



CEIAG Policy

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POLICY TYPE
SCHOOL

CEIAG Policy

Mission Statement

A young person's career reflects the pathway they make in learning and work. It is the part of the vision and mission of Silverdale School that all learners need a planned programme of activities to help them make 14-19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal and economic-wellbeing throughout their lives.

Aims

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Self-development - assessing their strengths and weaknesses to inform future learning, work choices, and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance.
- Work place experience.
- Progression planning through the provision of Information and Guidance (IAG) from the careers advisor, support across the curriculum, organised progression activities, events, and association with local colleges and businesses. Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

Commitment

Silverdale School is committed to providing a planned programme of careers education, advice, guidance and business engagement for all students in Years 7-11. The school endeavours to follow the CDI Framework for careers, employability and enterprise education (2018), the Gatsby Benchmarks (See Appendix A) as detailed in the Good Careers Guidance Report by Sir John Holman, and the DfE Careers Strategy issued in January 2018, and other relevant guidance from the DfE and Ofsted. The provision meets the DfE Statutory Guidance issued in October 2018.

Links with Other Policies

This policy supports and is underpinned by key school policies, including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, equal opportunities and diversity, health and safety and SEND.

Objectives

Learners' Needs

The Careers, Education, Information, Advice and Guidance (CEIAG) programme is designed to meet the needs of students at this school. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development and to strengthen their motivation, aspirations and attainment at school.

A provision is made for CEIAG guidance that meets professional standards of practice and is person-centred and holistic, impartial and confidential. It is integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism. Students receive at least one one-to-one interview with the Connexions Advisor in KS4 and we offer regular drop-in sessions for students in KS4.

Implementation

Management

At Silverdale School, the careers programme is managed by the Careers Lead; and delivered by teaching staff, KS4 Linkworker and the Careers Adviser from Connexions. CEIAG is supported by a link Governor. Work Experience is planned and monitored by the Careers Lead and supported by the KS4 Linkworker.

Staffing

All teaching staff contribute to the careers education provision through their roles as form tutors and subject teachers. The careers programme is planned, monitored and evaluated in consultation with the Careers Lead, Senior Leadership Team, Governing Body and the Careers Advisor who provides specialist careers guidance. Careers events are promoted throughout the school using email to relevant staff and students through Form Tutor time, displays and during lesson time.

Curriculum

The careers programme includes careers education sessions, careers guidance activities (e.g. group work and individual interviews), information and research activities using the school computer network and work-related learning, work experience and individual learning plans. Careers lessons are part of the schools Personal, Social, Health, Citizenship Education (PSHCE) programme. Other focused events, e.g. further/higher education fairs, employer workplace visits, mock interviews and Apprenticeship events are planned on an annual basis and published in the schools CEIAG Programme. Work experience preparation, debrief and evaluation take place in PSHCE/careers lessons and other appropriate parts of the curriculum.

Students are actively involved in the planning, delivery and evaluation of activities and career learning is assessed using outcomes based on the National Framework.

Key Stage 3 Provision

- Curriculum support in all subjects promoting related job advice.
- Allotted time through PSHE lessons for self-development focusing on lifestyle and progression.
- Access to the Start software via careers lessons and tutor time.
- Assemblies and other information on KS4 options including vocational and alternative courses.
- Specialised sessions from World of Work (WoW).
- Employer led careers sessions and visits focusing on the skills and qualities required in the workplace.
- Targeted provision for students who would benefit from extra support, for example mentoring, careers interview with the careers adviser, events for students with particular interests or aspirations.

By the end of Key Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 Options.
- Received appropriate advice and guidance on Key Stage 4 options.

Key Stage 4 Provision

- Careers Fair in school day. Careers fairs include a range of local employers and FE, HE and private learning providers.
- Opportunities to meet with representatives of local FE, HE and private learning providers and apprenticeship providers.
- Careers interview for every KS4 student with the school Connexions Advisor.
- Information on College Open dates.
- Support with completing Application forms and personal statements and CVs, and access to computers for on-line registration.
- Mock Interviews through World of Work (WoW).
- Targeted provision for students who would benefit from extra support, for example mentoring, careers interview with the careers adviser, events for students with particular interests or aspirations.
- Close monitoring of vulnerable students by careers adviser and targeted support for students at risk of NEET from careers adviser.

By the end of stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills.
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Been given direct access to employers, colleges and training providers and apprenticeship providers.
- Provided guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways. Provided with the resources to complete the post-16 application procedures, including CVs, personal statements, and preparation for interview.
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

Partnerships

A Service Level Agreement is negotiated between Silverdale School and Connexions.

This agreement outlines the contributions to the programme that each will make. The school has partnerships with North East LEP and their commitment can be found in the Memorandum of Understanding between The Careers and Enterprise Company and Silverdale School and North East LEP.

Funding

Funding is allocated in the annual budget-planning round in the context of whole school priorities and particular needs in CEIAG. The Careers Lead is responsible for the effective deployment of resources.

Professional Development

The Careers Lead has undertaken suitable training and professional development to ensure they are able to manage their responsibilities. The Careers Lead will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings and staff training.

An assessment of whole school staff-training needs is completed annually or more frequently by request. Staff training needs relating to CEIAG are identified by the Careers Lead or by individual request. The school endeavours to meet training needs within a reasonable period.

Monitoring, review and evaluation

The school analyses student destination information, feedback from students and parents/carers to inform its programme.

Internal CEIAG delivery is reviewed using the following methods:

- On line evaluation tools – Compass and Tracker
- Student destination ex Year 11
- Student feedback from the Work Experience Programme/annual Careers Fair
- Employer feedback from the Work Experience Programme
- Connexions Service carry out annual evaluations with all students who have attended one to one interviews.
- Staff visits/phone calls of students on work experience.

External CEIAG providers are reviewed using the following methods:

- Silverdale School consults with stakeholders in order to evaluate and improve delivery of CEIAG

The schools CEIAG programme is reviewed annually by the Careers Lead and CEIAG Working Group and a report is submitted to the Head teacher and Governing Body.

Supporting Documentation

Statutory Guidance

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

Gatsby Report Good Careers Guidance in Schools

<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance2014.pdf>

Careers Strategy

<https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

CDI Framework for careers, employability and enterprise education

<http://www.thecdi.net/write/BP556-CDI-Framework-web.pdf>

Appendix A: Gatsby Benchmarks

Benchmark	Description
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 pupils, parents, teachers and employers.
2. Learning from labour market information	Every pupil, 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.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil 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.
6. Experiences of workplaces	Every pupil 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.
7. Encounters with further and higher education	All pupils 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.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.