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Rationale for CEIAG

A career is an individual's journey through learning, work and other aspects of life. All young people need access to Careers Education, Information, Advice and Guidance (CEIAG) to help them make informed career choices. Under the guidance of the Department of Education "All young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience" Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff January 2018 To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Foundations Benchmarks to develop and improve their CEIAG programme.

1.0 INTRODUCTION

The Careers Lead for The Greater Horseshoe School is Amy Bridle. Careers education and guidance programs make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life. A planned progressive program of activities supports them in choosing 11–19 pathways that suit

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their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

2.0 COMMITMENT

The school is committed to providing our students with a program of careers education, information, advice and guidance (IAG) for all students in years 7–13 which is impartial and effective. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

The school endeavors to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance from QCA and Ofsted as it appears.

The school has members of staff dedicated to careers education and IAG. We provide pupils with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

3.0 AIMS

The school Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To encourage participation in continued learning including higher education and further education
- To develop enterprise and employment skills
- To reduce drop out from and course switching in education and training.
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations
- To involve parents and carers
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4.0 STUDENT ENTITLEMENT

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Careers Education and guidance (CEG) is an important component of the 13-19 Curriculum, we fully support the statutory requirement for a program of careers education in Years 7–13. Students have access to a group careers program. This gives them the opportunity to explore the different careers, qualifications and learning routes. Students also have direct careers meetings and the attendance of or CEG lead at PEP's, LACS and EHC reviews.

5.0 DEVELOPMENT

The policy was developed and is reviewed every year by the Named Careers Lead and their Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

6.0 LINKS WITH OTHER POLICIES

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policies for relevant key stages.

7.0 IMPLEMENTATION OF CAREERS ADVICE

Careers Education is delivered via access to the group's careers curriculum, completion of careers portfolios and Careers interviews.

8.0 EQUALITY AND DIVERSITY

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead, we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

9.0 YEAR 7

The KS3 curriculum has a Year 7 focus on introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as and rights and responsibilities in the world of work.

A Key Stage 2 Curriculum is currently in the process of being reviewed to precede this.

10.0 YEAR 8

The KS3 curriculum has a Year 8 focus on linking our plans and dreams to reality. Identifying a support network when considering careers and recognising health and safety risks.

11.0 YEAR 9

The KS3 curriculum has a Year 9 focus on is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14.

12.0 YEAR 10

The focus is work experience including preparation, implementation and evaluation; this can be used as part of the Princes Trust curriculum. Not all students undertake work experience outside school due to their vulnerability and increased risk. Many will undertake work experience within the school, and this can be part of project work in vocational subjects. Some students will take on voluntary work which is supported by staff. All work experience placements are assessed with regards to suitability and health and safety. The person responsible for assessing these work experience places is Rosie Underhill.

13.0 YEAR 11+

The focus is post-16 options and the Application process. There will be visits to other educational/training providers, places of work, career fairs and also job centers and business enterprise specialists.

14.0 WORK EXPERIENCE

The value of work experience

- **Social Skills**

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

- **Personal Development**

Work experience will help students understand the different roles and respond to different routines. They can practice decision-making skills, be responsible for their own actions and the effect these actions have on others. Students will develop communication skills in different contexts. Work experience can play an important role in the development of student's self-image and maturity. Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

- **Knowledge and Understanding**

Students will be aware of the disciplines of work and the differences that exist between school and work. Students will see the effect of new technology and gain knowledge of Health and Safety issues.

Aim of Work Experience:

- To support and encourage an integrated work experience program.
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience.
- To ensure all placements are safe and secure.
- To provide students with direct experience of the world of work
- To give students the experience of relationships, routines and processes that are part of a working environment.
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary.
- To prepare students for adult and working life
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work.
- To prepare students by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience.
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement.

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- Placements are assessed for risks and insurance checked. These checks will be carried out by Careers South West.

Stages of Work Experience Program

Preparation – the focus will be within the careers program. 'Futures' lessons will be stand-alone lessons.

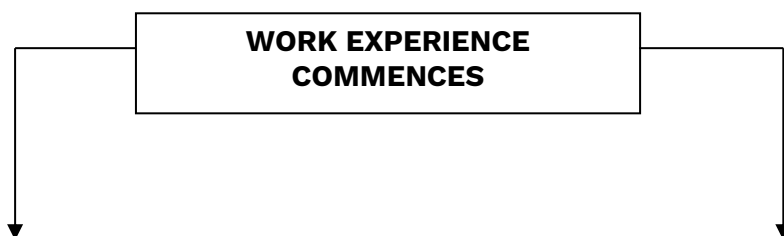
1. Student to meet with Lifeskills team (directed by HoF and named careers lead Amy Bridle) to discuss and identify a student's choice of placement.
2. Liaison with pupil mentor. Student risk assessment carried out.
3. Futures tutor to make contact with suitable establishments, overseeing insurance checks and risk assessments.
4. Attendance – students may benefit from a block week/week's attendance. Some students may benefit from several one-day placements over a period of time to build their confidence and to prepare them for an extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.
5. Diary/logbook to be kept by the student, showing what tasks are carried out each visit.
6. Support adult to accompany the student in placement, where appropriate.
7. **Evaluation** – we need to evaluate the placement. We should discuss with the student what they did, identify skills they have improved and acknowledge what they have learned.
8. **Follow up** – letter of thank you to be sent to employers.

Safeguarding

All placements are assessed by the Futures Team. A letter of assurance will be issued by GHS to the placement to be completed and returned before the placement commences. If a member of staff accompanies a student, the DBS of the member of staff will supersede an requirement for further DBS checks. If a student is to be independent, DBS checks will need to be completed by the key member(s) of staff at the placement, funded by GHS.

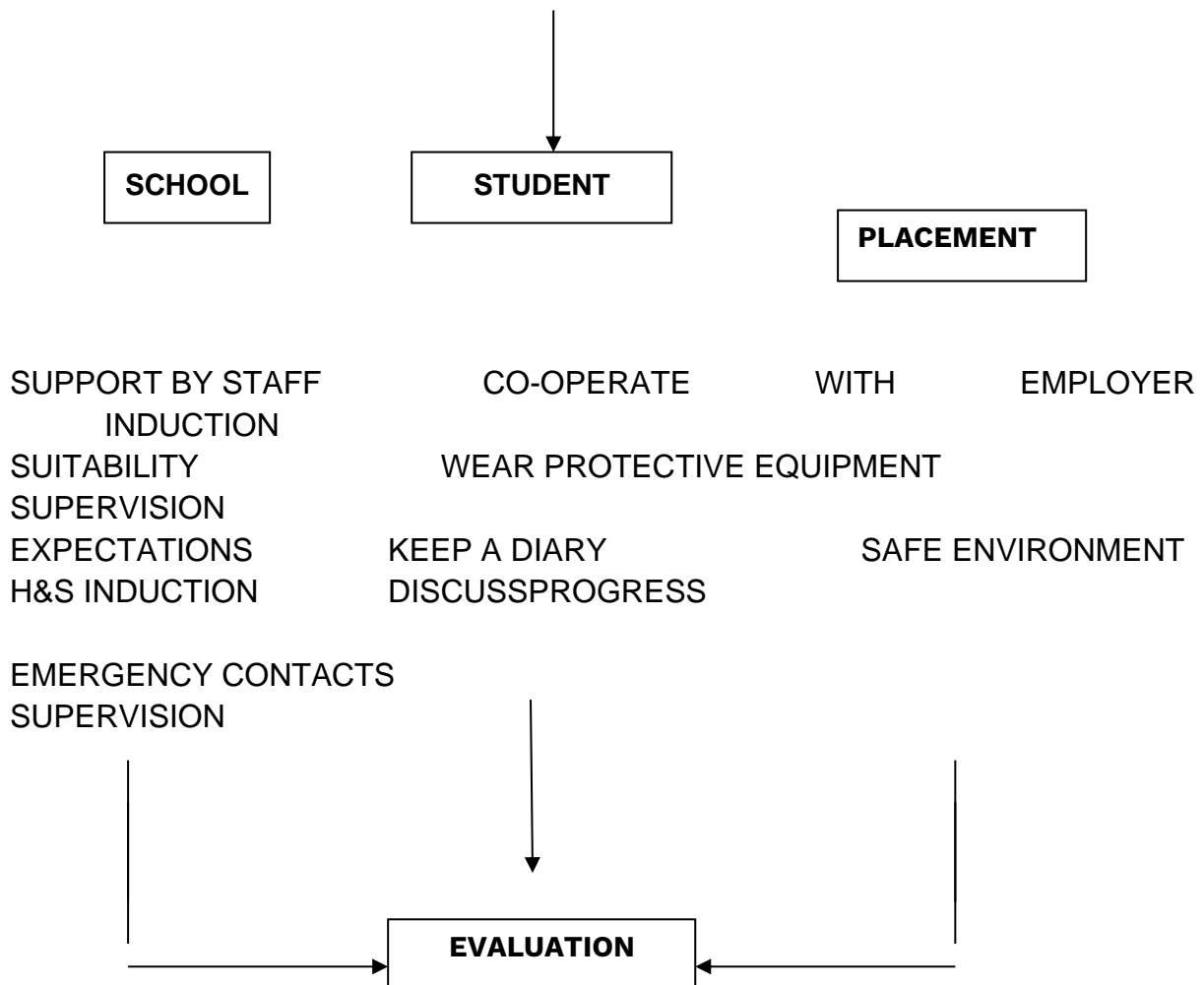
If a close natural relative is providing the placement, a DBS will not be required.

Supporting Young People on Work Experience



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15.0 IMPLEMENTATION OF CAREERS ADVICE

i) Careers resources

- These are available from the employability coach.
- Accessible on request and during sessions for careers guidance

ii) Impartial Careers Guidance

- Available to students from their placing LA's-working in conjunction with on-site CEG
- Used for individual interviews with all year 11's and other targeted pupils throughout the year.

iii) Extra support where appropriate

- Pupils in Year 9, Year 10 and Year 11 are targeted for extra help by SENCO, Head of KS3 and KS4 and Head of Careers

iv) Career events

- All Key stage 4 & 5 students are given the opportunity to attend off site careers events and college open evenings / events. Visits will also be arranged to other training providers so students are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations. In house, pupils will attend the Aspirations event which will encourage making steps towards the future.

v)IT Pupils will be directed to relevant websites to enhance their Careers programme.

16.0 PARENTS AND CARERS

Parental / carer involvement is encouraged at all stages. Parents / carers are kept up to date with careers related information through letters and newsletters relating to local events, and the CEG of each student's academic report. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC)

17.0 MANAGEMENT

A named member of staff coordinates the Careers program, Amy Bridle and is responsible to her senior management line manager. Work Experience is the responsibility of the futures tutor, in conjunction with the Named Careers Lead.

18.0 STAFFING

All staff contribute to CEG through their roles as tutors and subject teachers. The Careers program is monitored and evaluated by the Named Careers Lead, Amy Bridle. Supporting Amy Bridle are the Futures Team who will liaise and consult with the Regional Futures Advisor (Oli Masters) to ensure that specialist career guidance is available when required.

19.0 CURRICULUM

The Careers program includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities. Careers lessons are part of the schools Personal Development Program. Other events and activities are planned and organised separately throughout the year.

20.0 PARTNERSHIPS

Other links with local 14-19 Providers are made when required. As are links with the local EBP, Aim-Higher, Post 16 and 18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings and parent's evenings).

21.0 MONITORING, REVIEWING AND EVALUATION

Careers Education is monitored and evaluated annually via the Named Careers Lead, Personal Development Lead and Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The program is reviewed annually by the Named Careers Lead and SLT with responsibility for Personal Development. An annual OFG Careers audit will take place with the Regional Futures Advisor, Oliver Masters.

Changes and improvements to the program are entered into the Subject Improvement Plan (SIP), and where appropriate the School Development Plan along with timescales for completion.

When reviewing the program, the School Development Plan (SIP) is used to ensure that the Careers provision fully supports whole school aims.

APPENDIX 1 – DEFINITIONS AND STATEMENT OF ENTITLEMENT

Definitions

- Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work.
- Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
- C&FE – Careers and Further Education

Statement of entitlement

As a pupil of The Greater Horseshoe School you are entitled to receive a program of careers education, advice, information and guidance.

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Your CEG program will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further and higher education and jobs.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.
- Improve your confidence.

You will receive:

- Careers lessons
- Guided tutor time
- Access to the career's interviews
- Interviews with the groups qualified advisors.
- Work experience where appropriate
- Other subject lessons linked to careers.

You can expect to be:

- Treated equally with others.
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers program.

This policy is written by Louise Davey, in consultation with Stacey Clements and Oliver Masters.

Date: 1st September 2024
Reviewed 1s September 2024

Signed: LADavey

This policy is quality assured by Oliver Masters (Regional Futures Advisor)

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Signed:

Date: 1s September 2024

The policy is quality assured by Governor:

Date:

Signed: