# Careers Education, Information, Advice and Guidance (CEIAG)

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| **Approved by:** | Governing Board |
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# Careers, Enterprise and Employability Skills
# Careers Strategy and Plan

## Purpose and Aims of Careers, Enterprise and Employability Skills Education at LHEA

Lynch Hill Enterprise Academy, as our name indicates, is fully committed to ensuring that all our students acquire the skills, knowledge and attitudes to manage their learning and career aspirations. Ultimately, we work towards them becoming independent and productive adults who achieve their full potential. We aim to do this through our Careers, Enterprise and Employability Skills programme.

Our programme provides high quality advice and guidance, ensuring that students are informed of the range of options available to them at key transition points and in future careers, and that they are supported during the decision-making process.

We recognise the importance of students developing strong interpersonal and communication skills, including that of oracy, as these are vital skills for entering the workforce. We also aim to develop our students' cultural capital, so that they have social mobility and are never disadvantaged by social situation.

We promote the right of students to choose from a range of pathways. Year 11 choose to continue their education at another school or Further Education college, specialist provision, or into an apprenticeship.

Our students progress from Lynch Hill Enterprise Academy to a range of destinations; we work to ensure that students have high aspirations, and that guidance is impartial and tailored to individual needs. We seek to inform parents of labour market information and to provide them with knowledge of the choices available to their children.

The Department for Education's Careers Strategy was published in December 2017; it set out a series of measures to improve careers guidance in England, including new benchmarks for careers education and instigating the requirement to have a named Careers Leader in every school. Our Careers Leader is committed to providing a reviewed and evaluated programme of careers education from Years 7 to 11, which meets the eight Gatsby Benchmarks for careers 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 (Gatsby Foundation, 2014).

We adhere to the Department for Education guidance, 'Careers guidance and access for education and training providers' (DfE, October 2018), which stipulates that all schools must allow other educational providers access and that we must publish a provider access policy.

**Careers Responsibilities**:

Senior Leadership - Mr. Liaqat

Careers Leader – Mr. Liaqat

School Careers Advisers – Samreen Zafar & Careers and Enterprise Company

Governor with Careers Remit – TBC

Heads of Years 7 to 11

# Careers Education, Information, Advice and Guidance and Employability Skills 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 Charitable Foundation's 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 school 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 Career Development Institute 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. Year 7 weekly Skills Builder Lessons are led through assessment tools of skills as a whole class and evaluated at an individual level.

## Implementation: Management

Responsibilities are spread between the Assistant Headteacher, with oversight of CEIAG, the Careers Leader and the Heads of Year. They plan, co-ordinate 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. Heads of Year oversee appropriate coverage of careers themes in the tutor time curriculum. 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 and Slough's Participation and Tracking Service. 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; employability learning (including 1 day Business Insight Day for Yr 10); other focused events, including enterprise days for Years 7 - 10, an in-house careers fair run by *Learning to Work* for all years, 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* and *Skills Builder* provides an important contribution to the planning, design and delivery of all aspects of our careers education programme, including Enterprise 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 to ensure the September Guarantee is achieved. 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. *Skills Builder* is another partner we work with, making use of resources for lessons, tutorials and events. The school works with the Enterprise Coordinator from the Careers and Enterprise Company to and has a dedicated Enterprise Adviser. Firm links have been established with a range of employers who visit the school to run work-related activities with students and to speak to them about a range of employment sectors.

Apprenticeship information is shared with pupils via assemblies, tutorial programme, Windsor Forest

College Group assembly and the careers advisers. In addition, employers who offer apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Links have been forged with Reading University, further education colleges, sixth form 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. 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.

## Employability Learning and Careers Education, Information and Guidance Statement of Entitlement

As a pupil at Lynch Hill Enterprise Academy, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

**At both Key Stages you can expect to …**

- access a planned programme relevant to your year group
- access a qualified impartial and independent careers adviser for personalised advice and guidance
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- have information about the world of work and how the labour market is changing
- be given information about further and higher education, training and apprenticeships and employment routes
- take part in activities which challenge stereotyping and raise your aspirations
- develop skills and qualities to improve your employability
- develop enterprise skills
- be well prepared for different transitions
- help to develop financial capability skills
- develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

**ALL STUDENTS WILL:**

**By the end of Key Stage 3:**

- begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- set targets and review your progress through Academic Mentoring
- receive Careers information and on-going support from staff such as your Tutor
- have been given the opportunity to meet with a qualified, independent and impartial careers guidance adviser
- take part in an Options Evening Event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4

**By the end of Key Stage 4:**

- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- devise an action plan towards your career goals
- have taken part in an enterprise activity

- have listened to talks on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources via eCLIPS site
- be offered the opportunity to take part in taster days/ sessions
- have visited or spoken to representatives of further or higher education institutions, such as universities
- have opportunities to evaluate individual achievements e.g. Academic Tutoring and rewards assemblies
- be given the opportunity to take part in 5-day external work experience

## Provider Access Policy

### Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out Lynch Hill Enterprise Academy's arrangements for managing the access of education and training providers to pupils at the school.

### Pupil Entitlement

All pupils in years 7 -11 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer–through options events, assemblies and aspirations events
- understand how to make applications for the full range of academic and technical courses.

### Management of Provider Access Requests

#### Access Procedure

A provider wishing to request access should contact Mr. A. Liaqat, the Careers Leader, Email: a.liaqat@lhea.org.uk

### Opportunities for Access

- We actively seek to build partnerships with outside agencies, to broaden our students' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact our Careers Leader to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at year assemblies, where a whole year group is assembled in a hall environment and you can tailor your presentation to specific age groups. Presentations need to be submitted to the Careers Leader 48 hours before the planned event.

### Facilities

- The school can offer a variety of hall and classroom spaces for use by providers.
- Audio-visual equipment is available.
- Providers are welcome to leave copies of their prospectus, or other relevant literature, for distribution.

## Curriculum Model

Careers education is delivered through subject areas and weekly tutorials in Years 7 - 11, via year group assemblies and events, as well as whole school assemblies.

All subject areas have explicit links to careers in their schemes of work; audits are undertaken to ensure that this is the case.

## Partners

We work with a range of organisations from the further and higher education sector, training providers and apprenticeship providers including involvement with Reading University's IGNITE programme. We also have links with a wide and evolving range of businesses in varied sectors organised through our partners *Learning to Work* and the *Careers & Enterprise Company*.

We bring workplace representatives into school to provide workplace relevance to our career's activities. We utilise organisations, such as Speakers for Schools and Education and Employers: Inspiring the Future, to source high quality speakers. We access information from GT Scholars which we share with students about webinars and online events.

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## How We Plan to Deliver Careers Education, Information and Guidance by Year Group

### 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

### Careers, Enterprise and Employability Skills in Tutorial Time

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| **Year 7** | Weekly Tutor Group Session | 1. PiXL Edge:<br>- Investigating Work and Working Life<br>- Exciting World of Work & Pathways<br>2. Skills Builder Listening – 0-10<br>3. Step Up booklet<br>4. Preparation for Enterprise Day<br>5. Evaluation of Enterprise Day<br>6. Step up booklet 7. Skills Builder - Speaking |
| **Year 8** | Weekly Tutor Group Session | 1. PiXL Edge:<br>- Skills you need for Work<br>- Standing Out from the Crowd/Competitive Advantage<br>2. Step On for ages 12 – 13 (CDI)<br>3. Preparation for Enterprise Day<br>4. Evaluation of Enterprise Day<br>5. Skills Builder – Summer Term. Problem Solving |
| **Year 9** | Weekly Tutor Group Session | 1. PiXL Edge:<br>- The World of Work and Working Life<br>- Your Choices<br>- Apprenticeships<br>3. Step Ahead for ages 13 – 14 (CDI)<br>4. Preparation for Careers Fair<br>5. Evaluation of Careers Fair<br>6. Step Ahead 7. Skills Builder - Creativity |

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| **Year 10** | Weekly Tutor Group Session | 1. PiXL Edge Resources<br>Future Careers:<br>a) Find your 'happy' career<br>b) Career Development<br>c) Business Formations<br>d) Equality, diversity and inclusion<br>2. Step Forward for ages 14 – 15 (CDI)<br>3. Preparation for work experience phone calls<br>4. Evaluation of work experience<br>5. PiXL Edge Resources:<br>a) Why go to university – 8 sessions<br>b) Apprenticeships – 3 sessions<br>6. Preparation for external work experience |
| **Year 11** | Weekly Tutor Group Session | *1.Step for ages 15 -16 (CDI)*<br>*2. CV writing following workshop*<br>*3. Preparation for mock interview; write a letter of application - Citizenship* |

**Careers Events**

| **Year 7 Careers Education** | | | |
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| | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Assemblies** | 1. Careers Education intro - Adviser Intro, Skills Builder & eCLIPS intro. (SZA)<br>2. Investigating Work and Working Life (HOY)<br>3. Exciting World of Work (HOY) | Speaker: STEM Careers.<br><br>Speaker: Reading university | Speaker: Creative Careers. |
| **Events** | | Skills Builder Challenge day<br><br>Careers Fair | |
| **Visits** | Stretch & Challenge Group: Reading University Ignite visits | | |
| **Independent Advice** | Careers Fair with several employers and further and higher education representatives. | | |

| Year 8 Careers Education | | | |
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| | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Assemblies** | 1. Careers Education intro - Adviser Intro, Skills Builder. (SZA)<br>2. Different organisations and how they work (HoY)<br>3. Competitive advantage (HoY) | Speaker - University | Speaker - Caring/ Health Careers |
| **Events** | | Careers Fair<br><br>Skills Builder Challenge Day | |
| **Visits** | Stretch & Challenge Group: Reading University Ignite visits | | |
| **Independent Advice** | Careers Fair with several employers and further and higher education representatives. | | |

| Year 9 Careers Education | | | |
|---|---|---|---|
| | **Autumn Term** | **Spring Term** | **Summer Term** |
| **Assemblies** | 1.Introduction to Careers education this year(SZA)<br>2. Speaker: Reading university | 1.Careers Fair Assembly<br><br>2.Options Assembly | 1.Speaker - Apprenticeships |
| **Events** | | Careers Fair | |
| | | Year 9 Options Evening – presentation from all subjects | |
| **Visits** | Stretch & Challenge Group: Reading University Ignite visits | | |
| **Independent Advice** | Careers Fair with several employers and further and higher education representatives. | | |

| Year 10 Careers Education | | | |
|---|---|---|---|
| **Assemblies** | Autumn Term | Spring Term | Summer Term |
| | 1. Introduction to Careers education this year (SZA)<br>2. Future Careers (HoY)<br>3. Think about your future (HoY)<br>4. FE colleges x 2 (S&E, Windsor)<br>5. Business formations<br>6. Equality, diversity, inclusion | 1.Speaker - University<br><br>Careers Fair | 1.Speaker - STEM |
| **Visits** | - Whole Year Group visits a university (HoY)<br>- Stretch & Challenge Group: Reading University Ignite visits | | |
| **Work Experience** | | | Business Insight Day |

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| **Independent Advice** | - IAG Future Focus: Full CIAG delivered by Level 6 Practitioners- delivered by Samreen Zafar. Individual meetings for each Year 10 student giving independent and impartial Information, Advice & Guidance with follow up meetings for those who need additional support. |

| Year 11 Careers Education | | | |
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| **Assemblies** | Autumn Term | Spring Term | Summer Term |
| | 1. Introduction to Careers education this year (SZA)<br>2. Further Ed colleges - S&E<br>-Slough & Langley college<br>-Active Learning | 1.Future Focus – *Learning to Work* | |
| | | | |
| **Events** | CV preparation session – *Learning to Work* & local employers<br><br>Mock Interview day with *Learning to Work* and local businesses.<br>1:1 mock job interviews | Future Focus Workshops – *Learning to Work* and local employers<br><br>Careers Fair | |
| **Visits** | - Attend college open days<br>- Stretch & Challenge Group: Reading University Ignite visits | | |
| **Independent Advice** | IAG Future Focus: Full CIAG delivered by Level 6 Practitioners- delivered by Samreen Zafar. Individual meetings for each Year 11 student giving independent and impartial Information, Advice & Guidance with follow up meetings for those who need additional support.<br><br>By the end of Year 11, all pupils should have: CV, covering letter and destination research. | | |

National Apprenticeship Week: February 2026. Apprenticeship providers invited to run stalls at lunchtime.

***Gatsby Benchmark 4: Linking Curriculum Learning to Careers**

All curriculum subjects have careers elements built into their schemes of work.