



## **Careers Guidance – example of schools Careers Education Information Advice and Guidance (CEIAG) Policy – September 2018**

### **Introduction**

This policy statement sets out Byrchall's arrangements for managing the access of providers to pupils at the Academy for the purpose of giving them information about the provider's education or training offer. This complies with the Academy's legal obligations under Section 42B of the Education Pupil entitlement

### **Pupil Entitlement**

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies, group discussions and taster events and visits;
- to understand how to make applications for the full range of academic and technical courses.

## **Careers Education and Guidance Policy**

### **1 Statement of Principle**

We believe that a well structured and highly effective programme of Careers and Education Guidance will play a key role in contributing to how Byrchall prepares its young people for the opportunities, responsibilities and experiences of adult life. It is one element of our emphasis on personalised learning. By working in partnership with external agencies, we will provide accurate and focused careers information, advice and guidance tailored to individual needs and thereby ensuring that our students will be able to make informed choices about their career pathways.



## **2 Aims of Careers Education, Information and Guidance (CEIAG) in Byrchall**

Our key aim is to ensure that we take an 11-16 approach to our provision of CEIAG so that students begin to develop a real understanding, even at an early age, of careers and work related information that develops their sense of enquiry not only about careers and higher/further education but also about their individual skills and aptitudes. At KS3, this builds up to prepare students for their options choice in Yr 8 as they enter the 14-19 phase of their education. From KS4, CEIAG is encapsulated in a 14-16 Individual Education Plan for each student and this will act as a guide to focusing students for life after Byrchall in terms of career decisions and life planning. Our overarching aims for CEIAG are to work with external agencies, in order to:

- contribute to strategies for raising achievement, especially by increasing motivation;
- encourage students to become reflective learners who are self aware of their strengths, skills and attributes and how these link to career and life planning;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage participation in continued learning, including higher education;
- develop enterprise and employability skills in line with our STEM focus area;
- reduce drop out from, and course switching in, education and training and thereby ensuring that Byrchall contributes to reducing the numbers of students who are not in education, training or employment;
- contribute to the economic prosperity of individuals and communities so that students are prepared for a life of economic wellbeing;
- make clear to students how their behaviour, attendance and learning skills are inherently linked to their careers prospects and future prosperity.

The main body of the statutory guidance uses the Gatsby 8 Benchmarks with information on how to achieve each one. Schools should work towards achieving them now and meet them by end 2020. The 8 benchmarks are:



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1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.  The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.  The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.  Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.  Schools should keep systematic records of the



individual advice given to each pupil, and subsequent agreed decisions.

All pupils should have access to these records to support their career development.

Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

4. Linking curriculum learning to careers All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5. Encounters with employers and employees Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Including careers talks, careers carousels, careers fairs, mock interviews, CV workshops, mentoring, employers delivered workshops, enterprise competitions



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6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<p>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p>By the age of 16, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p> <p>High quality and meaningful work experience forms a required part of 11-16 study programmes. A more flexible approach can be adopted for younger pupils and does not necessarily have to involve a traditional placement. Options could include: workplace visits; Work experience (1-2 weeks); job shadowing; career- related volunteering and social action.</p>
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<p>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p>By the age of 16, all pupils who are considering applying for university should have had at least one visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p> <p>We must ensure that there are opportunities for providers of approved technical education qualifications and apprenticeships to visit the school to speak to all pupils in years 8 to 11. We</p>



would expect the opportunities to include a visit from a Studio School to inform key stage 4 choices; a visit from a University Technical College to inform key stage 4 and key stage 5 choices; and visits from a range of providers of apprenticeships and technical options, including an FE college to inform key stage 4, key stage 5 and post-18 choices. Schools are not required to accept every request from a provider to visit but must demonstrate, through their policy statement on provider access, that a number of opportunities are available to all pupils in each year group from years 8 to 13.

8. Personal  
guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Every pupil should have opportunities for personal guidance interviews with a qualified (to level 6 or higher) careers adviser whenever significant study or career choices are being made.



### **3 Objectives**

#### **3.1 For students**

Develop an invaluable set of life and employability skills essential for a successful career in the 21st century;

- Ensure that they are well briefed on careers and work related learning so they can make informed choices about their future lives;
- Build a careers portfolio on Byrchall's living profile that will act as framework for mapping and developing their career information advice, guidance and action planning at Byrchall;
- Take responsibility for their own behaviour, attendance, punctuality and attitude to learning in order to support them in becoming responsible young attitudes which acts a key platform for success as an adult in the workplace.

#### **3.2 For Parents and Carers**

To be fully involved by supporting Byrchall in its development of the CEIAG curriculum. Parents will be expected to take an active part in the CEIAG delivery whether it be through home based discussions, actively working with students on career planning tasks and even working with Byrchall though providing local support in the form of guest speakers.

#### **3.3 For Teachers and Tutors**

- Deliver the CEIAG unit as organized by the teacher in charge of careers, ensuring that they deliver the units in a motivating and stimulating way that encourages their tutees to become self aware and to explore their career development and career management;
- Ensure that they support the delivery of the CEIAG that is relevant to their own subject area's programmes of study and schemes of work. This will primarily be achieved through the careers and also the enterprise contracted unit of work which will develop enterprise and employability skills;
- To act as role models for students in developing the STEM like and enterprising attitudes that will act as the foundation platforms for motivating students to be lifelong learners.



### **3.4 For Heads of Department**

- To ensure that schemes of work are audited and reviewed to develop opportunities for career based activities.
- To monitor, evaluate and review the work of the tutees in their subject area in delivering the careers programme as part of their subject curriculum and in line with Byrchalls teaching and learning policy.
- To ensure that appropriate STEM links are made where appropriate to facilitate work related learning and employer engagement in the careers and enterprise process;
- To include development of CEIAG in subject improvement planning, for example, as part of WRL within an enterprise contracted unit of work.

### **3.5 For the Teacher in charge of careers across Byrchall**

To ensure that the CEIAG curriculum is planned effectively with clear learning outcomes and progression for all year groups in Byrchall, in particular meeting the statutory requirements at KS4;

- To ensure that the careers map for Byrchall is in place showing coverage of the three main areas (career exploration, self-development and career management, see Appendix Two);
- To develop all aspects of careers planning including the medium term, short term plans and resources for CEIAG as planned for the CASP curriculum at Yrs 7-11;
- To liaise with the Work Experience Coordinator and external agencies such as GM Higher in providing effective CEIAG to targeted students;
- To liaise as required with employers/industry in supporting Byrchall in planning links and developing careers provision, for example, organizing a careers convention or supporting work place visits;
- Ensure that the VLE is used effectively in building a careers portfolio during the student's time at Byrchall;
- To co-ordinate the GM Higher initiatives in order to raise awareness of further/higher education and to inspire students to think about the next steps in their education.





### **3.6 For the Byrchall Leadership Team**

- To ensure that there is adequate provision for CEIAG both through the subject curriculum on offer and CASP;
- To create and monitor a role for a teacher in charge of careers who will be line managed by a Deputy Head (A Finch) with responsibility for careers, enterprise and work related learning;
- To be responsible for ensuring that there are clear and tangible links between STEM, Enterprise, WRL and CEIAG so that students, teachers and external agencies understand how enterprise and CEIAG are intrinsically linked.

### **3.6 For the Governors**

- To be fully involved in supporting Byrchall in its development of highly effective CEIAG. This could be in the form of governor (employer) support, guest speakers and project delivery so they act as role models and can talk to students;
- To annually review and agree the CEIAG policy.

## **4 Curriculum Organisation**

- Every year group will benefit from targeted CEIAG as part of their CASP provision and this is detailed in Appendix 1. This provision will effectively target the learning outcomes of the National Framework for Careers Education and Guidance and will be carefully audited to show progression across all Key Stages.
- As well as the formal CASP curriculum offer, CEIAG will also be covered through the following areas:



### **Key Stage 3**

Innovation Days and CASP Delivery in Form time where links with employers/industry encourage self development and enterprise awareness;

Focused input into careers and option choices in the build up to a 14-19 IEP;

Activities/projects “contracted” to subjects as part of STEM, Enterprise, Financial Capability and WRL which lend themselves to career exploration.

Taster sessions to aid option process.

All courses and work related learning activities will maximise the use of the state-of-the-art ICT facilities within Byrchall, for example, independent careers research as well as innovative teaching and learning of CEIAG. The VLE will enable a careers portfolio to be developed which will act as a “Career Tracker” allowing students to record their self development, career management and career exploration activities. CEIAG will also have a link on the Byrchall website and will be updated regularly.

### **Key stage 4**

Enterprise days eg, working with agencies such as Young Enterprise

**NCFE Level 2 Award for Enterprise and Employability;**

Drop in sessions with colleges, training companies and employers.

Activities/projects “contracted” to subjects as part of STEM, Enterprise and WRL.

Post-16 choices and advice;

Careers service guidance/input.

Careers Day; Interview Day



## **5 Approaching Careers, Education and Guidance**

### **i Teaching and Learning of CEIAG**

The Academy has established a careers entitlement programme for all year groups and this has been encapsulated in Appendix 1. The Teacher in charge of careers has overall responsibility for ensuring that the highest quality materials and resources are available to tutors in delivering the programme to their tutees. Enterprise Contracted Units will closely dovetail with the career programme as work related learning/enterprise is closely linked with careers. These units will have explicit learning outcomes that will relate to enterprise, careers and work related learning.

The units of work that will be created for CASP delivery will meet the needs of all students. The resources will be differentiated and appropriate to each student's stage of career learning, planning and development.

### **ii Schemes of Work**

Subject areas will be "contracted" to deliver aspects of Science, Enterprise and work related learning in their own subject areas. Coordinators are expected to audit their schemes of work and find all possible avenues for developing an enterprising approach and to embed work related learning. This has clear links to CEIAG in particular to self development in exploring areas such as teamwork and research skills.

The map has been updated to include the new KS3 National Curriculum review which includes career information and guidance under the guise of economic well-being.

### **iii Assessment**

Tutors will be expected to assess the careers programme as part of their CASP delivery. Tutors will need to ensure that they closely follow the lesson plan guidance and assessment outline in the delivery of the materials and give careful feedback to students, for example, in CV preparation, application form feedback and so on.

STEM and Industry representatives will also be involved in this process as required, for example, STEM mentors and mock interviews.



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The STEM, Enterprise and Work Related Learning policy also explains in detail how the contracted units for enterprise are should be referred to at this stage.

## **iv Careers Service**

The Partnership Agreement states the number of days entitlement that the Academy has in accessing specialised and general personal advisor support. An action plan for the use of Careers service support will be agreed with the Schools Team Manager and this will be overseen by the Careers and STEM Links Co-ordinator.

## **v Resources**

Careers information will be readily available for individual students to use. The Careers Area will be held in T4 (The Futures Room) for students in Yr 7-11. The teacher in charge of careers will ensure that the resources are up-to-date and relevant to the needs of our students (KS3/4)

A budget is delegated to the deputy head who will liaise with colleagues on its expenditure. This is utilised in order to achieve the actions that are detailed in the CEIAG Improvement Plan. Ensuring value for money will link to the Byrchall procedures for CEIAG.

## **6 Monitoring, Evaluation and Review**

Monitoring the development of CEIAG across Byrchall is the responsibility of the Byrchall Leadership Team and will be co-ordinated by the designated Deputy Head (A Finch). The Careers Education and Guidance Improvement Plan will be developed and updated on an annual basis and will drive the work of CEIAG in any one particular year. The current CEIAG Improvement Plan is available from the Deputy Head (A Finch). The Teacher in charge of careers will be accountable for the effective delivery and progress made in steering through the Improvement Plans and ensuring that the vision for CEIAG at the Byrchall is achieved. Feedback on the quality of CEIAG provision will be gathered from a variety of stakeholders including: students, Careers Link, employers, college links and CASP tutors. Under the terms of our Partnership Agreement we will also evaluate the success of the activities that were initiated through the Agreement and feed the evaluation into the next year's Partnership Agreement.



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Hence, there will be a wide and rich variety of evidence to document and support the development of a highly stimulating CEIAG programme across Byrchall.

## **7 Related Policies**

1. STEM, Enterprise and Work Related Learning Policy
2. Every Child Matters Policy
3. Equal Opportunities
4. Monitoring, Evaluation and Review Policy
5. Provider Access Policy

## **Policy Statement on Provider Access**

### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### **Pupil entitlement**

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;



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- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- **to understand how to make applications for the full range of academic and technical courses.**

### Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Autumn Term

Spring Term

Summer Term



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Please speak to our Careers Leader to identify the most suitable opportunity for you.

## **Premises and Facilities**

The school will make the main hall, classrooms, the Futures room or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations.

This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Futures Room, which is managed by the Careers Co-ordinator.

## **Further Information Sources for Advice and Guidance**

### **Gatsby Good Career Guidance**

A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.

### **Gatsby Good Practice**

A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.

### **Compass**



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A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

## **Careers & Enterprise Company**

The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. Careers & Enterprise Company: Schools and Colleges. Connects schools to businesses volunteers and careers activity programmes.

## **National Careers Service**

The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

## **Amazing Apprenticeships**

A website to make it easy for teachers and careers advisers to access the latest information about apprenticeships.

## **Apprenticeships Support and Knowledge for Schools (ASK)**

A network of teachers, careers advisers and ambassadors who will promote apprenticeships and traineeships in positive ways to year 10-13 pupils in the North, Midlands, London and the South.

## **Baker Dearing Educational Trust**

Information on University Technical Colleges.





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## **Career Development Institute**

The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

## **Career Development Institute Framework for careers, employability and enterprise education**

A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.

## **UK Register of Career Development Professionals.**

The single national point of reference for ensuring and promoting the professional status of career practitioners.

## **Quality in Careers Standard**

The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance.

## **Find an Apprenticeship**

Search and apply for an apprenticeship in England.

## **LMI for All**

An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.

## **STEM Ambassadors**



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A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings

## Unistats

The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective students.

## Your Life app

Informs and inspires young people by giving them the opportunity to discover hundreds of varied career options.

## Other Departmental Resources

**Careers strategy:** making the most of everyone's skills and talents. Government's plan for raising the quality of careers provision in England.

**Post-16 technical education reforms:** T level action plan. Government's progress on the reforms to technical education set out in 'Post-16 skills plan', confirms next steps and opportunities for engagement by interested parties.