



Ousedale School

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Careers Education Information, Advice and Guidance (CEIAG) Policy

Reviewed and approved by Learning and Curriculum Committee	28/06/2021
Approved by Full Governors	05/07/2021
Next due for review by Learning and Curriculum Committee	June 2024

1.0 INTRODUCTION

1.1 The work of Careers Information, Advice and Guidance is integral in ensuring all students in years 7-13 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, regional and national 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.

1.2 The Assistant Headteacher along with PSHE co-ordinator, CEIAG Manager and Careers and Work Experience Officers work to provide students with their Careers Information, Advice and Guidance entitlement.

1.3 Ousedale School believes in the importance of fostering strong links with external organisations and work closely with SEMLEP (South East Midlands Local Enterprise Partnership), institutes for further education, business and industry in order that all students have a broad information base from which to make decisions about career pathways. Ousedale School encourages close links with parents ensuring they share in establishing a partnership in which students will be able to make sensible, informed career choices. It is recognised that Careers Information, Advice and Guidance occurs across the whole curriculum and as such involves all staff.

2.0 AIMS AND OBJECTIVES

2.1 This policy provides a framework to implement the Government's 'Careers strategy: making the most of everyone's skills and talents' published in December 2017, and updated in October 2018, based on the eight Gatsby benchmarks* which sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them.

2.2 The School aims to:-

- a. help students understand their individual strengths and weaknesses, aspirations and potential and to identify their personal career targets, skills, interests and values by recording and building on achievement
- b. develop in students an appreciation of the rapidly changing world of work and what it offers, and to develop an understanding of the range of opportunities and levels of entry available
- c. ensure students acquire an understanding of the structure of the decision-making process so enabling them to make realistic and informed decisions
- d. enable students to make a smooth transition from school to Further or Higher Education, Apprenticeships, employment or voluntary work
- e. provide all students with the opportunity and skills to make confident, informed choices about lifelong learning. The school's careers led programme should

improve employability, increase social mobility and raise achievement

- f. *ensure the statutory requirements of every Gatsby benchmark are successfully implemented:
- A stable careers programme
 - Learning from career and labour market information
 - Addressing the needs of each student
 - Linking curriculum learning to careers
 - Encounters with employers and employees
 - Experiences of workplaces
 - Encounters with further and higher education
 - Personal guidance

2.3 All students in year 7 to 13 will be given specific core careers information and knowledge, and opportunities to develop related skills and positive attitudes.

2.4 Careers Information, Advice and Guidance also supports the school's Equal Opportunities Policy, which commits staff to a balanced and impartial approach.

2.5 The Careers Information, Advice and Guidance process derives purpose and direction from recording achievement and the development of individual Action Plans as a basis of preparing students for progression, next steps, working in tandem with curriculum developments at local and national level.

3.0 METHODS OF DELIVERY AND IMPLEMENTATION

3.1 At Key Stage 3 and 4 tutors deliver content within the PSHE programme – following a carefully tailored scheme of work to ensure progression. Careers Information, Advice and Guidance is also delivered through assemblies and off timetable occasions to enable opportunities for trips and visiting speakers etc. All students before the end of Year 11 will receive a one to one careers interview focussing on progression and pathways with a member of the Careers team. In addition, students will receive opportunities to discuss career pathways in either small groups or individually.

3.2 Besides working with Curriculum Middle Leaders, Pastoral and Academic Leaders and Form Tutors, the CEIAG Manager also maintains contact with students via e-mail, Google Classroom, Assemblies, notices in registers, noticeboards, posters and displays.

3.3 The Sixth Form Leadership Team, working with the CEIAG Manager, are responsible for post-16 Careers Information, Advice and Guidance with emphasis on routes into Further and Higher Education and further careers advice for the workplace.

3.4 The CEIAG Manager and Careers and Work Experience Officers, report to the Assistant Headteacher on careers matters.

3.5 A wide range of material is available on the School website and some literature is available from the Careers Library in the School Libraries. Substantial Sixth Form provision is also held in the Sixth Form Centre consistent with the Careers strategy.

3.6 Where work experience is integral to a course or can be used to enhance and develop a student's future pathway choice, opportunities will be provided on a relevant work placement.

- 3.7 The school attempts to inform and involve parents on careers matters providing a termly newsletter and keeping the website up to date. Parents/carers are informed of careers appointments and receive a copy of the student's action plan. The Careers team are available at Parents' evening for some year groups..
- 3.8 The Special Educational Needs Department and the CEIAG Manager work in partnership to give support to students with learning and other special needs.
- 3.9 Support is available to all staff involved in Careers Information, Advice and Guidance to enhance their continuing professional development.
- 3.10 Students will have access from school to on-line advice.
- 3.11 The Careers team, overseen by the Assistant Headteacher, will develop a strategy for the delivery of careers advice and guidance with a clear framework linked to the specific vision of the school, the needs of students and outcomes for its students. The strategies will maximise opportunities to share resources, skills, activities / events / visits and employer links.

4.0 MONITORING AND EVALUATION

- 4.1 The quality of careers education will be monitored and evaluated by the Assistant Headteacher and Governors at Ousedale School. The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection Framework and School Inspection Handbook. A successful careers guidance programme will also be reflected in continued high numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training. KS4 and KS5 destinations are becoming an established part of the accountability system.
- 4.2 The Governors' Learning & Curriculum Committee, on behalf of the Governing Body, will monitor and undertake a triennial review of this policy.
- 4.3 The Link Governor will work with CEIAG Manager/Careers and Work Experience Officers and Assistant Headteacher to review careers led education within the School.

OTHER POLICIES

Specific policies which cover further aspects or expand in more detail the principles and processes in this document are currently:

- Aims of the School
- Curriculum
- Equal Opportunities
- Personal Social & Health Education
- Special Educational Needs.