

Aylesford School

and Sixth Form College



wonder aspiration respect discipline

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

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Lead: Director of Inclusive Practice
Via: Standards, Personnel and Curriculum

'from potential to reality'

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Careers Education, Information, Advice and Guidance (CEIAG)

Aim:

School Vision: 'From potential to reality'

School Values:

Wonder	Valuing the role of curiosity in developing knowledge and understanding
Aspiration	Valuing the challenge in the journey to achievement
Respect	Valuing the worth of ourselves and the worth and diversity of others
Discipline	Valuing determination, concentration and resilience. Understanding order, process and purpose

School Mission Statement

To inspire in students a passion for lifelong learning; to work in partnerships to provide an exciting, engaging and enjoyable experience. To support high standards of achievement in a happy and secure environment.

Definitions

Careers Education is a planned programme of activities which helps all students to develop the knowledge and skills they need to make successful choices, manage transitions in learning and be prepared for the world of work.

Careers Guidance enables students to use the knowledge and skills they develop to make decisions about learning and work that are right for them. Guidance helps students to focus on their own choices through effective use of the guidance provided within the school.

Careers information supports the delivery of careers education and guidance by providing access to a range of up-to date information in a variety of formats.

Introduction

CEIAG is an integral part of the preparation of students for the opportunities, responsibilities and experiences of adult life. It aims to help students develop skills, attitudes and abilities which will enable them to be effective in a variety of occupations and roles. It will also help students make informed decisions during the key transition points both during school and Post-16. Expectations are set high so that every student acquires the attributes that employers value, thus realising their potentials, increasing competitiveness and supporting social mobility.

The aims of good quality, impartial careers education are based around the principles of developing employability skills and the "Gatsby Benchmarks" (See Appendix 1 which also describes the characteristics of effective Careers Education)

Staff Responsibilities

Governor	-	with specific responsibility for CEIAG
SLT Lead	-	provides vision and strategic Leadership
Careers Leader	-	a middle leader who oversees all aspects of CEIAG
Careers/Enterprise Support	-	responsible for employer links/Careers Fair/Mock Interviews/Enterprise Days
Teachers	-	as leaders of planned careers education lessons
	-	as subject teachers, teaching students about careers relating to their subject (see Appendix 2)
	-	as tutors, supporting the needs of their individual tutees
Careers Adviser	-	professionally trained and qualified practitioner in career guidance

Careers Guidance and Inspiration in Schools – October 2018

This policy adheres to the statutory guidance issued under Section 42A, 42B and 45A of the Education Act 1997, Section 72 of the Education and Skills Act 2008 and Schedule 4 (15) of the School Information (England) Regulations 2008 which schools must have to adhere to.

Aylesford School and Sixth Form College acknowledge their duty to secure independent¹ and impartial³ careers guidance² for students in Year 8-13. We recognise that careers guidance must be presented in an impartial manner and promote the best interests of the students so they are inspired and motivated to fulfil their potential.

¹Independent is defined as external to the school sources of careers guidance e.g. employer visits and websites. ²Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choices

We will support students in making well-informed and realistic decisions, by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help them achieve their ambition. We will help students develop high aspirations and consider a broad and ambitious range of Careers.

All pupils in years 8-13 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 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.

Raising the Participation Age (PPA)

All students have to stay in education (school or college) or employment with training e.g. apprenticeship until they are 18.

Independent Careers Guidance

Aylesford School and Sixth Form College Independent Careers Adviser funded for three days per week.

Careers Adviser

Our Careers Adviser will offer the following provision:-

- Attendance/support at assemblies, parents evenings, open evenings, Careers events, exam results days
- Face to face Careers guidance
- Web based services e.g. Kudos, JED, HIGHER IDEAS
- Use of assessment tools where appropriate
- Action planning
- Advocate for young person
- Work with students in danger of becoming NEETS
- Destination tracking

Other Careers Activities

We offer a range of Careers activities according to need such as:-

- Mock Interviews (Year 11)
- Enterprise Days (Years 7,8,9,10)
- Work with local colleges and universities
- Careers Fair/ Careers Networking Event

- Speakers from the world of work (Insight Talks)
- Access to on-line resources via our website
- CV writing and building
- Subject specific discussions and displays

Support for Students with SEND

As well as receiving independent and impartial advice about all of the mainstream education, training and employment opportunities on offer, those students with special educational needs and/or disabilities should also receive information on the full range of specialist provision available.

This is the responsibility of the SENCo who will invite the Careers Adviser, if appropriate, to Annual Reviews of those students who access SEND support services and have Education Health Care Plans. From Year 9 onwards these plans must include a focus on preparing for adulthood, including employment, independent living and participation in society.

Working with the Local Authority

We will work with the local authority where appropriate to support more vulnerable young people including those with special educational needs and those who are disengaged or at risk of disengaging.

Students will be made to understand that they will be required to work towards achieving a Level 2 in Maths and English up to the age of 19 if not achieved at 16.

Provision of Careers Education

Careers education takes place during Year Periods when the timetable is collapsed across all years. These sessions start in Year 7 and build up in terms of allocated time as students' progress through the year groups. These sessions include:-

- General Careers information
- Making decisions e.g. option choices
- Preparation for future jobs
- Awareness of skills
- Financial capability
- Mock applications and interviews (with local employers)
- Enterprise skills

Extra time is spent during assembly, tutor time and Home-Link evenings at key points of transition i.e. Year 9 into 10, Year 11 into 12 and Year 13 and beyond. Many of these opportunities allow adults from a variety of career backgrounds to work with and inspire our students. We also invite ex-students to return and talk about their experiences. We recognise the importance of real-life contacts within the world of work.

Mock interviews with a variety of employers and Governors are offered to all Year 11 students and any Sixth Former who need additional support and guidance. Prior to this, students have the opportunity to write a CV and letter of application as well as preparing for interview.

The Head of Sixth Form has the responsibility of supporting students in making decisions concerning Higher or Further Education, or alternative routes such as apprenticeships or employment after Year 13. This support includes talks by outside speakers, apprenticeship fairs and attendance at selected, appropriate, special events.

Each member of staff should be able to support students with appropriate advice, information and guidance when asked as CEIAG at Aylesford is a whole school approach.

Links with local and national employers and other organisations such as Coventry & Warwickshire Local Enterprise Partnership and Skills for Employment will be pursued in order to enhance the careers information, advice and guidance which is available to the students. Aylesford school also

has an Enterprise Advisor who is a local employer that voluntarily supports the school with events and activities.

Links with the Local Authority

The school will work with the Local Authority, including sharing information such as destinations data. In particular, in accordance with Section 13 of the Education and Skills Act 2008, the school will notify the local authority whenever a 16 or 17 year old leaves an education or training programme before completion.

Links to other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies, including;

- Curriculum
- Teaching and Learning
- Safeguarding
- SEND
- Equal Opportunities

Working with other education and training providers

Aylesford School recognises that it may be in the best interests of some students to pursue their education in a further education college or with another training provider. Where appropriate, visits may be arranged to external providers, including universities to help students make decisions.

Careers Resources

Part of the School Library is given over specifically to Careers Resources and the Careers Adviser is based there for advice and guidance.

The school holds an Annual Careers Fair/ Career Networking Event where local employers are invited to attend to give advice on a variety of Careers.

Review and Development

The Careers Advisor meets with the SLT member responsible for Careers and the Careers Lead, on a regular basis to review the Careers curriculum and to discuss individual students.

Ultimately, the school’s strategy for information, advice and guidance is clearly linked to outcomes for students. We ensure students are acquiring skills and attributes which employers value.

Appendix 1

The Gatsby Benchmarks:

1	A stable careers programme	An embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
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 have the support of an informed adviser to make the best use of the available information.
3	Addressing the needs of each pupil	Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to the needs of each pupil. The careers programme should embed equality and diversity considerations throughout.

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.
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 could be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
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 to expand their networks.
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.
8	Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of staff) or external, provided they are trained to an appropriate level. These opportunities 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.