

Brighthouse High School



CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY

**Mrs Lorna M Aitken
Head of IAG
Updated October 2017**

Subject to review by the Governing Body/sub-committee -

Date: Updated October 2017 – under review

To be reviewed annually/bi-annually in line with other school policies.

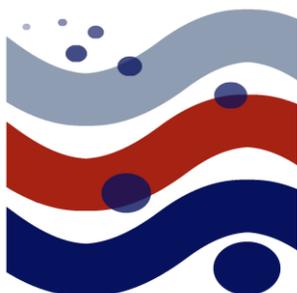
Date of next Review: October 2018

AIMS

of the school

Our fundamental aim is simple: to provide for our students an education that is second to none. More specifically, we seek:

1. To raise achievement within a framework of positive behaviour and relationships.
2. To give pupils the experience of school as a caring, supportive community where life is enjoyable and where there is equality of opportunity regardless of sex, race, culture, physical and intellectual ability.
3. To provide an Enterprise Ethos within the school and community that encourages the development of Enterprise Skills. To provide all students with opportunities to learn, develop and practise these skills. To challenge all pupils to make a difference to their world.
4. To provide all pupils with the opportunity to fully develop their abilities, interests and attitudes and to make additional provision if necessary for those who are in any way disadvantaged.
5. To allow children to develop lively, enquiring minds, to be capable in learning so that they may be encouraged to take advantage of educational opportunities at all stages in their life.
6. To develop a wide range of skills, including as an Applied Learning school to apply their learning to a variety of situations.
7. To develop a curriculum which ensures access for all children to areas of knowledge and experience which will help them to know and understand more about themselves and the world in which they live.
8. As a leading edge school to support school partnerships that inspire design, test and adapt professional practice to raise standards.
9. To work in ways which will enhance the self-respect and confidence of young people and encourage them to take responsibility for themselves and their activities throughout the whole of their lives.
10. To develop a respect of and practical concern for other people.
11. To encourage appreciation and practical concern for the environment.
12. To establish a partnership between the school and the community it serves and to develop understanding of and involvement with the wider community, taking into account international, national and regional factors.
13. To develop with pupils the skills necessary to respond effectively to changes - at work, or in the world.
14. To develop the social skills necessary to relate to other people whatever their beliefs, values or circumstances.
15. To help pupils to understand the rights and responsibilities of being adults, citizens, consumers and producers.
16. To encourage the development of interest and skills which will enrich their lives.
17. To value the part played by extra - curricular activities in the development of the child and to expect pupils to participate in such activities.



1. INTRODUCTION

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their well-being and staying on in learning. Statutory Guidance requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13 and the DfE publication Careers Guidance and Inspiration in Schools (25 March 2015) (Updated 12 April 2107) also highlights the importance of Employer Engagement and we aim to offer this through employer activities both on and off site. Work Experience will be offered to all Year 12 students after AS examinations.

This policy links to key areas/objectives of the school improvement plan, which centres on raising achievement and the quality of teaching and learning across the curriculum. It will link into other related policies to enhance the guidance process across curriculum and pastoral areas (L4L & Super Learning Days) and will be used as a tool to develop school objectives and priorities on teaching and learning and for students to aspire and achieve.

CEIAG should help students develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous and all staff contribute alongside external agencies working in partnership - Career Development Institute (CDI) Framework for Careers Enterprise & Work Related Learning.

The Gatsby report on 'Good Career Guidance' (2014) and the 8 Benchmarks produced from the report are being referred to widely by Government and the Careers & Enterprise Company when discussing careers education. They include:

1. A stable careers programme
2. Learning from Career and Labour Market Information (LMI)
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further Education (FE) and Higher Education (HE)
8. Personal guidance

This Policy reflects the school's commitment to these 8 Benchmarks.

The Careers Education Programme at Brighthouse High School aims:

- * To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment.
- * To develop the skills which will help students make informed and realistic choices for their future.
- * To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations.
- * To develop the skills, including communication and confidence that will be needed in new roles and situations.
- * To encourage understanding and experience of the world of work through WRL and enterprise activities.
- * To promote equality of opportunity in respect of race, religion, gender and special needs disability.
- * To develop students' capabilities and to understand their own needs and abilities.
- * To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
- * To encourage students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well-planned programme of careers education.

Statutory Requirements

Statutory Guidance, March 2015 (updated April 2017) places schools under a duty to secure access to independent careers guidance for their students in school years 8 – 13. This must be presented impartially and must promote the best interests of students. Whilst providing a programme of careers education is no longer statutory, the school sees it as good practice and uses the CDI Framework for Careers Employability and Enterprise (Nov 2015) to guide its provision.

DfE Careers Strategy

The Department for Education has stated that it will publish a careers strategy, confirmed in January 2016 by the then education minister Sam Gyimah, which will develop the Government's aims for careers guidance to 2020. The Industrial Strategy Green Paper published in January

2017 stated that the careers strategy, initially planned to be published in 2016, would be now be published in Autumn 2017. Our BHS Careers Policy may change as a result of this strategy.

2. EXPECTATION

In light of the current changes in the world of work, and the Raising of the Participation age from 2013, students at Brighthouse High should expect:

- to be told about key people who can help with education, careers and any other personal, health or financial problems
- to get information on the guarantee of an offer of further learning at key points
- to know how to access information
- to be told about financial help they can get to stay in education (e.g. bursaries / student loans / grants)
- to know where to get help after 19 years of age (24 yrs. if they have a disability)
- to be given opportunities to get involved in planning and improving information and advice services.

Help should:

- be quickly and easily available
- respect individual needs
- be confidential
- instil confidence in order to plan the next step
- be impartial and all relevant options should be considered
- signpost the National Careers Service and local websites where appropriate

To assess quality and demonstrate it meets robust national standards, Brighthouse High School achieved the Quality in Careers Standard for CEIAG, delivered by C&K Careers in October 2014 and is due for reassessment in October 2017.

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the Brighthouse High School Careers website /internet/e-mail also allows current information to be given to parents.

3. CEIAG DELIVERY

Organisation and Content

The careers education programme is currently delivered through Learning for Life (L4L) and Super Learning Days (SLDs) in Years 7-11 and Tutorial and Super Learning Days in Years 12 & 13. SLDs take place 3 times in the Year (1 per term) and students follow an alternative timetable for the day based on their year group and activities planned. L4L sessions replace the morning registration session and include an Assembly, Literacy & Numeracy activities, Citizenship and 2 class based / taught sessions (where CEIAG is delivered as part of a wider programme).

Year 12 / 13 Provision

In Tutorial, Year 12 / 13 students receive talks by outside speakers on all aspects of University life, preparation for personal statements and UCAS forms, interview skills and all aspects of

progression. Each student has access to the Careers Resource Area and can request interviews with the Careers Adviser, who is available twice a week in a designated interview room. Form tutors have a vital role in the College, and along with key members of staff, will assist students with the completion of personal statements and UCAS applications as well as promoting employability skills. The IAG Clerical Assistant is also available twice weekly to make arrangements with students regarding Work Experience / Work Shadowing & Occupational Research. Previously this was available to students on request but as from September 2014, ALL Year 12 students will participate in a period of Work Experience in June/July of Year 12. Year 12 also have a Super Learning Day regarding their personal development and future planning as well as a week of Higher Education (HE) activities and Decisions @18 Conference for those choosing not to go into HE.

Work Experience

Y12 students are required to participate in a meaningful Work Experience (WEXP) package as part of their Learning Plan. In most cases this will be a block of days in June/July, but appropriate WEXP placements can be arranged as necessary during the year as well or instead of the June block. Students following the Bridging Course will also participate in extended placements over two terms.

Health & Safety checks will be carried out by C&K Careers - C&K Careers hold the matrix Award (Jan 2016). They will provide risk assessments and job descriptions for each placement.

Work experience counts as 'non-qualification activity' in post 16 education and may be part of enrichment activities. It should be in a real, external placement where possible (simulated placements should only be used to support progression into realistic work experience and external work experience). Activities will be planned, timetabled, organised and supervised by BHS staff. Employers are NOT required to pay students. Part-time work does not count.

The **aims of Work Experience** will be:

- To provide meaningful, quality experience of the work environment
- To support learning and future career aspirations
- To help students decide on future careers or study options
- To enable students to demonstrate their future potential to employers and universities
- To develop vocational & employability skills
- To enhance / support aspects of their study programme

Procedures:

A pack of information will be issued, with a letter to parents / carers, application form, policy and key dates.

There will be a Work Experience Assembly outlining the timescales and deadlines and the IAG Clerical Assistant will enter placements on our database. Students will be offered 1:1 Interviews throughout October / November of Year 12, to discuss and plan placement opportunities. They will then complete a WEXP Application Form by the end of November, detailing preferences.

A Year 12 Career PDA will enable students to write a CV, do a personal statement, gain Interview skills and generally prepare for their placement.

Placements will be arranged by school and confirmed with C&K Careers by the end of March. WEXP preparation will take place in Tutorial during April, including H&S information.

The block placement will be carried out in June/July – monitored by teaching staff using the teacher visitor scheme. All placements will be reviewed and reflected upon and feedback sent to employers by the end of term.

School Improvement Plan

The termly / yearly career plan & Service Delivery Agreement is put together in consultation with Careers staff, Careers Advisers and Senior Management. The focal areas are driven by the whole school improvement plan. These are then identified in the department improvement plan / SEF alongside the focal points identified by the whole school priorities and through review and monitoring cycles.

Cross-curricular links

These are made with appropriate departments and enhanced by L4L / WRL / SLDs & Enterprise activities.

All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity / religion, disability, age and sexual orientation.

The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

Provision for Learners with Learning Difficulties and/or Disability (LLDD)

Close links with the Coordinator (SENCO), ensures that equal opportunities and inclusion are addressed. Reference should be made to the SEN Code of Practice updated May 2015. Through the SEN Registers and Additional Needs Technicians (ANTs), students are identified and supported using suitable materials. The Careers resource area also has appropriate, differentiated and personal material.

4. KEY PERSONNEL

The CEIAG programme is co-ordinated by the Head of IAG and is currently delivered by teaching staff / form tutors during L4L sessions at the start of the day. Group work sessions are delivered and led by our Careers Adviser with Form Tutors in support where appropriate. The Head of IAG ensures that staff are updated and given the appropriate training either through whole school CPD, formal requests or informal sessions.

There are regular links with identified personnel to ensure individual needs are met. Key Pastoral staff such as Heads of Year / Assistant Heads of Year / Form Tutors, Attendance officer, Pastoral support workers and Additional Needs Technicians, feed in information to support the guidance process. Our Careers Adviser is invited to contribute to Year 9 and Year 11 student reviews. Termly reports are produced and passed on to Line Managers. Overall responsibility is given to the Head of IAG to ensure the CEIAG programme is updated and developed. An Assistant Head has the overview and line manages The Head of IAG and also liaises to our Link Governor.

Partnership Activities & Support for Quality in Careers Standard

C&K Careers support Brighthouse High School in enhancing the CEIAG provision through INSET, network meetings (Lorna Aitken, Chair), advisory sessions and consultancy e.g. support for the C&K Quality Standard. An annual Service Delivery Agreement (SDA) is drawn up between the school and C&K Careers. Links with employers and training providers enhance the programmes where possible.

5. RESOURCES

There is an annual allocation of money for Careers Education and Careers Resources. Relevant resources are available at both sites. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is ongoing for newly-appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Head of IAG is also currently responsible for CPD and ensures that staff are updated and given the appropriate training either through formal requests or informal sessions. Selected staff meetings will be allocated time for CPD & Teaching & Learning Coaching.

Staffing and Staff Development

The Head of IAG attends Pastoral Team Meetings as appropriate and updates staff on current trends / changes relevant to their Year group. Current careers strategies will inform the nature and frequency of in-service training and most information can be passed on easily through email or via the Careers Website.

6. ASSESSMENT, REVIEW AND EVALUATION

Monitoring and Evaluation

The Head of IAG is responsible for the annual review of CEIAG.

Review and evaluation is carried out termly on an informal basis between the Head of IAG and the Careers Adviser in line with the Service Delivery Agreement. The Head of IAG attends pastoral meetings as appropriate. Feedback from staff, students and year teams also helps in evaluating the CEIAG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEIAG programme. Departmental monitoring forms part of the whole school monitoring system, focusing on termly focal areas. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

The Careers Adviser will also publish end of term reports for Head of IAG and SMT / Governors.

Student voice is encouraged through the use of the Careers website / VLE and school council / focus groups. To ensure quality, the school will aim to maintain the Quality in Careers Standard delivered by C&K Careers – reviewed every 3 years.

BIBLIOGRAPHY

Links to useful resources:

Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

CDI Framework for Careers Enterprise and Work Related Learning

http://www.thecdi.net/write/BP385-CDI_Framework-web.pdf

Audit tools CDI Framework

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

Governors Briefing

http://www.cegnet.co.uk/uploads/resources/governors_guide.pdf

Compass Tool

<https://www.careersandenterprise.co.uk/news/new-careers-guidance-tool>

Careers Leaders Briefing

http://www.thecdi.net/write/Careers_Leaders_in_Schools_-_CDI_January_2017.pdf

The Career Development Institute – promoting excellence, professionalism and innovation in CEIAG

www.thecdi.net

Teach First Access Toolkit to support Teachers re CEIAG

<https://www.teachfirst.org.uk/what-we-do/helping-young-people-decide-their-future/how-we-support-teachers-and-schools/access>

Cascaid Developing Careers Toolkit for New and Experienced Careers leaders

<http://www.cascaid.co.uk/shop/news-events/2017toolkit>

Statutory Guidance (Revised April 2017)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf

Quality in Careers Standard

www.qualityincareers.org.uk/

Professional website for CEIAG

www.cegnet.co.uk