



The William Henry Smith School & Sixth Form

Careers Education, Information Advice and Guidance Policy

Ensuring Positive Progression

Policy Details

Status:	In-house
Frequency of review:	Annually
Lead member of staff:	Karl Adamski
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1.0 Introduction

CEIAG at the William Henry Smith School refers to a range of activities and interventions that help all students to make the right choices, through a nurturing approach, to raise aspirations, promote equality of

opportunity, gain in confidence, self-belief, as well as the skills, knowledge and experience required to manage with support their own career progress. IAG extends to all areas of school life and is seen as an umbrella term that encompasses all members of staff across all curriculum areas/responsibilities. IAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times and access with to up to date information on careers and other issues affecting their well-being. All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take. Guidance is the process of helping young people to be able to make choices about their personal, social, emotional and vocational development.

The school is committed to the duty and requirements to secure access to independent careers guidance for students in school years 7-13. This must be presented impartially and must promote the best interests of students. The school accepts that it has a duty to promote young people's well-being (Principles of Impartial CEG) and to provide a planned programme of WRL/ enterprise at KS4 and at 11-16 a planned careers education programme, SRE and drugs education (RHSE/PHSE). In addition, every student has access to up-to-date information on learning and career opportunities and impartial advice. This is available to suit individual needs. External agencies are used to provide additional support, advice and guidance. The school has safeguarding procedures in place to ensure an effective and secure IAG service. The school's overall approach to students' economic well-being and care, guidance and support of which CEIAG is a part, fits in well with the main areas of the schedule where OfSTED are required to make judgements. This includes: the extent to which students develop workplace and other skills that will contribute to their future economic well-being; the effectiveness of care, guidance and support; the effectiveness of partnerships in promoting learning and well-being; the effectiveness with which the school promotes equal opportunity and tackles discrimination.

The school offers all students a guidance and support system that serves to help them plan effectively for the future. The aims of the CEIAG programme are linked to the key areas/objectives of the school. This policy links to other related policies to enhance the guidance process across curriculum, including residential care areas, and is used as a tool to develop school objectives and priorities on teaching and learning, and aspire and achieve. This includes readjustment of content, delivery and resource in the light of monitoring and evaluation.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take. Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous and all staff contribute, alongside external agencies, working in partnership.

An effective programme of Careers Education is developed with personalised outcomes to ensure differentiation in the light of learner need. Guidance helps young people to focus on their own choices and careers education equips them to obtain access to, and make effective use of, the guidance provided within the organisation and from outside through external agencies in the Local Authorities.

The Gatsby report on 'Good Career Guidance' (2014) and the 8 Benchmarks are being referred to widely by Government and the Careers & Enterprise Company when discussing careers education. They include:

1. A stable careers programme
2. Learning from Career and Labour Market Information (LMI)
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further Education (FE) and Higher Education (HE)

8. Personal guidance

This Policy reflects the school's commitment to these 8 Benchmarks.

CEIAG encompasses all aspects of school life and all staff who are involved in the personal, social and emotional well-being of young people, therefore, the careers education programme in the school aims to:

- Develop students' capabilities and to understand their own needs and abilities
- Encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
- Encourage students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Careers Education and careers guidance are inter-related. Working collaboratively, the school and Calderdale & Kirklees Careers and relevant agencies aim to provide an effective CEIAG programme for students that serves to:

- Encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment.
- Develop the skills which will help them to make informed and realistic choices for their future.
- Enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations
- Develop the skills, including communication and confidence that will be needed in new roles and situations.
- Encourage understanding and experience of the world of work through WRL and enterprise activities
- Promote equality of opportunity in respect of race, religion gender and special needs disability.

2.0 Learner entitlement

The school works together to provide services to ensure that students receive the appropriate information and advice they need to be happy, confident and able to achieve.

Students should expect:

- To be told about key people who can help with education, career and any other personal, health or financial problem
- To get information on the guarantee of an offer of further learning at the end of Year 11 / Y13

- To know how to access information on out of school activities and information on personal/health issues
- To be told about any possible financial help they can get to stay in education
- To be able to have an adult to contact that they can trust to help make contact to services/help lines
- To be given opportunities to get involved in planning and improving information and advice services.
- To have the opportunity to apply for school jobs.

Help should:

- Be quickly and easily available
- Respect individual needs
- Be confidential
- Instil confidence in order to plan the next step
- Be impartial and all relevant options should be considered.

The school is working towards achieving the highest possible standards in order to provide access to impartial information on careers information and wider personal issues.

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children, through Annual Reviews/Open Days/school questionnaires and information provided through the school website and magazine etc. The school's personal advisor is present at all Year 9, 10, 11. Annual Review meetings, Open Days and there is access to the school's resource area.

3.0 CEIAG delivery

Organisation and Content

The careers & employability education is delivered through timetabled sessions and by Class Teachers in a Curriculum Enrichment lesson (OCR Life and Living Skills lesson) and key working. The CEIAG programme is seen as being very important to the whole curriculum, but especially for KS3/4. The Careers Personal Adviser works alongside class teachers and key workers as and when appropriate regular networking is encouraged and valued. The Compass Careers Benchmark Tool using 8 Gatsby Benchmarks is used to identify CEIAG delivery strengths. Strong partnership and links with two local schools provide options for Y7-12 to access Joint IAG events throughout the academic year, such as Careers Fairs, Super Learning Days and Higher Education/Decisions @ 18. Please see PHSE Careers (attached to this document).

All students from Years 7 - Year 11 have an individual CEIAG portfolio which incorporates all the careers plans in one document including a yearly updated tracker sheet of all the Careers provision provided. This shows progression of ideas and development from career planning and self presentation skills. This also links work experience/ WRL and enterprise activities, and other achievements together. The student's portfolio then plays an important part in the collation of work for the Leaver's Portfolio in Year 11. The students have an employability pass to identify transferable skills throughout the year.

The Careers Education programme is followed from Year 7 – 11. In Years 7 & 8 students tackle a range of awareness raising exercises and looking at the nature of work and types of work and the future of employment including labour market trends. In Year 9 the exercises and objectives are more focused on

personal aspirations and objectives, followed by career planning in Years 10/11, using appropriate software and additional research skills to put together personal career plans. All students in Year 10 /11 are encouraged to be involved in work placements, work experience and have regular meetings with Careers advisor.

Cross-curricular links

These are made with appropriate curriculum areas and enhanced by WRL/enterprise and the work experience provision. Staff are involved in monitoring any work placements.

All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation.

The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers, in order to fulfil potential.

Provision for Learners with Learning Difficulties and/or Disability (LLDD)

All our students have specific learning difficulties associated largely with behavioural, SEMH and complex needs. Many of our young people have other specific diagnoses, such as ADHD/ADD/Autism/ODD. Close liaison between Departments ensure that equal opportunities and inclusion are addressed. The school has a wide range of learning areas that support the needs of identified students and there is a range of suitably appropriate material to support learning.

4.0 Key personnel

At KS4 all students have guidance sessions and access to the careers personal adviser. There are regular links with identified personnel to ensure individual needs are met. Key workers and class teachers feed in information to support the guidance process and the personal adviser attends all key stage 4 student annual reviews. They also have a commitment to one Open Day per year when they are available to meet with parents/carers.

The Learning Group Leaders, with support from the Careers Coordinator and the Curriculum Leaders, ensure that the CEG programme is updated and developed. The Careers Coordinator has an overview and is responsible for all the systems and links to key governors.

Partnership Activities

Calderdale & Kirklees Careers support the school in enhancing the CEIAG provision through INSET, network meetings and advisory sessions. Links with employers and training providers enhance the programmes through their support for work experience, mock interviews, group presentations and WRL/enterprise activities. The school has a strong partnership with two local schools and shares some WRL activities.

5.0 Links to other policies

The aims of the CEIAG programme are linked to the key areas/objectives of the school.

6.0 Resource allocation

Staffing and Staff Development

The Primary and KS3/4 Careers Co-ordinator ensures that staff are updated and given the appropriate training either through formal requests or informal sessions. Support is given in-house and through outside agencies.

Resources

A termly review of resources ensures that resources are current and appropriate.

7.0 Assessment, review and evaluation

Monitoring and Evaluation

The Careers Leader is responsible for the annual review of CEIAG and evaluation is carried out termly during timetabled careers meetings. The Careers Leader attends in-house meetings as the need arises. Feedback from staff, students and parents/carers also helps in evaluating the CEG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEG programme. The school Improvement plan sets targets and reviews progress. Mock interview sessions also help to reinforce self-presentation skills of students and feedback from careers personal advisers helps to highlight and monitor any deficiencies in the learning process.

Student voice is encouraged through the use of the school council, whole school questionnaires and focus groups. A CEIAG individual entitlement checklist kept for all Key stage 4 students, evidence collected for CV's, mock interviews, application forms, Work Experience records and reports from employers, are all written evidence of learning outcomes.