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THE GILBERD SCHOOL

Careers Education Information Advice and Guidance Policy

Introduction

Our aim is to support our students to achieve their potential and make successful transitions to adult life.

Careers Education, Information, Advice and Guidance (CEIAG) is a high priority in preparing students for the opportunities and challenges of adult and working life. CEIAG plays an important role in motivating our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.

Aims of the programme:

- To investigate opportunities in learning and work.
- To make and adjust plans to manage change and transition.
- To create a positive climate of caring, support and guidance.
- To raise aspirations, foster self-esteem and motivate students to achieve their full potential.
- To promote equality, diversity, social mobility, and challenge stereotypes.
- To provide comprehensive, fully up-to-date information to alert students to the wide range of future opportunities open to them, and to support students in their thinking and decision-making.
- To empower students to plan, access and manage their career choices and transitions.
- To promote understanding of key employability skills to achieve personal economic stability and wellbeing, Equality of opportunity is central to all we do. The Gilbert School is committed to providing the fullest possible CEIAG programme for all of our students.
- To provide access to a range of activities that inspire young people, including employer talks, presentations regarding apprenticeships, careers fairs, motivational speakers, colleges and university visits (where possible).
- To build strong links with employers who can help to boost young people's attitudes and employability skills, inform students about the range of roles and opportunities available and help them understand how to make this a reality.
- To support students in finding high quality modern and traditional work experience in person. Additionally, students will have opportunities for virtual work experience when available and encounters with employers during educational visits.
- To develop meaningful experience modern work experience for students in line with the Government's ambition to offer experiences of the workplace during key stage 3 and key stage 4.

- To widen access to advise on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route.
- To provide face-to-face advice and guidance to build confidence and motivation. This includes consideration of the role that careers professionals can play in supporting students as one element of a varied careers programme.
- To work with local authorities to identify vulnerable young people, including those with Special Educational Needs and those at risk of not participating post-16, and the services that are available to support them.

Entitlement

A carefully structured programme of Careers Education and Guidance is in place for Years 7-11, generally delivered through the Personal Development programme. The Gilberd School employs an impartial, professional Careers Adviser throughout the academic year, offering Careers Advice and Guidance to students from Years 9-11, in line with DfE statutory requirements for schools. The Gilberd School provides a very well-equipped Careers Library for all students including a range of software, online and paper-based resources. The school sets aside an annual budget for the delivery of Careers Education and Guidance each academic year.

The school will comply with the legal requirement to put on at least two encounters each 'key phase' with providers of approved technical education qualifications or apprenticeships. These encounters for students will take place during the 'first key phase' (year 8 or 9) and the 'second key phase' (year 10 or 11) that are mandatory for all students to attend. This could be done in assemblies, National Apprenticeship Week, National Careers Week, Personal Development Drop Down Days, in addition to providers attending careers events at school or at each Trust school.

The Careers, Education, Information, Advice and Guidance entitlement at The Gilberd School closely follows the Gatsby benchmarks, which provide a coherent and progressive programme for all students at each stage of their career.

The eight Gatsby benchmarks:

1. Ensuring a stable careers programme.
2. Learning from Careers and Labour Market Information.
3. Addressing the needs of each student.
4. Linking curriculum learning to careers.
5. Offering encounters with employers and employees.
6. Offering experiences of workplaces.
7. Offering encounters with Further Education organisations.
8. Providing independent and personal guidance.

Students and parents are made aware of this entitlement via the Careers displays, Student Planners, school website, school prospectus, assemblies, trips and visits by outside speakers.

Programme delivery

Programme delivery can change dependent upon the availability of services, resources or emerging needs, however, student entitlement is usually delivered in the following ways:

- Careers Education programme delivered via CEIAG lessons which includes the careers and education elements of the Personal, Social and Health Education and Citizenship Programme. Introduction of software (Unifrog to record and monitor CEIAG student interactions).
- Local employers and training providers provide information and skills via mock interviews, careers fairs and local work placements, where possible.
- In Future Friday Speakers, learners will have multiple meaningful encounter opportunities to learn from employers about work, employment and the skills that are valued in the workplace. A 'meaningful' encounter is one in which learners have the opportunity to learn about what work is like or what it takes to be successful in the workplace.
- Careers advice from an independent Careers Adviser.
- Visits to and by tertiary education providers.
- Alternative providers at Key Stage 4 for students requiring an alternative or bespoke pathway (Oxbridge Coaching Programme).
- Annual Reviews for students with Education, Health and Care Plans to support students with Special Educational Needs.

Guidance

Careers guidance is provided by an external careers adviser employed by the school to ensure independent advice. From Year 9 onwards, students can self-refer for a careers guidance interview with our one-to-one adviser and through pastoral staff. All students in Years 9-11 can have careers advice from the Careers Adviser. To support Key Stage 4 option choice, all students are invited to attend a Year 9 Options Assembly and Options Evening.

One-to-one help is provided for all students at key decision-making points in Years 7 to 11 by Form Tutors, Heads of Year, the Additional Needs Team and the Senior Team.

Impartial information and advice are provided on all potential post-16 routes.

All students with a Statement of Special Educational Needs or an Education, Health and Care Plan have a Transition Plan drawn up at the annual review in Year 9 and Year 11. All key agencies are involved in the transition planning process and subsequent annual review meetings.

Roles and responsibilities

The Headteacher ensures that adequate resources are made for the provision of CEIAG and that our school conforms to local quality standards for CEIAG.

Governors with responsibility for CEIAG ensure that the school meets its statutory requirements for the delivery of CEIAG.

An Assistant Headteacher, with responsibility for CEIAG ensures the following:

- The management and co-ordination of CEIAG and work experience.
- The production and updating of the CEIAG policy, schemes of work, lesson plans and materials to meet the Gatsby benchmarks.
- In-service training for all staff delivering careers education elements.

- Liaising with the Personal Development Co-ordinator to plan and review the programme.
- Liaising with The Gilberd School's Careers Leader Network Adviser.
- Managing the careers information part of the school allocated room, including purchasing new resources and the production of Careers Information Policy.
- Liaising with CEIAG including the annual review of the partnership agreement.
- Identifying the career guidance needs of students and making appropriate referrals.
- Tracking the Gatsby benchmarks using the focus evaluation tool.

Our Personal Development Co-ordinator undertakes joint planning with the Careers Adviser integrating CEIAG within the Personal Development programme.

Our Personal Development lessons are delivered by Form Tutors.

Our Careers Administration Officer is responsible for maintaining the Resource Library and signposting students to careers resources.

Form Tutors provide advice and guidance to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions.

The Additional Needs Team oversees the individual support needs of students with learning difficulties and disabilities.

Monitoring and evaluation

- Destination data is provided by the Local Authority and is used to monitor the number of students who progress into various post-16 opportunities. This serves to monitor dropout rates from destinations. These factors are taken into consideration when reviewing the programme annually.
- Utilise the Careers Impact System framework which is a step-by-step staged and integrated approach to improving and assuring quality in the careers system, with peer and expert support all the way through. For example, Internal Leadership Review and Peer-to-Peer Review.
- The Gilberd School aims to work towards the national Quality in Careers Standard to support the development of their careers programme.
- The Compass evaluation tool is used to track Gatsby benchmarks.
- The Gilberd School aims to utilise the Compass+ Tool including Future Skills Questionnaire.
- Parents/carers are welcome to give feedback on any aspects of the CEIAG programme to the Careers Adviser and Administration Officer— both of these attend Parents' Evenings.
- Feedback from students is sought annually regarding the quality of the CEIAG they receive.
- The policy for CEIAG is reviewed annually. This review involves all key stakeholders. The policy review contributes to the school development plan.