

Slough and Eton Church of England Business and Enterprise College



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

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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 Slough & Eton 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

Slough & Eton 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

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 introduced in September 2018, by when more information and support will be made available.

Aims

Slough & Eton 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.

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 (IAG)
- Statutory Guidance for Schools - Careers Guidance (DfE, 2012)



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 Slough & Eton 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 Slough & Eton 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.

Implementation of CEIAG

Slough & Eton 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 an experience of the world of work (or 'virtual' equivalent), combined with preparation and follow-up sessions taking place in PSHE lessons and other appropriate parts of the curriculum.
- Software packages such as Kudos, Unifrog 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

i) 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

iii) 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.

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).

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.

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.

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.

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
- Business Interview Day

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.

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.

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.

Learning to Work – provide work experience placements for Years 10, 12 and 13

- Year 11 CV and Business Interview Day
- Whole Year group events

Careers and Enterprise Company

- Advice on careers
- Connect school to business opportunities
- Connect school to a link in business

Appendix 1 - Definitions:

CEIAG - Careers Education, Information Advice and Guidance

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc), written/printed matter, telephone help lines, ICT software, websites etc.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings. To understand their circumstances, their abilities and targets. To advise them on their options or how to go about a given course of action. To identify needs and to signpost and refer young people who may need more in depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people's circumstances, their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

These definitions have been taken from the document 'Supporting Choices 11-19+ - Framework for implementing the 14-19 entitlement to information, advice and guidance in England' produced by the National Association of Connexions Partnerships in 2006.

Careers Education - helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work,

Careers Guidance - enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.

Entitlement statement

As a student of Slough & Eton you are entitled to receive a programme of careers education, information advice and guidance.

Your CEIAG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons
- Collapsed registration activities
- Guided tutor time
- Focus Days (CV preparation, Business Interview Day)
- Access to the careers library – information is available in books, videos, leaflets, posters, computers and on-line – ask for help
- Work Experience
- Other subject lessons linked to careers

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the careers programme
- Given extra help if you have a special educational need or disability (SEND) or English as an Additional Language (EAL)

Appendix 2 – The Gatsby Benchmarks

<p>1. A STABLE CAREERS PROGRAMME</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school’s website in a way that enables students, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
<p>2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION</p>	<p>Every student, 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.</p>	<ul style="list-style-type: none"> • By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
<p>3. ADDRESSING THE NEEDS OF EACH STUDENT</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school’s careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each Student, and subsequent agreed decisions. • All students should have access to these records to support their career development. • Schools should collect and maintain accurate data for each Student on their education, training or employment destinations.
<p>4. LINKING CURRICULUM LEARNING TO CAREERS</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the</p>	<ul style="list-style-type: none"> • By the age of 14, every Student should have had the opportunity to learn how the different STEM subjects help people to gain entry

	relevance of STEM subjects for a wide range of future career paths.	to, and be more effective workers within, a wide range of careers.
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every student 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.	<ul style="list-style-type: none"> • Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.
6. EXPERIENCES OF WORKPLACES	Every student 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.	<ul style="list-style-type: none"> • By the age of 16, every Student should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every Student should have had one further such experience, additional to any part-time jobs they may have.
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students 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.	<ul style="list-style-type: none"> • By the age of 16, every Student should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. • By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.
8. PERSONAL GUIDANCE	Every student 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 students but should be timed to meet their individual needs.	Every Student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

**A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.*

Appendix 3 – Baker Clause Policy Statement

Introduction

As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to students. This complies with the school's legal obligations under Section 42B of the Education Act 1997. Slough and Eton School also proactively seeks to build relationships with these partners as we plan our Careers Education, Information, Advice and Guidance (CEIAG) programme activity throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7-13. The purpose of these relationships are to offer information on vocational, technical and apprenticeship qualifications and pathways.

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to Students and/or their parents/careers. This may include school assemblies' employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE, post 16 or post 18 option choices

Management of provider access requests

A provider wishing to request access should contact Gurdeep Sira on gurdeep.sira@slougheton.com with a minimum of 6 weeks' lead time. All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits, interruption to preparation for examinations or rooming and space availability to host the activity.

Premises and facilities

Slough and Eton School will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at main reception.