

Careers Education, Information & Guidance

(CEIAG)

Policy Statement

October 2018

Cranbourne



Approved by: Full Governing Body

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1. Context

Careers education and guidance programmes play a major part in helping young people choose pathways 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.

Cranbourne is committed to our statutory duty to provide CEIAG to students in Years 8 to 11 and ensure that all students have access to impartial and inspirational careers information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and January 2018 Statutory guidance.

This policy is based on the most recent CEIAG review and in light of new statutory guidance for governing bodies, school leaders and school staff published by the DfE in January 2018, and non-statutory guidance “Careers Guidance and Inspiration in Schools”. National Careers Council advice is also used to ensure the school’s provision for CEIAG is meeting or exceeding national standards and recommendations.

2. Statutory requirements

Statutory requirements stated in the Department for Education Guide published January 2018 state that:

- Every school must ensure that pupils are provided with independent careers guidance from year 8 to year 13.
- Every school must ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- Every school must publish a policy statement setting out their arrangements for provider access and ensure that it is followed.
- Every school should begin using the **Gatsby Benchmarks** (see below) to improve careers provision now, and meet them by the end of 2020.
- For the employer encounters Benchmark, every school should begin to offer every young person seven encounters with employers – at least one each year from year 7 to year 13 – and meet this in full by the end of 2020. Some of these encounters should be with STEM employers.
- Every school should appoint a named person to the role of Careers Leader to lead the careers programme.
- Every school will be expected to publish details of their careers programme for young people and their parents.

The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

3. Student entitlement

All students in years 8 to 11 (**see below*) at Cranbourne are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Y9 and Y11
- to access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during tutor time from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- at least four meaningful encounters with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers lead

- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

** Furthermore, we extend **our** provision to cover Year 7, to give the widest opportunity and exposure to the world of work, further and higher education as we are able.*

4. Roles and Responsibilities

- **Headteacher:** It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.
- **Careers Lead:** The school has a Careers Lead, whose responsibility it is to coordinate CEIAG and work-related learning across the school and to facilitate impartial careers guidance interviews for students.
- **Careers Advisor:** The school provides access to an appropriately qualified Independent Careers Advisor. The Careers Advisor will work with individual students as well as groups of students where relevant, to ensure smooth transition throughout the key stages, to raise aspirations and to signpost further support services around information, advice and guidance where appropriate.

5. Careers Programme (*draft – October 2018*)

This programme is already established in part, but will be fully implemented by 2020, in line with Department for Education statutory regulations.

	Autumn term	Spring term	Summer term
Year 7 <i>(Non-Statutory provision for Year 7, but included as part of best practice for our students)</i>	<ul style="list-style-type: none"> • <i>Careers Fair</i> • <i>PDL – Employability Skills</i> • <i>Careers Quiz</i> 	<ul style="list-style-type: none"> • <i>STEM Fair</i> • <i>English Careers Research Project</i> 	<ul style="list-style-type: none"> • <i>Speakers For School Assembly</i> • <i>Careers & Apprenticeship Show (Monitor Day)</i>
Year 8	<ul style="list-style-type: none"> • <i>Careers Fair</i> • <i>PDL – Employability Skills</i> • <i>English – Careers Research</i> 	<ul style="list-style-type: none"> • <i>STEM Fair</i> • <i>English Careers Speaking & Listening Project</i> 	<ul style="list-style-type: none"> • <i>Careers workshop</i> • <i>Speakers For School Assembly</i> • <i>Careers & Apprenticeship Show (Monitor Day)</i>
Year 9	<ul style="list-style-type: none"> • <i>Careers Fair</i> 	<ul style="list-style-type: none"> • <i>STEM Fair</i> • <i>Key Stage 4 options event</i> 	<ul style="list-style-type: none"> • <i>Speakers For School Assembly</i> • <i>Careers & Apprenticeship Show (Monitor Day)</i>
Year 10	<ul style="list-style-type: none"> • <i>Careers Fair</i> • <i>Curriculum Evening</i> • <i>Parents’ Evening</i> 	<ul style="list-style-type: none"> • <i>Networking event with providers and employers</i> • <i>Apprenticeship Awareness Workshops</i> 	<ul style="list-style-type: none"> • <i>Careers & Apprenticeship Show (Monitor Day)</i>
Year 11	<ul style="list-style-type: none"> • <i>Careers Fair</i> • <i>Assembly on opportunities at 16</i> • <i>College Application Workshops</i> 	<ul style="list-style-type: none"> • <i>Post-16 evening</i> • <i>Post-16 taster sessions</i> • <i>Apprenticeships – support with applications</i> 	<ul style="list-style-type: none"> • <i>College taster days</i> • <i>Careers & Apprenticeship Show (Monitor Day)</i>

6. Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews, fairs, etc.
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destinations data post-16.

Cranbourne is committed to achieving the Quality in Careers Standard, a dedicated quality award for careers programmes. The Careers Team are beginning the process of working towards this award.

7. References and useful resources

The Gatsby Benchmarks

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

The Career Development Institute Careers Framework

<http://www.thecdi.net/New-Careers-Framework-2015>

Careers strategy: making the most of everyone's skills and talents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf