, including careers and future focus lessons through the Personal Development curriculum in years 7 -13. The programme is delivered by Personal Development Tutors each morning with dedicated sessions related to careers. In sixth form the Personal Development Programme is delivered via tutors in the morning with additional careers units delivered as part of the PSHE Personal Development lesson delivered by a PSHE teacher.

The programme is also supported through specific learning mornings, assemblies, masterclasses, presentations, employer visits, independent work experience, mentor sessions, workshops, careers fairs and 1:1 impartial and independent guidance.

Gateacre School hosts or attends events such as National Careers Week , National Apprenticeship Week, Future Focus Week, UCAS Evening and the Student Finance sessions. Annexe 2 contains an overview of the planned activities for each year.

Throughout their career learning journey Gateacre School also makes use of Start Profile, SACU and Morrisby careers software. This intelligence is used as a starting point to student engagement and enables students to explore and research potential career pathways, courses, qualifications and subject information. This coupled with independent and impartial Careers Adviser support helps to inform and inspire students so that they can make well informed and realistic decisions about their future.

Aims

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

Objectives

- To ensure that students develop the skills and attitudes necessary for success in adult and working life
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- To equip students with the necessary decision-making skills to manage those same transitions
- To develop in students an awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their learning journey

- To foster links between the school, employers and further/higher education establishments.
- To ensure that every student has access to a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships

Invitations are issued to local providers inviting them annually to the Careers and Future Focus Day and other future focus sessions. If the provider cannot attend, then they are welcomed to deliver information in the form of assemblies, recorded and virtual presentations and for leaflets to be handed out by an alternative body.

- Requests for access will be directed to the Careers Leader and appropriate times agreed, where all students will be able to access the provider. In most cases this will be a whole year group assembly
- To enable students to experience the world of work and develop transferable skills, for example; independence; resilience; personal learning and thinking skills
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training
- To maintain a culture of high aspirations
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, such as SEN students or students eligible for pupil premium.

Learning Outcomes

By the end Of Key Stage 3 students should be able to:

- Develop resilience skills and be able to manage change
- Manage their transition from KS2
- Consider future careers using careers software
- Been supported to make appropriate post 14 choices
- Used Careers Mapping Software to look at career choices, subject choices and labour market information
- Participated in experience of a workplace
- Met with employers
- Attend careers events in school to choose options
- Attend a future focus fair
- Participated in a meet the employers event

By the end Of Key Stage 4 students will

- Understand the range of options that are available to them post 16
- Know how to use the National Careers service
- Create a CV
- Make an application to a post 16 provider
- Attend a future focus fair
- Understand the importance of English and Maths to the next stages of one's career
- Know where to obtain impartial careers advice
- Discuss career options and pathways with the Career Connect adviser
- Complete career-based questionnaires

- Assess their achievements, qualities and skills
- Present this information as appropriate
- Use this information for personal development Set career and learning targets.
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work.
- Recognise the value and impact their activities at school can have on their future.
- Attend future focus events

By the end Of Key Stage 5 students

- Assess their achievements, qualities and skills
- Present this information as appropriate
- Use this information for personal development
- Set career and learning targets.
- Updated Their CV
- Created a personal statement
- Found out about the range of options available to them post 18
- Attended a future focus event in years 12 and again in year 13 to meet with a range of providers
- Had a one to one meeting regarding their future when enrolling on suitable programme of study
- Had a face to face interview to discuss post 16 options
- Attended university visits
- Participated in a personal development programme
- Participated in future focus week
- Participated in student finance events
- Gained experience of a work place through a personalised work experience programme
- Participated in enterprise activities
- Had the opportunity to take part in pathways to career programmes

Implementation

The school guarantees impartial and independent advice via:

An independent Careers Adviser, employed by Career Connect, who attends school 2 days a week. Appointments can be through student referral, tutor referral and parent referral. Maintained schools are obliged to provide independent careers advice as outlined in section 29 of the Education Act 2011. Independent Careers guidance must:

- Be presented in an impartial manner
- Feature information on the range of education or training options, including apprenticeships and other vocational pathways
- Promote the best interests of the students to whom it is given
- Access for all students and staff to 'SACU, Morrisby and other appropriate sources of guidance
- Promoting the National Careers Service Website and Helpline
- Promotion of independent websites relevant to all career needs, from choosing a university or apprenticeship to pursuing a career
- Access to relevant external speakers offering independent sources of information including local and national employers, representatives from professional bodies and organisations including, representatives of higher education establishments and former students, who are a valuable resource.

There is a Careers Leader with responsibility for Careers and Enterprise education. All staff have a part to play in the implementation of this policy through their role as teachers/tutors and as subject specialists. Careers information and resources are located in the Careers Drive of the school network , the careers website ad careers Padlet , which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Team. College and University prospectuses are current and visual displays on the notice boards are kept current in both the Careers and Sixth Form libraries/areas.

Throughout KS3, 4 and 5, independent learning providers and local colleges, will be invited to attend Gateacre School, in order to have the opportunity to speak to students/parents/carers/staff. If the organisation cannot attend, then representation will be visible at events in order to advertise local opportunities. Gateacre School has published a policy statement on provider access and published it on the Gateacre School Careers Page on the school website.

Monitoring, Review and Evaluation

The implementation of the careers programme will be monitored and reviewed by:

- Compass Tracking with the school enterprise link and Careers Hub Lead
- Review discussions with Elevate Business Partnership
- Reviews with the independent career advisor
- Review discussions with Career Connect
- Review Everton In the Community
- Pupil voice
- Internal monitoring throughout the year as part of the schools system
- Work experience monitoring
- Parent reviews after school events
- Employer and Training provider reviews following events
- Quality in Careers Standard accreditation
- Review with the Lead for the LA Destinations team
- Reporting to the Governing Body

The Careers and Enterprise Compass+ tool is completed on a termly basis. The Tracker tool is used to track interventions. The Career leader meets with the Link governor for Careers and reports to the governing body in Governors meetings to discuss the programme , review provision

The Careers Leader meets with SLT weekly to discuss opportunities and initiatives

An evaluation is published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil responses to provision. This policy will be reviewed annually as part of the whole-school self-assessment process, informing the COMPASS SEF and will be reviewed by the Governors. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader, via the school website. Student voice activities are conducted with students from various year groups at least once a year.

Entitlement

Every student at Gateacre School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school. They are given support to whichever route they choose, whether this occurs at the end of KS4 or the end of KS5.

Students will come into contact with Careers, Employability and Enterprise in the following ways:

- Through a variety of year group assemblies
- Through their Careers lessons and through specific events and activities throughout the year
- Parents/carers are welcome to speak to the extended careers team, which includes: their child's form tutor, Head of Year, Assistant Headteacher for Sixth Form, a member of the sixth form team, SENCO or the Careers Lead, Careers Adviser, Deputy Head if they have any questions or concerns about their child's progress and their child's participation in careers events.
- Students, parents/carers are entitled to have access to information about the options processes - provided via letter, on the school website and on information evenings.
- Each KS4 student will have the opportunity to attend at least one individual careers interview with an independent, qualified careers practitioner by the end of KS4.
- Each KS5 student also receives at least one interview with a member of the sixth form team, the Careers Leader and Careers Adviser and those with any concerns or queries can either self-refer or be referred for an additional interview with the independent Careers Adviser.

Partnerships

The CEIAG programme is greatly enhanced through links with several partners who ensure the students' learning is up to date and relevant. We strive constantly to expand and improve links with employers and other local groups, including the Careers and Enterprise Company's Enterprise Adviser Network.

we offer parents help and guidance at critical stages in the students' time with us; for example, when starting school at Gateacre with year 6 / year 7 transition; in Year 9 with KS4 options decisions, Year 11 with 16+ choices and Years 12 and 13 with UCAS and other applications.

Parents also have the opportunity to speak to the Careers Lead by phone, by appointment or at any Year 9 to 13 parental consultation events. We also have a dedicated section for parents on our school website on Careers, Employability and Enterprise. The school also provides signposting to the National Careers Service and provides links to the Gateacre Careers Padlet

Links with the Local Authority:

The Local Authority has a duty under section 68 of the Education and Skills Act 2008 to encourage, enable and assist the participation of young people in education or training. In addition, the Education and Skills Act 2008 placed two new duties on local authorities from June 2013 for 16-18 year olds in relation to the raising of the participation age:

- To promote the effective participation in education and training of young people covered by the duty to participate
- To have in place arrangements to identify those who are not participating

Gateacre School works with the Local Authority, including sharing information, to support the above. In particular, in accordance with Section 13 of the above Act, the School will notify the Local Authority whenever a 16 or 17-year-old leaves an education or training programme before completion.

Links with the Governing Body

There is a named link Governor responsible for Careers and Enterprise education. All changes to the Careers Policy are approved by the school Governing Body and they are regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Careers Lead.

Resources

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. The Careers Lead is responsible for the effective deployment and monitoring of resources.

Staff Development

Careers forms part of our staff CPL programme . Staff training needs are identified and make use of the Training Needs Analysis for CEIAG. The CPD at the School makes every effort to meet training needs within an agreed period of time.

The annual PD improvement plan is connected to the School Improvement Plan and takes account of the CEC's Careers and Enterprise Strategic Plan. It is reviewed termly by the Careers Lead and annually by the Senior Leadership Team. The Quality in Careers Standard Award also helps to identify desirable improvements.

Policy Created by: J.Boyd

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