CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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<th>APPROVAL DATE</th>
<th>26th November 2018</th>
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<td>COMMITTEE</td>
<td>FGB</td>
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<tr>
<td>DURATION</td>
<td>2 Years</td>
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<td>REVIEW DATE</td>
<td>Autumn 2020</td>
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<td>SLT LEAD</td>
<td>Deputy Headteacher (Outcomes)</td>
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Introduction
Onslow St Audrey's School has a statutory duty to secure independent careers guidance for all year 8 to 11 students (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018). Our aim for all students to achieve their personal best. In careers education, this translates as every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions.

Aims
Careers Education, Information, Advice and Guidance (CEIAG) at Onslow St Audrey's School will:

- provide good quality independent careers advice to students which inspires them and motivates them to fulfil their potential;
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- be based on the Gatsby Benchmarks for Good Careers Guidance;
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- develop enterprise and employability skills including skills for self-employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage students to see career development as a life-long process;
- develop students’ skills and knowledge of careers including career management skills and knowledge of the local labour market (LMI). Labour Market Information is the study of jobs and salaries, employers and employees, sectors, current employment conditions and future trends;
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities and
- be weaved and embedded into subjects across the curriculum (including Personal, Social and Health Education (PSHE)).

Commitment
The aim of our CEIAG programme is to raise our students’ aspirations, to broaden their horizons, to inspire, and to empower them to make informed, realistic decisions at key transition points in learning and work.

Onslow St Audrey's has a statutory duty to ensure that all students are provided with independent careers guidance from year 7 to year 11. This independent guidance includes employer talks,
mentoring, and access to online and telephone support. Personal guidance is provided by the CEIAG Leader who holds a Careers Advice and Guidance Qualification.

Careers advice is presented in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

Onslow St Audrey’s School is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student.

Each student is entitled to:
- independent and impartial careers guidance;
- access to external sources of information on the full range of education and training options;
- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications;
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be Science, Technology, Engineering and Mathematics (STEM) employers);
- have access to good quality Labour Market Information and be supported to use this data to inform their decisions;
- at least one careers interview by the age of 16 with a career professional and
- at least one experience of a workplace by the age of 16.

Implementation
The CEIAG Leader, Mrs Manley, has overall responsibility for all aspects of the CEIAG programme.

The CEIAG programme is delivered across the school curriculum by Form Tutors, Subject Teachers, Directors of Learning and the Senior Management Team through a wide variety of activities and events. The Careers curriculum is mainly delivered through PSHE lessons and Form Registration, and is emphasised during National Careers Week and National Apprenticeships Week.

The school is supported on a strategic level by Enterprise Advisor, Janet Hayes. An Enterprise Advisor is a senior business volunteer who works closely with our school to help develop a practical careers plan.

Connexions provides additional careers guidance interviews and one to one support for targeted students. The school works with the Local Authority and a range of voluntary / statutory agencies to identify and support students who are in need of targeted support and those at risk of not participating post-16. This includes students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.

External partnerships
The school works with a range of local employers, education and training providers to provide independent advice to students.
This provision includes:

- an annual careers fair;
- work experience (for all year 10 students);
- termly careers talks;
- mentoring;
- Science, Technology, Engineering and Mathematics (STEM) Inspiration Day and events;
- workplace visits;
- visits to Further Education and Higher Education institutions;
- curriculum projects and
- National Careers Week.

Onslow St Audrey’s School provides opportunities for a range of education and training providers to access all students in years 8 to 11 for the purpose of informing them about approved technical educational qualifications or apprenticeships. Onslow St Audrey’s School has a published policy statement setting out arrangements for provider access. This is available on the school's website.

Working with external partners, the school fulfils the requirement for all students from year 7 to year 11 to have at least one meaningful encounter each year with an employer and for all students to have experience of at least one workplace by the age of 16.

The school actively promotes parent / carer involvement through CEAIG events, parental newsletters, the school’s website, careers support at parental evenings and parental attendance at students’ individual guidance sessions.

**Resources**
The budget for careers is allocated on an annual basis. Additional resources can be requested. The CEIAG Leader has responsibility for the management and deployment of the careers budget and careers resources.

**Staff development**
Training needs are identified through performance management, staff appraisals and line manager meetings. Continuing Professional Development (CPD) is offered to relevant staff as opportunities arise. Information from these CPD sessions is disseminated to staff through the schools CPD programme. Staff attend local careers network meetings to share good practice with other local secondary schools and careers providers. The Careers Leader is a Gatsby Advocate. Staff development is monitored by line managers.

**Curriculum**
The school delivers careers education through a combination of methods:

- Careers units in key stage 3, Personal, Social and Health Education (PSHE) lessons;
- Tutorial programmes for all year groups;
- Collapsed timetable days focusing on employability and enterprise skills;
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers);
- Work experience programme (year 10);
- Careers assemblies;
- Annual careers fair;
- Workplace visits, Further Education and Higher Education visits;
- National Careers Service website and remote assemblies;
- Department for Work and Pensions School Advisor support (assemblies and workshops);
- Apprenticeship Support and Knowledge (ASK) for Schools Programme (assemblies and workshops);
- Individual careers guidance sessions with a qualified careers professional in year 11 for all students (identified students receive additional careers guidance sessions and support prior to year 11. In addition, students (years 7 -11) can request a careers guidance session;
- Creating a learning environment which allows and encourages students to tackle real-life challenges and
- Employer based curriculum projects / challenges.

More details of the careers programme are published on the schools’ website.

**Key stage 3 provision**
- Subject areas promoting careers within curriculum areas;
- Tutorial programme;
- Personal, Social and Health Education (PSHE) lessons focusing on personal development, careers, employability skills, local labour market information;
- Access to online independent, impartial advice via online packages and the National Careers Service;
- Information, Advice and Guidance (IAG) assemblies;
- Workplace visits, college and university visits;
- Information, Advice and Guidance (IAG) collapsed timetable day focusing on employability skills;
- Access to careers and information, advice and guidance (IAG) enrichment and extra-curricular activities and events including careers talks;
- Careers fair in school;
- Access to guidance interviews (by student / parent request).

By the end of key stage 3 all students will have:
- A better understanding of their strengths, achievements and areas for development;
- A better understanding of the full range of 14-19 opportunities for progression;
- An understanding of the qualities, attitudes and skills needed for employability;
- Used online careers resources to research opportunities including to support them with their Key Stage 4 options;
- Received appropriate advice and guidance on Key Stage 4 options and
- Prepared an individual action plan that sets broad learning and work goals.

**Key stage 4 provision**
- Subject areas promoting careers within curriculum areas;
- Tutorial programme;
- Careers fair in school;
- College and university visits;
- Individual careers interviews in year 11 (additional support for identified students);
- Apprenticeship Awareness programme;
- Access to online independent, impartial advice via online packages and the National Careers Service;
- Information, Advice and Guidance (IAG) assemblies;
- Workplace visits, college and university visits;
- Information, Advice and Guidance (IAG) collapsed timetable day focusing on enterprise and employability skills;
- Access to careers and information, advice and guidance (IAG) enrichment and extra-curricular activities and events and
- Work experience (year 10) including Preparation for Work Experience support.

By the end of key stage 4 all students will have:
- Enhanced their career management and employability skills;
- Used online packages and other sources of advice to investigate and explore progression routes;
- The opportunity to experience the world of work through a work placement and workplace visits;
- Been given direct access to employers, colleges and training providers;
- Been given independent, external one to one advice on post-16 options and pathways;
- Completed an employability folder which includes a CV, personal statement and evidence of a mock interview and
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

More details of the careers programme are published on the school website.

**Assessment**
Careers learning is assessed using the learning outcomes from the Careers Development Institute (CDI) Framework for Careers, Enterprise and Employability Education. Student progress and the quality of work is assessed through a range of assessment methods including self-assessment, peer assessment, self-evaluation and teacher assessment.

The school’s Quality Assurance procedures are used to QA careers provision through termly work scrutinies, learning walks, lesson observations and student focus groups.

**Monitoring and evaluation**
Our CEIAG Leader reports to the Senior Leadership Team on a half termly basis regarding the effectiveness and impact of different initiatives. We use the Gatsby Benchmarks to assess and improve our current CEIAG provision and evaluate using the online Compass tool. Our progress is reviewed regularly throughout the academic year to ensure that we meet all standards. We will monitor the impact of our action plan and the CEIAG we deliver mainly through feedback from students and staff. All activities will be reviewed to ensure all goals and aims are met. We will also work with parents, employers, the local community and stakeholders to ensure that students are able to make informed choices about their future.

A designated governor will have responsibility for overseeing the quality of careers guidance. The Careers Leader reports to the governor for CEIAG on a termly basis with a one to one meeting and a formal written report.

The CEIAG policy is reviewed on an annual basis by the Careers Leader.

**Links with other policies**
This policy supports and is underpinned by key school policies including those for Teaching and Learning, PSCHEN, Equal Opportunities and Diversity, Differentiation, Provider Access and SEND.