

Careers Education, Information, Advice and Guidance (CEIAG)

Policy and Procedure

Harwich and Dovercourt High School



Category:	Employee Related / Student Related
Approved by:	Local Governing Board
Issue Date:	November 2020
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Version:	01
Status:	Approved
Last reviewed on:	5 th November 2020

Next review due by: November 2022

Ownership and Control

History

Version	Author	Dated	Status	Details
01	SSA	November 2020	Approved	Aproved by LGC November 2020

Intended Audience

Intended Audience	Intended Method of Distribution
Students, Parents/Carers/Staff & Stakeholders'	Website, SharePoint Drive

AMENDMENT TRACKER

Summary of all changes being proposed in this policy review:

Page	Clause	Details of amendment
		The previous careers policy has been rewritten based on updated Guidance. Links to this Guidance can be found throughout the policy. The content within this policy is new / updated and based on the statutory guidance and the 8 Gatsby benchmarks. This new policy contains 9 pages.

Introduction

The fast-changing world of work means that more than ever young people need to be supported in making a successful transition from education to employment, helping them to identify and choose career opportunities that are right for them.

Careers Education helps prepares students for the opportunities and responsibilities of adult working life and, as such, has a vital contribution to the school's aims of working closely with employers, Further and Higher Education institutions and supporting students in the life-time experience of learning. Careers Education and Guidance & Work-Related Learning also make a major contribution to preparing young people for the opportunities, responsibilities, and experiences of life, in order to help them make a successful transition to adulthood.

Harwich and Dovercourt High School currently provides careers education in Years 7-13 and gives students access to impartial careers information advice and guidance.

Careers education forms a key part of the curriculum and is delivered alongside PSHEE and Citizenship to give a holistic perspective on planning and preparing for their immediate and long-term future. IAG is offered within the school but also in partnership with a range of external providers including employers and FE providers.

Commitment

Harwich and Dovercourt High School is committed to providing a stable, structured programme of careers education and guidance for all students in years 7-13. This programme will be delivered in conjunction with other relevant partners and providers.

In a highly competitive employment market, the choices students make are taking on new levels of complexity. This requires us to:

- Have a planned programme of careers education, information, advice and guidance that allows students to develop the skills for employability; which develops their knowledge, skills and understanding to make well-informed and realistic decisions about their future in learning and work and which encourages young people to aspire and to make successful transitions and achieve positive progression.
 - This will be done through a planned, tailored and progressive programme of activities which supports learners in choosing pathways that are suited to their interests and abilities, helping young people to follow a career path and manage transitions throughout their working lives.
- Provide resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum for all years.
 - An annual budget is set for careers education and IAG provision and this is based on an informed spending plan put together by the senior member of staff responsible. This budget is supported by other funding streams including Pupil Premium.
- Encourage students to achieve and to be ambitious.
- Motivate our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.
- Involve employers, parents/carers, staff and students in the further development of careers information and advice.
- Provide advice and guidance by a qualified professional in an impartial manner.

Students will understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training, or employment and for their adult life.

Harwich and Dovercourt High School endeavours to follow the statutory guidance from the Department for Education 'Careers Guidance and access for education and training providers' January 2018. This has been updated since the

previous statutory guidance in April 2017 and refers to the legislation Section 42A, 42B 45A of the Education Act 1997 and Section 72 of the Education and Skills Act 2008.

The school involves parents and carers with Careers Education and Guidance and Work-Related Learning provision through Parents evenings, Information evenings, discussion with tutors and Year Leaders.

Aim

To provide students at the Harwich and Dovercourt High School with the knowledge, advice and understanding to make informed decisions at each transition and ultimately achieve their employment goals and aspirations.

The main aims of our career's education:

- To inspire and raise students' aspirations.
- Develop their understanding of themselves in relation to future learning and employment opportunities.
- Prepare students for the world of work.
- For every student to have meaningful encounters with employers.
- Develop skills and attribute valued by employers (career management and employability skills).
- Develop careers awareness and career management skills.
- Benefit from impartial and up to date information, advice, and guidance.

Objectives

- Contribute to the school strategies to raise achievement by increasing motivation.
- To support inclusion, challenge stereotyping and promote equality of opportunity.
- To develop a broad understanding of the world of work and an ability to respond to changing opportunities.
- To focus students on their future aspirations.
- To support the development of enterprise and employability skills.
- To meet the needs of all our students.

Harwich and Dovercourt High School Background & Ethos

Harwich and Dovercourt High School is smaller than the average-sized secondary school where the majority of students are White British. Harwich and Dovercourt High School is part of the Sigma Trust.

The proportion of disadvantaged pupils is higher than average, with the proportion of students who have SEN and/or disabilities is higher than the national average. The proportion of students who have an education, health and care plan is average and a small number of students attend alternative provision within the academy and with off-site providers.

At Harwich and Dovercourt High School we foster a culture of learning and achievement which promotes our intention to meet the learning and development needs of all our students and staff. We firmly believe in 'getting the best for all students and increasing their life chances'.

All students during their learning journey at Harwich and Dovercourt High School are supported in the transition from being a child learning and preparing for future life to becoming a young adult empowered and motivated with an understanding and ability to make well-informed and realistic decisions about their future.

Raising Aspirations

The school aims to provide access to a range of planned activities that inspire all students and raise their aspirations and sees CEIAG as playing a central role in this through: -

- Dedicated curriculum time/PSHEECC/tutor time.

- Careers Awareness raising events, trips, and Workshops.
- Mentoring.
- Community and Year Group activities.
- Work Experience.
- Mock Interviews.
- Assemblies.
- Careers Library.
- One-to-one independent and impartial careers interviews.
- University visits and sessions.

Links with other Policies

The policy is consistent with established development, careers and Work Experience plans. It supports and is underpinned by key school policies in school including those for Teaching and Learning, Equal Opportunities, Child Protection, Anti-Bullying and PSHEECC Education (comprising PSHEE, Citizenship Careers education, work related learning, enterprise and financial capability).

Following the Technical and Further Education Act 2017 under Section 42B, the school ensures that there is an opportunity for a range of education and training providers to access all students in year 8 to year 13 for the purpose of informing them about approved technical courses and qualifications as alternatives to academic and school-based routes.

In order to provide high-quality careers provision, the school will work towards achieving the following Gatsby Benchmarks:

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.**

Students' needs

The CEIAG programme is designed to meet the needs of students at Harwich and Dovercourt High School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Curriculum Delivery

Careers is delivered as part of the PSHEECC programme in Years 7-13. Years 10, 11 and 12 have a dedicated Careers/Enterprise Day. All students receive three PSHEECC enrichment days per academic year. Students also receive careers input through tutor time and have their own individual KUDOS account.

Year 7 - Designed to give an introduction to what a career is. Raise awareness of the different types of careers available, including STEM and the skills needed for them. Students focus on self-awareness, identifying own skills and qualities.

Year 8 - Concentrates on raising students' awareness of the world of work including the importance of employability skills, Enterprise and Stereotyping. Focuses on option choices.

Year 9 - Focuses on decision-making and careers research. Students start to look at understanding jobs and careers paths including Labour Market information.

Year 10 - Delivery is through lessons as well as a dedicated Careers Fair, assemblies, trips, during tutor time and subject specific lessons. Students continue to understand about the world of work looking at Apprenticeships and preparing for work experience. Be reminded about pathways options available and experience encounters with employers and employees.

Year 11 - Delivery is through lessons and a dedicated Careers fair, assemblies, trips, during tutor time, Mentoring and subject specific lessons to enable students to start preparing for transition from school to work/further education. Focussing on CVs, applications and interview preparation, Pathway options including FE and HE, Apprenticeships and Post 16. Experience encounters with employers and employees.

KS5 focusses on continuing to raise students' aspirations and help prepare for transition to higher education/employment. Students access a variety of information sessions and events on higher education including; Finance talks, making the most of Open Days, university visits and UCAS preparation sessions from both outside agencies and Harwich and Dovercourt High School staff. Post 16 students have the opportunity to take part in Professional Work Experience and Mock Interviews.

Advice & Guidance

Students can arrange access to an Independent Careers Advisor at any time through self-referral via the Head of PSHEECC or Careers Leader. Students can also directly ask our Careers Advisor questions via the KUDOS software.

Year 11,12 & 13 students will have access to one-to-one and /or group interviews from a Careers Advisor in school as part of their transition support.

Other links with local 14-19 providers are made as and when required. Links with parents/carers are maintained using a variety of methods including, letters, options/Parents' evenings, school newsletter, school website and social media.

Information Provision

Provision of impartial, up to date, accurate information, which seeks to challenge stereotypical views and provide equality of opportunity which is accessible to all is essential to ensuring that Harwich and Dovercourt High School delivers a comprehensive CEIAG service.

We encourage students to raise their aspirations and decision-making by developing their research skills, and understand how to use information effectively, to enable them to make well-informed career decisions about their learning and work.

There is a dedicated budget for CEIAG that is set annually. We have a dedicated careers and aspirations area suitable for individual browsing and group work. Within this area is a mini careers library. Where some resources appear in other parts of the school (for example, leaflets on health or specific departmental careers information) the students are signposted appropriately.

CEIAG information can be accessed by parents/carers and students via the school's website.

Whole School Provision Overview

- Identify ways of engaging a wide range of local organisations in careers and enterprise activities at the school.
- Provide opportunity for guidance interviews to all Year 10 and 12 students
- Provide a series of guidance interviews to all students from disadvantaged backgrounds and those with special educational needs.
- Provide all students with access to KUODS – an online careers platform.
- Provide advice and guidance lessons with Year 8 and 9 students – to raise awareness in Apprenticeships, Traineeships, A Levels and Vocational Pathways. This will assist students with picking their GCSE options.

- Provide advice and guidance to Year 11, 12 and 13 students when they are making decisions for progress Post 16/17/18.
- Provide students/mentors and parents/carers with the means for independent research (a Careers Library and Careers Planning programs).
- Co-ordinate and support integrated Careers information provision within Faculties.
- Dedicated PSHEE, Citizenship and Careers Lessons (two per fortnight) as well as working with Faculties to provide each year group with interactive Careers Activities:
 - Year 7 – Learning 2 Learn Skills development. Delivered through a career’s day during “Futures Week”.
 - Year 8 & 9 – Enterprise Activity – ‘What’s my line’ and other employer led activities. Skill recognition and advice on making choices in preparation for Options, PSHEE Careers Day, involving outside speakers.
 - Year 10 – KUDOS, CV preparation and interview skills sessions.
 - Year 11- Year 11 Conference and Workshops – Workshops provided by Post 16 providers: Careers Convention, Careers interviews and college application support.
 - Year 12 & 13 – College Open Days, Apprenticeship Roadshow, Guest Speakers from local providers and Job Centre Plus, University Preparation and Open Days, UCAS Fair. Finance and Apprenticeships sessions.
- Visits to Universities and Colleges and subject specific visits encouraged where appropriate.
- Careers is also delivered through departmental Schemes of Work.
- Liaise with STEM Ambassadors to promote STEM subjects by involving students in STEM activities and talks by Guest Speakers from STEM involved organisations.
- Provide support and advice to students and parents/carers on Results Days and Information Evenings.

Monitoring Review & Evaluation

Provision at the school will be subject to evaluation and review annually in an aim to continually improve the quality of the provision and include any further advice provided by the DFE, Ofsted or CPD providers.

Teaching of CEIAG related topics and the learning outcomes are monitored and evaluated by the head of PSHEECC /ELT and SLT through observation of lessons and checks of student’s work (in line with the school’s monitoring policy).

Provision and delivery is evaluated with staff and students from appropriate year groups. The results of evaluation are used to inform, review, and develop CEIAG. The results of evaluation are communicated to the team through discussion at Faculty and School Improvement meetings where appropriate.

The overall CEIAG programme is evaluated annually by the Head of PSHEECC using the evaluations and monitoring feedback throughout the year from the various activities and events held.

At the end of each topic/module/activity/event the lead members of staff or the head of PSHEECC will review the activity. Evaluation methods include questionnaires, feedback forms and informal discussion. The results of evaluation are communicated to relevant staff by formal meeting and e-mail. Some joint activities and events held through a partnership with the other Schools are monitored and reviewed at regular partnership meetings.

Student destinations are also used to evaluate the CEIAG Programme. This information highlights if students are making well informed and realistic decisions.

Quality Assurance

The Careers Leader completes the Careers and Enterprise Company’s Compass Tool on an annual basis to monitor the progress towards the 8 Gatsby Benchmarks as part of the statutory duty.

During 2021 we will be working towards gaining a Career Mark accreditation, the quality standard in CEIAG. Gaining Career Mark is very important to Harwich and Dovercourt High School as it will mean we have a robust and comprehensive CEIAG Programme in place and allow all students to develop the knowledge, skills and understanding to make well informed positive choices and progress.

Equality of Opportunity

The programme promotes equality of opportunity and inclusion by providing all learners with appropriate opportunities. The school is committed in its recognition of, and challenging stereotypical views which create barriers to opportunities in learning and work. Challenging stereotypes is promoted by the school's ethos and targeted strategies such as offering personalised work experience week, using visitors/speakers from a variety of backgrounds and experience, Progress and Guidance programmes including university visits and trips to businesses.

Implementation

Management

Mr Sansom (Head of PSHEECC) co-ordinates the CEIAG Programme and is responsible to the Careers Leader, Mr Herron (Assistant Head Teacher) and the School Governor for Careers. Work experience is planned and implemented by Mr Herron. Further information on Work Experience can be obtained from Mr Herron.

The careers leader links with staff responsible for related areas of the curriculum such as PSHEECC Education via appropriate forums including Faculty Meetings, Line Management Meetings, Heads of Year meetings, Tutor briefings and Staff Training days. The first point of contact for parents and students is their tutor. They are able to support students and signpost to appropriate information, advice, and guidance.

Staffing

All staff have a contribution to make to careers education and IAG through their roles as employees of Harwich and Dovercourt High School. Subject teachers appreciate the link between their subject specialism and the transferable skills it enables students to develop. Students are encouraged to relate these to employability via curriculum delivered activities. Support Staff also play a vital role in delivering activities to students with a vocational element and help raise awareness of key employability skills and qualities.

Staff Development/Training

The training and support needs of staff involved in co-ordinating, delivering and supporting careers education and IAG are identified and met through a continuing professional development programme, as well as being identified via the monitoring, review, and evaluation of the programme. The school endeavours to meet identified training needs normally within a school year and links this to the Performance Management process.

Staff also receive CEIAG information through INSET training to keep them updated and allow them to carry out their role effectively.

The senior member of staff with responsibility is also given access to training and collaborative working opportunities throughout the year to remain fully informed in their role of coordinating IAG and careers education within the school

Recording

Career learning is recorded based on curriculum delivery outcomes in accordance with the National Framework. The learning is recorded in faculty and tutor group Schemes of Learning by faculty and Heads of Year. Learning is also recorded via online tools such as Kudos, Unifrog and careers booklets.

Partnerships

We work with other providers to deliver our CEIAG Programme including; The Careers and Enterprise Company, Make Happen, Department for Work and Pensions, Barclays Life Skills, The Princes Trust, The Army and Local Colleges.

We are always looking to develop links with local businesses to complement and support our CEIAG programme and we work with individual professionals from the world of work to deliver our Mock Interviews and Careers Days.

Provider access

This states the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

Students in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of the careers programme which provides information on the full range of education and training options available.
- To hear from a range of local providers about opportunities they offer, including technical education and apprenticeships - through options evenings, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Provider Access Requests

A provider wishing to access the school should contact Chris Herron in his role leading careers:

chris.herron@hdhs.school

The school may also be contacted by telephone to organise an initial meeting. The school's safeguarding policy sets out the school's approach to allowing providers into school as visitors to talk to our students:

<https://www.hdhs.org.uk/parents/policies/>

Premises and Facilities

The school will make the main hall, classrooms, or private meeting rooms available for discussions between the provider and students, as appropriate to an agreed activity. The school will also make available AV equipment to support provider presentations, if requested. This will all be discussed and agreed in advance of the visit with the Careers leader or member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school for student use.

Employer involvement

- Employer involvement in the delivery and/or assessment of technical qualifications provides clear 'line of sight' to work, enriches learning and raises the credibility of qualifications.
- Students are required, where appropriate, to undertake meaningful activity involving employers during their study. If learners are involved with employers, there must be a record of this for the learner. This contribution of meaningful activities to the qualification must be significant and relate to the qualification.
- Employer involvement will prepare our learners to engage positively with opportunities of employment presented to them. It is important that all stakeholders understand the importance of meaningful employment, and the positive effect this will have on learners.