

Careers Education Information Advice and Guidance (CEIAG) Policy

Aim of this policy

To describe the processes and systems in place within school to ensure all students receive appropriate and effective careers education and guidance.

Introduction

At King Egbert School we believe all students should be provided with personalised careers guidance which will allow them to make informed choices about which courses suit their academic needs and aspirations and are suitably prepared for the next stage in their education, training or employment and have attained relevant qualifications. This policy details our commitment to both national and local expectations, our current CEIAG Policy priorities and our Strategy to ensure our students leave King Egbert School on a career path that will lead to a bright and prosperous future.

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- Adhering to the *Careers guidance and access for education and training providers Statutory Guidance* (2021) and using the eight Gatsby Benchmarks as a framework for our careers provision and working towards meeting all eight Benchmarks
- adhering to the Ofsted (2019) Inspection framework, in particular ensuring we provide an effective careers programme to support the personal development of all our students
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics
- working alongside our allocated Enterprise Adviser (through the Career and Enterprise Company's Enterprise Adviser Network)

Current priorities

Our Careers Strategy is informed by these current priorities:

- to ensure our careers provision supports our whole-school Personal Development programme
- supporting individual aspirations, improving attainment and ensuring positive destinations
- ensuring readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully
- maximising opportunities for our student to engage with employers, providers, FE and HE institutions throughout their time at school to support successful transitions

- meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- improving young people's working lives by helping them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work and working in greener ways
- developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- working with parents/carers, alumni and education, community and business partners to meet students' career development needs
- having an inclusive culture and high expectations of progress for all

Strategy

To achieve the objectives of this policy, we will:

- ensure that a nominated Governor provides a link between the Careers Leader and School Governors
- ensure our Careers Leader is pro-actively supported by our Senior Leadership Team
- have a named Careers Leader to advise the Senior Leadership Team and governors on curriculum, staffing and resource requirements; to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g., SENCO, Head of Sixth Form); manage the day-to-day running of our CEIAG
- ensure students have the opportunity to receive impartial careers guidance
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning and deliver effective careers provision within our L@kes (PSHE) syllabus
- communicate the benefits of effective provision to our partners, including link schools, and engage them in co-ordinating provision
- actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

Careers Programme

Our CEIAG programme equips all our students with the skills and knowledge to have successful transitions at all stages of their education and beyond. We want our students to:

- Be aware of all educational and career pathways
- Understand both the local and national world of work
- Have aspirational ambitions for their education and career
- Develop the necessary skills and qualities to be successful in their chosen pathway / career
- Be able to make informed decisions at each key transition point
- Make successful transitions at all stages of their education and beyond

CEIAG at King Egbert School is structured around the eight Gatsby Benchmarks that provide the framework for the Statutory Careers Guidance for schools:

1 A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2 Learning from career and labour market information	Every pupil, 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.
3 Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's 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 pupil 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.
6 Experiences of workplaces	Every pupil 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
7 Encounters with further and higher education	All pupils 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 pupil 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. They should be expected for all pupils but should be timed to meet their individual needs.

Our CEIAG Programme will ensure that:

By the end of Key Stage 3 students will:

- Be aware of the wider world of work e.g., Careers Fair (employer encounter), experience of the workplace
- Be aware of a range of educational and career pathways, e.g., apprenticeships, university, lifelong learning
- Be aware of local Labour Market Information (LMI) and developments within both the local and national world of work, e.g., LMI assembly
- Be aware of own skills, qualities and interests to allow possible career choices to be considered
- Appreciate the importance of STEM, humanities (including MFL) and creative subjects
- Begin to understand the skills needed for enterprise activities
- Make informed decisions regarding KS4 options
- Be appropriately prepared for transition to KS4

By the end of KS4 students will:

- Be able to identify own strengths, skills and qualities e.g. Personal Statement
- Have received appropriate and targeted Information Advice and Guidance (IAG) to allow informed decisions regarding post-16 options
- Have developed a range of workplace skills through participating in our Personal Development programme, e.g. Duke of Edinburgh Award, Student Leadership Team, School Council
- Understand both local and national Labour Market Information (LMI), e.g. LMI assembly, Post-16 Aspirations Day
- Identify and appreciate the skills needed for successful enterprise activities, e.g. Christmas Cracker
- Understand and relate to their own personal context all relevant post-16 pathways
- Have made appropriate, realistic and aspirational applications for post-16 progression
- Be appropriately prepared and equipped for transition to their post-16 destination

By the end of KS5 students will:

- Have prepared for transition to the world of work and higher education through participating in the Sixth Form Enhancement programme
- Have explored appropriate and relevant post-18 pathways and related to own context and aspirations
- Have been supported in making appropriate, realistic and aspirational applications for post-18 progression
- Be appropriately prepared and equipped for transition to their post-18 destination

King Egbert School engages with a range of external agencies to ensure our programme offers students appropriate and up-to-date opportunities, including:

- The Career and Enterprise Company's Enterprise Adviser Network
- Opportunity Sheffield
- Sheffield College
- Job Centre Plus
- Sheffield School's CEIAG Network
- Morrisby Careers (formerly Fast Tomato) – online careers provision
- Higher Education Progression Partnership (HEPP)
- Sheffield Hallam University
- University of Sheffield
- University of Oxford
- University of Cambridge
- University of Newcastle

Review

This policy will be reviewed by the governing body annually.

Signed:

Headteacher/Principal





Chair of Governors

Date: 24 March 2022

Date of review: September 2022