



Careers Education, Information, Advice and Guidance Policy

Selworthy School

Futures Education Policy



Signed by:

Date: September 2024

Next Review: September 2025



Careers Education, Information, Advice and Guidance Policy

School Vision

Our vision is to ensure our learners, their parents and carers are informed and prepared to achieve aspirational futures into adulthood and the world of work.

At Selworthy School, the Careers Policy has been implemented to enable our young people and their families to make informed decisions about future opportunities. From Year 9 in the annual review process, the Education Health and Care Plans recognise the individual needs of each learner and the support that will be put in place to meet their needs and to equip them fully for their 'next steps'.

In addition to providing an extensive career programme within school, the school also engage with external partners to develop future opportunities for our learners, which will widen the opportunities for all SEND learners as they progress in the future.

Policy Scope

We offer a structured framework of support and work with national careers guidance to provide a careers programme which is inclusive, achievable and meaningful.

This policy covers Careers Education, Information, Advice and Guidance given to students in all Key Stages across the school. The policy also applies to Year 11 and Sixth Form learners after their potential leaving date in July of their final year and before they start at their next place of education, employment or training. It has been reviewed 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)

We implement career activities to meet the 8 Gatsby Benchmarks. These benchmarks are a national framework to ensure that good quality career provision is embedded within education. They are:

1. **A stable careers programme:** 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.
2. **Learning from career and labour market information:** Students should have access to good-quality information about future study options and labour market opportunities. They should also have the support of an informed adviser to make best use of available information.



3. **Addressing the needs of each pupil:** Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student.
4. **Linking curriculum learning to careers:** All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
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.
6. **Experiences of workplaces:** Every student should have first-hand experiences of the workplace through work visits, work shadowing, and/or work experience.
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 the workplace.
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 benchmarks aim to ensure that career guidance is consistent, high-quality, and accessible to all students

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 11 for the purpose of informing them about approved technical education qualifications, supported internships and apprenticeships. It 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 Selworthy 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 Lead.

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.

Please refer to the Futures Education Programme for the curriculum intent and a detailed outline of the areas of learning.



Objectives

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

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

Raising learners' achievements to their full potential is a key goal of the Careers Education and Guidance policy.

School Responsibilities

The school has a series of statutory duties:

- All learners will have a 1:1 interview with a qualified careers advisor by the end of year 11.
- All learners will have had 2 careers 1:1 interviews by the end of year 14.
- 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 learner
- There must be an opportunity for education and training providers to access learners in Year 7 – Year 11 in order to inform them about approved technical qualifications, supported internships and apprenticeships.
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Please see published PAL policy.

The school will base its careers provision around the Gatsby Benchmarks.

Selworthy 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 learners' horizons, challenges stereotypes and raises aspirations. It provides learners 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 continuously 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 (e.g. School Improvement Partner or Ofsted).



Governor Responsibilities

The governing body 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 – 14.
- There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

Provider Access Legislation

See Futures PAL Policy.

Monitoring, Evaluation and Review

Learners and parents are welcome to give feedback on any aspects of the CEIAG programme through learner and parent voice or by contacting any of the Trust schools directly.

The CEIAG policy is reviewed regularly; this allows us to incorporate new initiatives. This review involves the children/young people in our schools, Senior Leadership, Careers Lead, Governors and any other stakeholders with interest or expertise.

Selworthy also conduct a regular careers audit which is compared against the Gatsby benchmarks locally and nationally in partnership with the West of England enterprise project.

School contact

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