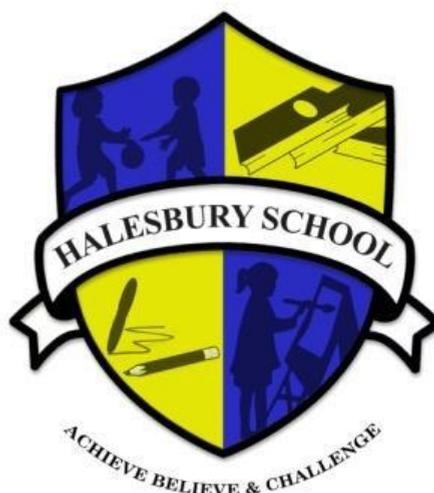


HALESBURY SCHOOL



HALESBURY SCHOOL Careers Education, Information, Advice & Guidance (CEIAG) Policy

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	September 2021
Next review date	September 2022

Careers at Halesbury School

1. Introduction

Halesbury School is committed to providing a relevant and engaging careers curriculum which meets the differing needs and requirements of our learners. This is developed throughout an individual's time at Halesbury and is always supportive of their abilities, strengths and skills.

2. Aims and purpose

- To support pupils and their families in developing their understanding of transitions and future planning.
- To prepare pupils for successful and positive transitions into life after Halesbury.
- To provide pupils with well-rounded and broad experiences of the ever-changing world of work.
- To support pupils in the development of the interpersonal skills, qualities and attitudes that will be needed throughout life.
- To foster a sense of ambition and determination to motivate pupils to live as independently as possible.
- To support inclusion and promote equal opportunities by challenging stereotyping and encouraging diversity.

3. Statutory requirements

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance. Careers guidance under this duty will:

- be presented in an impartial manner
- include information on the full range of post-16 education, training options or potential pathways
- promote the best interests of the pupils to whom it is given

At Halesbury School, every student from Year 7 will have the opportunity to complete a 'Vocational Profile' which will be reviewed yearly and adjusted in line with an individual's aspirations and intent.

Halesbury School have a partnership agreement with Connexions Dudley. They attend all EHCP reviews from Year 9 upwards and a personal advisor will provide a completed Careers Action plan to support transition.

This policy has been reviewed in line with the published DfE guidance document published in January 2018 'Careers guidance and access for education and training providers'. This provides statutory guidance for governing bodies, school leaders and school staff.

This policy also accepts the 8 'Gatsby Benchmarks' as set out in the DfE guidance. These can be seen in Appendix 1 of this policy.

4. Roles and responsibilities

Role of the Governing Board

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

- based on the eight Gatsby Benchmarks
- meeting the school's legal requirements

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11.

The governing body will ensure the Careers Policy does not discriminate on any grounds, including but not limited to : ethnicity/national origin, culture, religion, gender, disability or sexual orientation

There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

Role of the Careers Leader

- Liaising with the head teacher and the careers advisor to implement and maintain effective careers guidance.
- Liaising with the PSHE leader and other middle leaders to plan careers education in the curriculum.
- Establishing, maintaining and developing links with Post 16 provisions, Colleges, internship / apprenticeship providers and employers.
- Supporting teachers in the delivery of careers education, providing information and advice.
- Using the eight Gatsby Benchmarks to improve the school's careers provision and ensure compliance with legal duties, with the ultimate aim to meet all benchmarks.
- Allowing learners, parents/carers to have access to a variety of providers through a careers fayre to ensure all learners, parents/carers are well-informed about their future options.
- Using the compass evaluation tool for self-evaluating the careers provision the school offers.

- Publishing details of the school's careers programme and a policy statement on provider access on its website.
- Engaging with employers to lead to meaningful work experience and encounters in the workplace.
- Support teachers in the completion of a 'Vocational Profile' with learners from Year 7.

5. Addressing the needs of each pupil

Halesbury School's motto is "Achieve, Believe, Challenge" and recognises that all pupils have different needs and are at different stages within their development. The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to make choices relevant to what they feel they can achieve.

All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups, and those with SEND, can consider the widest possible range of careers.

Comprehensive and accurate records will be kept to support the career development of pupils through the use of the Compass tool.

Destinations data will be retained by the school for at least three years.

The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Careers Leader, Assistant head teacher and careers advisers (external) on a termly basis to then base further development of the school's career guidance plan on the results and areas of success or failure.

6. Work Experience

The aim of work experience at Halesbury School is to provide learners with the opportunity to participate in the world of work by undertaking at least one work experience placement during their time in KS4.

The careers leader and class teacher will consult with learners to ensure the choice of placement remains appropriate. The careers leader who has responsibility for organising the work experience placements will refer to the EBP (Education & Business Partnership) data base to ensure that all placements to be considered have up to date health and safety checks and that all legal aspects including insurance cover are met. For learners where completing work experience placement in the community

is not suitable, these individuals will either complete a virtual work experience or work alongside a member of school staff, e.g. caretaker, kitchen staff or ICT manager.

All placement providers will be given guidance prior to the commencement of the placement (see Appendix 2) which highlights good practice for safeguarding and how to report a safeguarding concern.

7. CEIAG monitoring, evaluation and review

Careers Compass+

Halesbury will continue to use the Careers Compass to help plan, monitor and evaluate actions towards these benchmarks. Regular updates of the compass will be fed back to senior leaders and the Governing Board. The school is also committed to ensuring that parents are regularly updated with the careers activities their child has took part in over the academic year. Compass + will support us to do this.

Black Country Careers Consortium - SEND

Halesbury continues to attend meetings provided by the Black Country Consortium gaining information on upcoming initiatives that could be suitable for our learners. We receive support and guidance from a dedicated SEN Senior Enterprise Co-ordinator, Vicky O'Connor. As part of this support the school are required to meet government deadlines where the Compass Tracker is completed. This is completed three times throughout the year and feeds into an action plan that is reviewed and updated with the support of Vicky O'Connor.

The governing board, in conjunction with the Assistant head teacher and careers leader, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing Post-16 education and training.

Halesbury School – CEIAG Policy

Appendix 1: The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. <input type="checkbox"/> The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. <input type="checkbox"/> The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
<p>2. Learning from career and labour market information</p>	<p>Every student, 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.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. <input type="checkbox"/> Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. <input type="checkbox"/> Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. <input type="checkbox"/> All pupils should have access to these records to support their career development. <input type="checkbox"/> Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.

4. Linking curriculum learning to careers	<p>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.</p>	<p><input type="checkbox"/> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
5. Encounters with employers and employees	<p>Every student 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.</p>	<p><input type="checkbox"/> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	<p>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 expand their networks.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p> <p><input type="checkbox"/> By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>
7. Encounters with further and higher education	<p>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.</p>	<p><input type="checkbox"/> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</p> <p><input type="checkbox"/> By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>

8. Personal guidance

Every student should have opportunities for guidance interviews with a career 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.

Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Appendix 2

Employer Guidance:

Positive role models: During the work experience, the employer acts in a mentor capacity and therefore needs to act as an appropriate role model with due regard for appropriate conduct with learners, it is therefore important to:

- Act as an appropriate role model
- Value a learner's contributions and opinions
- Encourage them to reach their desired goal and
- Listen to the learner and discuss relevant topics

It is also important that work experience supervisors are not put in a vulnerable position, so it is suggested that where possible liaison with learners should:

- Take place in an open space with other people present where possible
- Be within appropriate working hours
- Consider if questions asked about personal or family life are of an appropriate nature.

Disclosure from a learner:

If you have concerns about the protection of a young person you are working with (for example something the learner has said) then immediately contact the school and speak to either the senior member or the careers leader.