

Brighouse High School



CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY

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Head of CEIAG / Careers Leader
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Subject to review by the Governing Body of Brighouse High School

Date Updated: February 2021 (including Covid-19 Recovery Statement)

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

Date of next interim review: February 2022

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AIMS



of the school

Our fundamental aim is simple: to provide our students with 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 ensure that our school is a happy place to learn.
3. To ensure equality of opportunity for all.
4. To challenge all pupils through lessons and the wider curriculum.
5. To work in ways which will enhance character, 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.
6. 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.
7. To develop with pupils the resilience and the skills necessary to respond effectively to change.
8. To encourage everyone to make a positive contribution to school life.



1. INTRODUCTION

Vision & Values

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 on and off site. Work Experience will be offered to all Year 12 students in the summer term.

Statutory Requirements

Careers guidance and access for education and training providers - October 2018

Statutory guidance for governing bodies, school leaders and school staff

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

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 (Learning for Life (L4L) & Super Learning Days (SLDs)) 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. In line with the above statutory guidance, the Careers Adviser in school is Level 6 qualified in Careers Guidance and 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. Our provision is guided by the following:

Framework for careers, employability and enterprise education - January 2020

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>

The Gatsby report on 'Good Career Guidance' 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 commitment to these Benchmarks. All our CEAIG activities have been mapped against the 8 Gatsby Benchmarks. We also use the COMPASS+ Careers Benchmark Tool to audit our provision every term.

The Department for Education published Skills for jobs: Lifelong learning for opportunity and growth on Thursday 21st January 2021.

The white paper is wide ranging and includes discussion of compulsory and post-compulsory education and lifelong learning. There are also several specific proposals that relate to the organisation of England's careers education and guidance system.

https://www.thecdi.net/write/CDI_Briefing-Skills_for_Jobs_FINAL.pdf

Commitments

- Requiring schools to provide independent career guidance from year 7.
- Publishing updated statutory guidance for careers.
- Supporting and strengthening the 'Baker clause'.
- Continuing the rollout of the Careers Hubs.
- Investing in more training for careers leaders.
- Revamping the National Careers Service website.

Reviews and future plans

- Asking Ofsted to undertake a thematic review of career guidance.
- Seeking greater alignment of The Careers & Enterprise Company and the National Careers Service to create an all-age careers system.
- Increasing the focus on careers in teachers' training and professional development.

We will ensure any changes are reflected in our future planning.

Please also refer to our Covid Recovery Statement later in the document (as at Feb 2021).

The Careers Education Programme at Brighouse 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 Work Related Learning (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.

It is important therefore that students leave school / college 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.

2. EXPECTATION

Learner Entitlement

In light of the current changes in the world of work and the Raising of the Participation Age (from 2013), students at Brighouse 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 (bursaries/loans/grants) (e.g. bursaries / student loans / grants)
- to know where to get help after 19 years of age (24 years 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 (C&K Careers) where appropriate

To assess quality and demonstrate it meets robust national standards, Brighouse High School achieved the Quality in Careers Standard awarded by C&K Careers in October 2017 and is due for reassessment in March 2021. *(There are Annual Reviews but full Assessment usually takes place every 3 years, however this has been delayed due to Covid-19 and school disruption / closures).*

Use of the Brighouse High School Careers Website <http://www.brighousehighcareers.co.uk/>

Internet links / e-mail and Year Group Google Classrooms (Careers @ BHS) also allows current information to be given to students & parents. Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children.

3. CEIAG MANAGEMENT & DELIVERY

Objectives

The objectives of this Policy follow the 8 Gatsby Benchmarks. Further details can be found here: <https://www.gatsby.org.uk/uploads/education/gatsby-careers-4-pager-updated.pdf>

Organisation and Content

The Careers Education Programme is currently delivered through Learning for Life (L4L) (Tutorial time with Form Tutors) and Super Learning Days in Years 7-11, and Tutorial and Super Learning Days in Years 12 & 13. Students have also become more familiar with Google Classrooms with remote learning and we now have Careers @ BHS Google Classrooms for Year 7 – 11 as well as the Year 13 Job Seekers group. Information is uploaded on a weekly basis and activities can be posted at key times e.g. National Careers / Apprenticeships Weeks.

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 in the study room and can request interviews with the Careers Adviser, who is available one day 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 to make plans with students regarding Work Experience / Work Shadowing & Occupational Research. All Year 12 students will participate in a period of Work Experience in June/July of Year 12 whether this is on employer premises or a virtual WEXP – currently being developed. Year 12 also have a Super Learning Day regarding their personal development and future planning as well as a week of HE activities and a Decisions @18 Conference for those choosing not to go into HE. Where it is not possible to carry out class based activities we have enabled students to have access to remote learning.

Work Experience

(please note Covid Recovery Statement at the end of this policy)

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.

Health & Safety checks are carried out by C&K Careers - C&K Careers hold the matrix award. They will provide risk assessments and job descriptions for each placement. From May 2021, virtual work experience will be available for students to participate in through the C&K website.

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. We do however

appreciate that in 2021 / 2022 on-site placements may still be challenging, so alternative experiences may be arranged.

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 for Work Experience:

(please note Covid Recovery Statement at the end of this policy)

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 Sixth Form Office Staff will log all placements on Google Drive. Students will be offered 1:1 Interviews throughout October / November of Year 12, if they need support in finding placement opportunities. They will then complete a WEXP Application Form by the end of November, detailing preferences. Students are encouraged wherever possible to secure their own placements.

A Year 12 Super Learning Day enables students to find out about Apprenticeships / University options. Students may also be given support to write a CV, do a personal statement, gain interview skills and generally prepare for their placement as required.

Placements will be confirmed with C&K Careers by the end of March. WEXP preparation will take place in Tutorial during April, including Health & Safety 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 received by employers by the end of term. Where placements are remote, appropriate safeguarding checks will be in place and students will be required to follow the same online protocols as with any remote learning.

School Improvement Plan

The termly / yearly Career Plan & Service Delivery Agreement are 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 Self Evaluation Form (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. A Careers, Employability and Enterprise Audit across the Curriculum is carried out every 3 years to coincide with the Quality Standards Assessment.

https://www.thecdi.net/write/Framework/2018/4_CDI_Career_Framework_-_Curriculum_audit_sheet.pdf

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 SENDCO, ensures that equal opportunities and inclusion are addressed. Reference should be made to the SEND Code of Practice updated May 2015.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Through the SEND Registers and Additional Needs Technicians (ANTs), students are identified and supported using suitable materials. The careers resource area & SEND base also have a small selection of appropriate careers material e.g. top trumps, posters.

4. KEY PERSONNEL

Roles & Responsibilities

The CEIAG programme is co-ordinated by the Careers Leader 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 support where appropriate. The Careers Leader ensures that staff are updated and given the appropriate training either through whole school Continuing Professional Development (CPD), formal requests or informal sessions. New staff are trained as part of their induction programme. The Careers Leader in school also currently oversees whole staff CPD.

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 EHCPs – in Year 9 - 13 student annual reviews. Termly reports are produced and passed on to Line Managers. Overall responsibility is given to the Careers Leader to ensure the CEIAG programme is updated and developed. An Assistant Head has the overview and line manages the Careers Leader, and also liaises with the Link Governor who provides an Annual Report to Governors.

Stakeholder & Partnership Activities

Parents / Carers

We recognise the important role that parents have in their child's careers development. We welcome parental involvement in SLDs / events in school and we aim to support them in developing the confidence and capability to support their child's planning and decision making. Parents are kept informed via our parent's section of the Careers website as well as on Google Classroom and by email.

Careers Support Agencies

C&K Careers supports Brighouse High School in enhancing the CEIAG provision through CPD, network meetings, advisory sessions and consultancy e.g. support for the 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 and Virtual WEXP is now coming online via the C&K Website. In addition, we are part of the West Yorkshire Combined Authority (WYCA) CEIAG Network for Careers Leaders, with an allocated Enterprise Adviser through the Leeds City Region Enterprise Partnership (LEP). We are also part of the WYCA SEND Careers Hub (now in Year 2).

FutureGoals is delivered by the LEP and provides inspiration and support to students on LMI etc.

<https://futuregoals.co.uk/>

We have strong links with ASK – Apprenticeship Support & Knowledge <http://www.wyfp.org.uk/>

The Careers Leader also currently sits on a steering group for the Health and Care Integrated Careers and Pathways Pilot Project working with C&K Careers and Ahead Partnership.

Employers, community partners and learning providers

The Careers Leader assists C&K Careers in validating Quality in Careers Standards Assessments and has, up until recent changes, sat on the C&K Monitoring meetings with Calderdale Council. Support is regularly provided by the Careers Leader to other local primary and secondary schools. We have a strong commitment to collaborative working with employers, HE, local learning providers, apprenticeship providers, LEP etc. As many vocational and technical education courses and qualifications offered are labour market led, we wish to provide our students with appropriate guidance and employment pathways. All opportunities are communicated to students via the website, email or Google Classroom to allow them to make informed decisions.

5. RESOURCES

Funding

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 Careers Leader 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 where applicable.

Staffing and Staff Development

The Careers Leader attends Pastoral/Year 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 Careers Leader is responsible for the annual review of CEIAG.

Review and evaluation is carried out termly on an informal basis between the Careers Leader and the Careers Adviser in line with the Service Delivery Agreement. The Careers Leader 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 the Careers Leader and SMT / Governors.

Student voice is encouraged through the use of the website, school council, focus groups, surveys, feedback questionnaires and, more recently, through the use of online Google Forms.

To ensure quality, the school will aim to maintain the Quality in Careers Standard awarded by C&K Careers – reviewed every 3 years.

7. COVID RECOVERY STATEMENT

February 2021 – present

CEIAG is high on the agenda at BHS, and now, more than ever, as we enter a recession and period of economic uncertainty, our students need to be equipped with the skills and knowledge to tackle a challenging and fast moving world of work.

To do this now, and post Covid, we will have to continue to adapt some of our provision, to ensure that we are meeting our statutory requirements.

While some of our in-house activities can remain if students are in school (in Year group bubbles), it is unclear what restrictions will be in place going forward for visiting speakers, and for workplace visits. Additionally, getting time away from the classroom may be challenging, as there has been a lot of “lost” face to face learning time.

As part of the recovery plan, and to engage students with CEIAG, regular texts, emails and Google Classroom posts have been shared, to encourage pupils and parents, to access our careers support. We also held a virtual week of work back in June 2020. If the picture in Spring 2021 remains as it is now, much of our provision will continue to be delivered by digital platforms to ensure consistency and continuity.

Mock interviews post-16, 1:1 Teams and Google Meet sessions with the Careers Leader & Careers Adviser, are now well under way with students booking appointments online.

As this is an ever evolving situation, CEIAG plans may be subject to change.

8. BIBLIOGRAPHY

Links to useful resources:

CDI Framework for Careers Enterprise and Work Related Learning

<https://www.thecdi.net/Careers-Framework>

https://www.thecdi.net/write/Framework/2018/4_CDI_Career_Framework_-_Curriculum_audit_sheet.pdf

<https://www.thecdi.net/write/CDI-Framework-Jan2020-web.pdf>

Compass Tool

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

<https://compass.careersandenterprise.co.uk/info>

Gatsby Benchmark Toolkit

https://www.thecdi.net/write/543_Gatsby_Benchmark_Toolkit_FINAL.pdf

<https://www.gatsby.org.uk/uploads/education/gatsby-careers-4-pager-updated.pdf>

<https://www.thecdi.net/Covid-19-Research-and-Reports>

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>

Careers Strategy

[Careers strategy: making the most of everyone's skills and talents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/consultations/careers-strategy-making-the-most-of-everyones-skills-and-talents)

<https://www.careersandenterprise.co.uk/sites/default/files/uploaded/understanding-careers-leader-role-careers-enterprise.pdf>

<https://www.gov.uk/guidance/t-levels-next-steps-for-providers>

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.thecdi.net/Reports---Resources>

<https://www.ckcareers.co.uk/>

<https://ckcareersonline.org.uk/>

<http://www.brighthousehighcareers.co.uk/>

<https://futuregoals.co.uk/>

<http://www.wyfp.org.uk/>