

## Careers Education, Information, Advice and Guidance and Employability Learning Policy

### Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) at Lynch Hill Enterprise Academy seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

The school is committed to:

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance, including: Section 19 Education Act (2011), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (October 2018) including the Gatsby benchmarks, as well as guidelines from Ofsted and the Career Development Institute (CDI).

The eight Gatsby benchmarks of good career guidance:

1. A stable careers programme
  2. Learning from career and labour market information
  3. Addressing the needs of each pupil
  4. Linking curriculum learning to careers
  5. Encounters with employers and employees
  6. Experiences of workplaces
  7. Encounters with further and higher education
  8. Personal guidance.
- Working in partnership with the Learning to Work charity to ensure all students access information and guidance about education, employment or training opportunities at the relevant transition points.

### Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, and SEND. The policy must be considered alongside the Provider Access Policy.

### **Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Lynch Hill Enterprise Academy to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at Lynch Hill Enterprise Academy aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement.

### **Assessment**

Aims and objectives are shared in Tutorial Careers sessions and revisited at the end of sessions to assess whether they have been achieved. Through evaluation, following career-related events, we assess whether students have achieved these aims.

### **Implementation: Management**

Responsibilities are spread between the Headteacher, with oversight of CEIAG, the Assistant Headteacher, who is Careers Leader and the Heads of Year. They plan, coordinate and evaluate the careers programme. The Careers Leader and Head of Year 10 work with *Learning to Work* to plan and implement work experience for Y10 students. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

### **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. Heads of Year liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies such as the independent Careers Advisers. Careers information is available in the Library and on Adviza's on-line resource site: eCLIPS.

### **Implementation: The CEIAG Programme**

The careers programme includes careers tutorial sessions; career guidance activities (group work and individual interviews); research activities; Year 9 Financial Studies; employability learning (including 1 week of work experience in Year 10); individual learning activities which are recorded on a careers software package; other focused events, including enterprise days for Years 7 - 10, an in-house careers fair run by *Learning to Work* for Year 9, a visit to a university in Year 10, higher education and apprenticeship talks at Key Stage 4 and Aspiration Days at Key Stage 4. Students are actively involved in the evaluation of activities, including work experience, through tutorials and in written feedback.

All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies, such as one-to-one support from the Careers Adviser or Head of Year 10, are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance.

*Learning to Work* provides an important contribution to the planning, design and delivery of all aspects of our careers education programme, including Aspirations Days, allowing for current labour market intelligence to inform these processes. Year 11 pupils at risk of not being in education, employment or training post-16 are identified and have additional meetings with the Careers Adviser, after which appropriate interventions are agreed and implemented including support from Slough Borough Council's Tracking and Participation Team. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

### **Staff Development**

Staff training is identified by a needs analysis and is planned for in the SDP. Time is allocated in staff training sessions.

### **External Partnerships**

An annual partnership agreement is negotiated between the school and *Learning to Work* which provides the external independent Careers Advisor, work experience, workshops and Enterprise Activity days. Firm links have been established with a range of employers; employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors. The school works with the Enterprise Coordinator from the Careers and Enterprise Company to make further links with business and has a dedicated Enterprise Adviser.

Apprenticeship information is shared with pupils via eCLIPs, assemblies and the careers advisers. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Links are being forged with universities, further education colleges, apprenticeship providers and training providers to come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy).

### **Resources**

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area.

### **Monitoring, review, evaluation and development of CEG**

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader:-

- Annual review of partnership activities with *Learning to Work*.
- Review of all careers events.
- Lesson and tutor observations as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, **parent council groups and questionnaires**. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.

Policy Reviewed  
Next review date

