

Careers Education, Information, Advice and Guidance Policy Statement



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Responsible and Accountable for delivery of the policy

Donna Tank and Andy Amery.

Cross reference to other Policies/Procedures

1. Work Placement Policy (TRC).
2. Employer Engagement Strategy (TRC).
3. Provider Access Policy (OHS/TRC).
4. PSHCE / MAP Policy (OHS).

Publication

- Staff area of Intranet
- Pupil/Student and Public area of Intranet
- Academy / College website

Impact Assessment

Leader: _____  _____

Date: _____ June 2019 _____

Introduction / Context

As a Trust we endeavour to work towards The Gatsby Good Practice Benchmarks, the DFE Careers guidance and inspiration in schools' statutory guidance and other good practice guidance from the Department of Education, Ofsted and other relevant bodies.

We recognise that we have a responsibility to ensure all pupils and students within our academies and college are provided with independent careers guidance (Education Act 2011) in relation to guidance from section 45A of the Education Act 1997.

Inspire Trust commits to providing a universal offer of Careers Education and Information, Advice and Guidance (CEIAG) that ensures that every young person within its academies and college is supported to engage in learning, achieve their full potential and progress successfully onto further or higher education, training or employment.

As a Trust we recognise and understand the statutory duty to work towards meeting all 8 Gatsby Benchmarks of good careers guidance by the end of 2020. The 8 benchmarks are:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

Oakwood High School will achieve its vision by:

- Having a planned programme of careers education, information, advice and guidance (CEIAG), delivered within PSHE in years 7-11 and embedded in all curriculum areas.
- Following the National Framework for CEIAG 11-19, and other relevant guidance set out in government publications.
- Delivering face to face intervention through the MAP Office Platform.
- Giving pupils opportunities to focus upon certain careers within other timetabled subjects.
- Having blocked timetable 'events', including access to a progression evening and a careers fair facilitated within the local area.
- Ensuring there is a dedicated CEIAG information resource on intranet that all pupils have easy access to, this is backed up by plethora of written information.
- Giving its pupils opportunities to attend talks given by representatives of many occupational areas.
- Ensuring all pupils have Individual careers education, information, advice and guidance (CEIAG).
- Action-planning and recording of achievement.
- Working with parents and carers to promote CEIAG .
- Ensuring CEIAG is regularly and systematically monitored, reviewed and evaluated and actions are taken to improve any areas required.
- Ensuring pupils have access to a range of further education providers.

Thomas Rotherham College will achieve its vision by:

- Ensuring young people are clearly informed of the CEIAG Services available to them at TRC and to which they are entitled.
- Following the National Framework for CEIAG 11-19, and other relevant guidance set out in government publications.
- Make available to all students' information, advice and guidance that will help them make well-informed and realistic career decisions.
- Ensuring there is a dedicated CEIAG information resource on Moodle VLE that all students have easy access to, supported by paper-based resources.
- Raising student aspirations and challenging stereotypes.
- Empowering young people to plan and manage their own futures.
- Engaging young people in the design, delivery and evaluation of CEIAG provision in the college.
- Working with parents and carers to promote CEIAG services in the college and on the website to show them how their child can access services.
- Ensuring CEIAG services are regularly and systematically monitored, reviewed and evaluated and actions are taken to improve services in response to the findings.

Key Priorities

Empowering all pupils and students to plan and manage their own futures

Oakwood High School:

- Pupils are able to use to recognise their achievements and plan for improvements.
- Pupils are able to recognise barriers, and access support to help in overcoming these.
- Through support, pupils can plan for realistic pathways for future learning and further education.
- Pupils are able to respond to feedback to support their progression pathways and future career plans.

Thomas Rotherham College:

- Students are able to investigate opportunities for work and learning independently.
- Students make challenging but realistic plans for their learning and future employment.
- Students recognise barriers to the achievement of their plans and understand how these can be overcome.
- Students are able to review and adapt their plans in light of changing personal, educational, social and economic circumstances.
- Students are able to interpret information and to identify partiality and bias.
- Students feedback that they have the skills that they need to plan and manage their careers.

All Pupils and Students receive the CEIAG appropriate to their individual needs

Oakwood High School:

- All pupils will receive CEIAG appropriate to their age group within MAP lessons as part of their curriculum entitlement.
- Pupils know how CEIAG in lessons is supporting their individual journey.
- All pupils will receive guidance for options in Y8 which is supportive of their CEIAG.
- All pupils know how to access information relevant to their age group, needs and future plans in user friendly formats.
- Pupils needs shape the planning and delivery of CEIAG within MAP lessons and across school.
- All pupils receive CEIAG through learning zone coverage of Gatsby Benchmark activities.
- All pupils understand the full range of opportunities open to them which include college, 6th form and apprenticeship post 16.

Thomas Rotherham College:

- Students know how to access personalised careers information, advice and guidance at times and in formats that reflect their needs.
- Students influence the design and delivery of CEIAG services within the college.
- Students know how to access information about community and voluntary opportunities.
- Students understand the full range of learning opportunities open to them in college and elsewhere (including at other colleges, 6th forms and with work based learning providers).
- Students will have access to individual targets on One Drive and their Skills Evidence Log that they can keep under review and update accordingly.
- Students feedback that they have received the personalised support they have needed to make informed choices.

Promote equality of opportunity and challenge stereotypes

All pupils and students within the academies and college:

- are able to recognise and challenge stereotypical views of opportunities in learning and work;
- understand that stereotypical decision making can have financial implications;
- consider learning and work options that are not traditionally associated with their gender, ethnicity, faith learning or physical ability, cultural or socio-economic background;
- make successful transitions when they choose non-traditional opportunities;
- feedback that they recognise, and reject, learning and work stereotypes.

CEIAG will contribute to raising aspirations of all pupils and students:

- by positively challenging young people to consider opportunities that they may not otherwise have considered;
- by setting challenging but realistic learning and work targets;
- by understanding the benefits of economic independence;
- by understanding the benefits of staying on in learning.

All young people are given impartial CEIAG to help with progression

- All can follow application procedures and prepare for interviews.
- TRC students understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living.
- All young people understand the progression opportunities afforded by each part of the curriculum.
- OHS pupils progress smoothly into further education or apprenticeship training after leaving school.
- TRC students' progress smoothly into further/higher education or training or employment after leaving college.
- All young people complete feedback prior to leaving school / college indicating that the overwhelming majority are satisfied with the IAG and choices they have made.
- Data shows that NEET figures are low and young people have progressed well.

Student CEIAG Entitlement Statement

To ensure all young people with Inspire Trust have access to the 5 key priorities, OHS and TRC will endeavour to provide high quality education, information, advice and guidance in a variety of means. This will include (but not limited to):

Oakwood High School

- Admission advice.
- Induction / transition days.
- Working with appropriate transition agencies.
- Attendance Monitoring.
- Parent Evenings.
- Tutor review days.
- Mentoring support for pupils 'at risk'.
- Case conferencing.
- Careers Interviews.
- Careers Fair.
- MAP Lessons.
- Options guidance interviews.
- Employer and University visits.
- PLT support.
- FE applications and support.
- Pupil Voice feedback.
- Results Day GCSE results.
- Gathering Destination Data.
- Whole school Careers into curriculum work.

Thomas Rotherham College

Pre-Entry Guidance

- Attending Partner School career events and parents' evenings.
- College application interviews and admissions advice.
- Initial skills assessments.
- Induction Days.
- Development of an annual college prospectus and website information.
- Targeted transition support for identified students.
- Information provided on bursary support including transport arrangements.
- Enrolment guidance.

On Programme Guidance

- Attendance Monitoring.
- Student progress reviews & parent consultation evenings.
- Case conferencing.
- Access to Work Experience.
- Careers Interviews.
- Careers Fair.
- Job Ready Event.
- Make yourself Employable activities.
- Preparation for HE Evening.
- Employer and University visits.
- Tutorials and access to tutor support.
- On-going 16-19 Bursary and Care to Learn support.
- CLASS and Learning Support.
- HEPPSY+ GI and University of Sheffield Careers Adviser – access to them (NCOP cohort).
- Course Handbooks.
- HE applications and support including widening participation and Special Considerations schemes.
- College Counsellors.

Exit Guidance

- Early leavers referrals to Careers/ITSS Young People's Centre.
- Careers Interviews.
- Tutorial specific exit guidance including job ready support.
- Progression guidance on Results Day for A Level/ GCSE.

Accountable & responsible for Compliance: Donna Tank (OHS) & Andy Amery

Evaluation and Review

The CEIAG Strategy will be reviewed and amended annually as part of the Trust self-evaluation processes, and reported within the Governor Strategic Monitoring Report.

In assessing the impact of this strategy, the trust will take account of outcome measures such as destination rates, and learner satisfaction. Examples of outcomes, against which this strategy will be assessed, are as follows:

- Evidence that the views of young people have triggered improvements.
- Young people report high satisfaction with the CEIAG they have received in relation to the 5 key priorities.
- Destination information indicates young people move into positive outcomes.
- Retention at TRC is at least at Sixth Form College average.
- Young people will be involved in the self-evaluation of this strategy.
- Measuring progress towards meeting the Gatsby Benchmarks using the Careers and Enterprise Tracker.
- Review of the Careers and Enterprise company advisor support and network.

As part of the review in meeting the 8 Gatsby Benchmarks, the key statutory completion dates will be measured and tracked as part of the Governor Strategic Monitoring Report.

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| Policy Review | Bi-Annual |
| Policy to be approved by | Governor Safeguarding Panel |
| Date of Review | 30 June 2019 |
| Approved by Chair of Governor HR Panel | David Roche |
| Next Review | June 2021 |
| Lead Professional | Donna Tank (Oakwood High School) Andy Amery and Cerise Walters (Thomas Rotherham College) |
| Communication | HR System / Document Library / Every System |