

Careers Education, Information, Advice and Guidance (CEIAG)

Rossendale School Policy

Purpose

The purpose of the Rossendale CEIAG policy is to explain the way in which the School prepares students for transition into the world of work, Further/Higher Education, and Apprenticeships.

Aim

The overarching aim is to deliver high quality careers education, information, advice and guidance (CEIAG).

Rossendale School puts the needs of each student at the centre of all learning and social experiences, as part of this the School has a commitment to delivering a high standard of CEIAG. Through CEIAG The School utilises a nurturing approach to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience required to manage their own career progress. It promotes equality of opportunity, celebrates diversity and challenges stereotypes.

Policy statement

At Rossendale School we are committed to Careers Education as a vital means of giving all students the skills, knowledge and understanding to help to manage their own lifelong learning and career development. Careers education will prepare all students for the opportunities, responsibilities and experiences of education, training and employment and the challenges of adult life.

The School endeavours to provide all students in Years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby Benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Objectives

To ensure that students:

- develop the skills and attitudes necessary for success in adult and working life
- are aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- are equipped with the necessary decision-making skills to manage those same transitions
- develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally
- use effectively the resources available so they can make informed and appropriate choices throughout their school journey
- benefit from links fostered between the school, local businesses and further education establishments
- experience the world of work and develop transferable skills
- wherever possible leave the school to enter employment, further education or training
- experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- receive extra assistance and guidance to reach their potential, where this is necessary

Provision

The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programmes in Key Stages 3, 4 and 5. Incorporated into these are any relevant qualifications, e.g., ASDAN.

In addition, form tutors teaching assistants and key workers will also play a vital role in enhancing the above courses and helping to source, provide and support enrichment activities. There is also an expectation that CEIAG is woven through all curriculum areas. Hence all staff are responsible for signposting students to where they can get further information, advice and guidance, and helping them develop a career pathway.

Employer engagement

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Speakers from the world of work in schools
- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like job searches and job interviews
- The use of the national STEM Ambassador network

Careers Entitlement Overview

At all Key Stages you can expect ...

- access to a planned programme relevant to your year group
- access to impartial and independent careers advice for personalised support and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- help to prepare for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice

By the end of Key Stage 3, students will:

- have found out more about themselves, including their skills and talents, personal qualities, and possibilities for change in PSHE/Social Skills lessons
- know how to make decisions, such as choosing their options
- receive careers information and participate in Options Evening where they can access information about different curriculum areas and the implications of studying specific subjects at Key Stage 4
- have learned about equal opportunities
- have used computer resources such as Start to find out more about

the types of work they are suited to and interested in and keep records of their career pathway and learning journey.

- have discovered more about the world of work and the choices they have to make
- have participated in an enterprise project
- have had the opportunity to attend the yearly careers fairs (Year 9)
- have had the opportunity to meet with and speak to employers and training providers

By the end of Key Stage 4, students will have:

- had the opportunity to have undertaken a work placement
- used computer resources such as Start to continue to find out more about the types of work in which they are interested in and keep records of their career pathway and learning journey
- received a wide range of information about their post-16 options
- had the opportunity to develop an action plan
- had a 1:1 guidance interview with the school careers officer
- had a 1:1 guidance interview with the independent careers advisor
- had information about local colleges
- had the opportunity to visit local colleges
- had information about apprenticeships and T Levels
- had the opportunity to speak to employers and training providers
- had the opportunity to attend the yearly careers fairs
- have produced and reviewed a Curriculum Vitae
- have written a formal letter, e.g., covering letter
- develop presentation and interview skills
- had a mock interview
- signposting to relevant up-to-date and impartial sources of careers information and advice
- have had a minimum of 5+ employer encounters between Years 7-11

By the end of Key Stage 5:

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Participate in an enrichment and tutorial programme focused on your personal development
- Have had the opportunity to set targets and review your progress together with on-going support from your tutor and subject teachers
- Develop independent research skills
- Have had the opportunity to meet university representatives
- Have had the opportunity to meet apprenticeship providers
- Have been given the opportunity to visit universities
- Have been given the opportunity to volunteer or take part in work experience

- Have received a bulletin, containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- Understand the UCAS process and be able to research different universities and courses using online resources
- Have information and support with financial planning for university, work and training
- Write a personal statement for a UCAS or job application
- Have been mentored through the university application process or supported with job or training applications
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Be given the opportunity to take part in enterprise and challenge activities

Pupils are expected to:

- Fully engage with careers lessons and activities.
- Utilise the available careers resources, including the on-line Start platform.
- Record careers-related skills, participation and research, reflect upon what has been learnt.
- Identify and set goals for the future.
- Actively participate in workshops, presentations and visits from external employers or providers.
- Attend informative events such as Options Evening and the Careers fair.
- Take advantage of opportunities offered outside school, such as school trips and projects.

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources. (details will be provided at parents evenings)
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator.
- Access to information and guidance through parent information evenings including choosing options, work experience and moving on from Rossendale.

Parents are expected to:

- Take an active interest and part in the development of their son or daughters' careers pathway
- Attend open evening/options evening/careers fairs/college open days where possible.

Roles and responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through Key Stage 3 to 5.

	Careers Lead SLT
Miss S. Crilley	Careers Lead Curriculum
Mrs C. Blackburn	School Careers Officer & Work Experience coordinator
Miss C. Keane	Sixth Form Young People's Well-Being and Careers Lead
Mrs C. Ainsworth	Independent Careers Advisor

Monitoring, Recording and Evaluation

Built into the careers programme are opportunities for pupils to self-evaluate and reflect on their learning at key points, such as following work experience and mock interviews during Years 10 - 13. Pupils develop a profile on Start through which their activities and skills development can be recorded and monitored by staff including form tutors, key workers and the careers team.

Specifically, the effectiveness of guidance activities and provision is monitored and evaluated through a range of processes including:

- Attainment and achievement key indicators
- Feedback from students, parents/carers/guardians, teachers and employers as part of the evaluation process
- Feedback sheets after an event
- Examine data to check whether there has been a change in progression routes over time
- Reviewing the progression data for students leaving school
- Survey students to determine how they rate the careers interview which they have had
- Analysis of student destinations compared against end of KS4 outcomes
- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience)
- Work scrutiny of students' exercise books (PSHE ASDAN)
- Success in related qualifications: AQA Personal and Social Educations, ASDAN
- Scrutiny of sample careers interview action plans
- Feedback discussions/questionnaires with focus groups of students, parents/carers/guardians, staff, employer representatives
- Use of student surveys
- Annual audit of Careers Guidance
- Progress monitoring towards achieving recognised Careers Quality Standard
- Record progress against Gatsby Benchmarks

We acknowledge that the DfE (2018) recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. Our school is working towards the Career Mark.