

Careers Education, Information, Advice and Guidance (CEIAG) Policy

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- securing access to independent and impartial careers CEIAG for pupils in Year 8 to Year 13 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's statutory guidance (January 2018) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
- ensuring a range of education and training providers have access to all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships as required by the Technical and Further Education Act 2017.
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.
- matching the London Ambitions Careers Offer (June 2015) of providing 100 hours of experience of the world of work to each student throughout their school career.

Current priorities

Our CEIAG strategy is informed by these current priorities:

- supporting individual aspirations, improving attainment and ensuring positive destinations
- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing student awareness of labour market information through the use of digital in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs

Strategy

To achieve the objectives of this policy, we will:

- ensure that the governing body is actively involved in shaping careers policy and strategy through its committee structure
- identify a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation

and evaluation of the school's careers provision with the support of other key post holders and specialist careers staff

- identify a middle leader to manage the day-to-day running of the careers programme
- develop and maintain a costed annual careers plan for achieving current priorities including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Student Entitlement Statements

Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Grofar Student Passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to an impartial adviser via drop-in sessions.

Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students have optional access to an impartial adviser via drop-in sessions and an independent adviser at parent evenings. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 9 Careers Entitlement

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think about GCSE options in terms of career pathways and plan future within school.
- Students learn what a CV is, what a cover letter is and why people applying for jobs need them.
- Students have optional access to an impartial adviser via drop-in sessions and an independent adviser at parent evenings. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 10 Careers Entitlement

- Students begin to explore post-16 options and develop interview techniques.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students begin CV and cover letter writing.
- Students each have one careers guidance interview with an independent adviser and access to an impartial adviser via drop-in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Academic and careers progress is recorded on Student Passport.
- Students complete work experience and record progress on Grofar Work Experience Log.

Year 11 Careers Entitlement

- Students are helped with post-16 choices and encouraged to consider all their options including further study in 6th forms, colleges and apprenticeships.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are kept up to date with post-16 deadlines.
- Students have optional access to an impartial adviser via drop-in sessions and an independent adviser at parent evenings. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 12 Careers Entitlement

- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to an impartial adviser via drop-in sessions and an independent adviser at parent evenings. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 13 Careers Entitlement

- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.

- Students have optional access to an impartial adviser via drop-in sessions and an independent adviser at parent evenings. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Related documents

The CEIAG page on the school website sets out the framework of provision to all students.

Staff responsible	B. Brake	Governors Committee Responsible	Standards & Quality
Date approved by Governors	October 2018	Review Date	October 2020