

Careers Education, Information, Advice and Guidance (CEIAG) Procedures Document

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Approved by: Governing Board

Date: January 2020

Last reviewed on:

Next review due by: September 2020

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1. Introduction

The Government and Employers have recognised that the world of work has changed, with many new skills required to be successful. Future employees are going to have to be innovative in their approach to solving problems, people who can take the initiative, who can cope with uncertainty and change. They are going to have to be able to communicate well and work well in teams. They will have to be flexible and prepared to re-invent themselves in order to continue to be employed. Therefore, students need a planned programme of activities to enable them to gain the knowledge, understanding, skills, attitudes and attributes required to make informed choices about their 14 -19 pathways and to enable them to manage their careers and sustain employment throughout their lives in a constantly changing environment.

Philosophy

At Lynch Hill Enterprise Academy our Careers Education, Information, Advice and Guidance (CEIAG) programme is an integral part of the preparation of students for the opportunities and experiences of adult life. It's central concern is equipping students to manage the choices, changes and transitions affecting their future education, training, employment and life as adult members of an international society and to instill the notion of 'learning for life'.

Commitment

Lynch Hill Enterprise Academy is committed to providing our students with a planned programme of CEIAG across all years (7-13) in partnership with Adviza, Learning to Work and The Careers Advice Agency, and endeavours to follow the National Framework for CEG 11 – 19 in England (DfES, 2009), the Education Act (DfE, 2011) and other relevant guidance from DfE, QCA and Ofsted including the December 2017 and January 2018 updates entitled. "Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff".

Gatsby Benchmarks

Slough and Eton bases their overall careers provision on the Gatsby benchmarks. (Appendix 2)

- The Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. This statutory guidance has been updated to expand on the aim set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.
- To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access students to inform them about technical education qualifications or apprenticeships.
- The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. Government recognises that the work needed to meet all eight Benchmarks will vary for individual schools. Government's expectation is that schools begin to work towards the Benchmarks now and meet them by the end of 2020. Compass is an online self-evaluation tool for schools to use to assess how their careers support compares against the Gatsby Benchmarks and the national average. Schools should baseline 2 | Page CEIAG Procedures – September 2018 (MCU) themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.

- The careers strategy explains that both coordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.
- The Careers & Enterprise Company (CEC) will provide external support to schools. In 2014, the Government established the CEC, to provide the strategic coordination for employers, schools, colleges, funders and careers programme providers to create high impact careers and enterprise support to young people (aged 12-18). The CEC's initial focus has been on employer engagement, based on evidence about the importance of giving young people more opportunities to connect with employers of all sizes, and from all sectors. These encounters will inspire students and allow them to learn about what work is like, or what it takes to be successful in the workforce. The careers strategy confirmed that the CEC will take on a more ambitious role, building on their progress to date by coordinating support for schools across all of the Gatsby Benchmarks.
- The careers strategy sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement will be in

2. Aims

Lynch Hill Enterprise Academy CEIAG Procedures has the following aims:

- to contribute to strategies for raising achievement, especially by increasing motivation;
- to support inclusion, challenge stereotyping and promote equality of opportunity;
- to encourage participation in continued learning including higher education and further education;
- to develop enterprise and employment skills;
- to reduce drop out from and course switching in education and training;
- to contribute to the economic prosperity of individuals and communities;
- to meet the needs of all our students through appropriate differentiation;
- to focus students on their future aspirations;
- to involve parents and carers.

3. Roles, Responsibilities and Accountability

Please refer to the staff structure published in the staff handbook.

Student Entitlement

CEIAG is an important component of the school curriculum at Lynch Hill Enterprise Academy and we fully support the statutory requirement for a programme of careers education in Years 7 – 13. The programme is designed to meet the needs of all students at Lynch Hill Enterprise Academy regardless of race, disability, sexual orientation and religion. It will be tailored as required to meet the needs of any individual with any disability to be totally inclusive. Students are entitled to CEIAG that is impartial.

4. Implementation of CEIAG

Lynch Hill Enterprise Academy adopts the following approaches to the delivery of CEIAG:

- As part of a separately time-tabled Personal, Social and Health Education (PSHE) programme, delivered to each year group throughout the academic year.
- Through off time-table specific events. e.g. The Careers Fair.
- Through delivery by form tutors of CEIAG activities.
- Through cross curricular work within all school departments.
- In partnership with Adviza, Learning to Work (local Education Business Partnership), local employers and other outside agencies.
- The CEIAG co-ordinator oversees the careers programme and works closely with the PSHE co-ordinator. ♣ Careers information is provided in the Careers Library (located in the Library) and is maintained by the CEIAG co-ordinator, along with the school Librarians.
- Key Stage 4 students are able to choose subjects that have a vocational aspect e.g. Motor Vehicle Studies, Hair and Beauty, Construction, Business BTEC.
- All Year 10 students undertake a one-week work experience placement, combined with preparation and follow-up sessions taking place in PSHE lessons and other appropriate parts of the curriculum.
- Software packages such as Kudos and eClips are used during focus days and are available to all students.
- Year 12 and 13 students following a vocational course may also spend time at an appropriate work experience placement.

Implementation of Careers Guidance

Careers Library:

- a wide range of materials
- open throughout the school day
- situated in the main library ii)

Adviza (Careers):

- available to all students one break and lunchtime per week
- used for interviews with all Year 11 students and other targeted students (Year 12 Level 2, Year 13 non-UCAS) throughout the year
- available at Careers Events, Parents' Evenings, targeted focus days

Extra support where appropriate:

- Students in Years 9, 10 and 11 are targeted for extra help by SENCo, Directors of Learning for KS3 and KS4, Heads of Year, Community Liaison Workers (CLW's) and the CEIAG co-ordinator
- Students with Education, Health and Care Plans receive guidance at their Annual Review from Year 9 onwards delivered by a dedicated SEN Careers Advisor from Slough Borough Council (SBC)

CEIAG is delivered through the PSHE programme across Years 7-13, supported by tutors, at key points throughout the academic year.

5. Partnerships

A partnership agreement is ongoing with Adviza, detailing the contributions to the programme that each will make.

- Adviza (Careers)
- Used for interviews with all Year 11 students and other targeted students (Year 12 L2, Year 13 non- UCAS) throughout the year

Available at careers events

Other links with local 14-19 Providers are made when required. As are links with the local EBP (Learning to Work), Post 16 and 18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings, Post 16 Evenings).

6. Equality and Diversity

Careers Education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

7. Parents and Carers

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website and Virtual Learning Environment (VLE) Fronter. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. Parents are welcome at careers interviews and where appropriate are invited.

8. Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers.

Administrative staff are assigned to support the CEIAG co-ordinator.

The Careers programme is planned, monitored and evaluated by the CEIAG Co-ordinator.

The CEIAG Co-ordinator will liaise and consult with relevant agencies to ensure that specialist career guidance is available when required.

The CEIAG co-ordinator is responsible for maintaining the Careers Library.

9. Curriculum

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Other events and activities are planned and organised separately throughout the year. These currently include:

- Careers Fair
- Young Chamber
- Work Experience (including 'Skills for Life' preparation day and dedicated debrief sessions)
- CV preparation day

10. Resources

Funding is allocated in the annual budget planning in the context of whole school priorities. The CEIAG co-ordinator is responsible for the effective deployment of resources.

11. Staff Development

Staff training needs are identified as part of the Partnership Agreement process. Funding is provided from school funds. The school will endeavour to meet training needs within a reasonable period of time.

12. Relationship with other Policies:

These procedures should be read in conjunction with the:

Curriculum Policy

National Framework for Careers Education and Guidance

11- 19 in England

National Curriculum programmes of study for Personal Social Health and Economic Education (PSHE) and Citizenship

QCA guidance on careers, work related learning and enterprise 11-19

(a framework to support economic wellbeing)

Quality Standards for Young People's Information, Advice and Guidance

13. Monitoring Review and Evaluation

Careers Education is monitored and evaluated annually via the Department Review System (see monitoring policy). Careers Guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the CEIAG co-ordinator.

The Partnership Agreement with Adviza is reviewed annually.

The programme is reviewed annually by the CEIAG co-ordinator and the Senior Leadership Team (SLT) Line Manager. Changes and improvements to the programme are entered into the School Development Plan (SDP) along with timescales for completion.

When reviewing the programme, the SDP is used to ensure that CEIAG is fully supporting whole school aims.

The CEIAG Procedures will be reviewed every two years by the Senior Leadership Team, being based on current good practice guidelines by DfE, Ofsted and the CEG Framework.

This document can be accessed by staff, parents, carers, governors, partners and personnel advisors via the School website.