



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

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Introduction Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Summerfield Education Centre 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.

Summerfield Education Centre has an ongoing commitment to:

- Providing a planned programme of activities to which all students from Years 7 to 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, such as Section 19 Education Act (2011), January 2018 Statutory guidance: Careers strategy: making the most of everyone's skills and talents (December 2017), as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance
- Working in partnership with LifeReady Solihull to ensure all students access education, employment or training 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, recording and reporting achievement, citizenship, PSHE, equalities, abler learners, looked after children and SEND.

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 deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

INTENT

The careers programme is designed to meet the needs of the students at Summerfield Education Centre 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:

1. Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values

2. Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
3. Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at Summerfield Education Centre 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 in relation to SEND/PRUs:

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

The CEG 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 (Appendix 1).

IMPLEMENTATION

Implementation: Overall 'Management Responsibility' is held by the Middle Leaders the with oversight of INCLUSION, CEIAG, PSHE/SMSC and FE. They will work with a Senior Academic and Restorative Mentor with added responsibility for Careers who will plan, co-ordinate and evaluate the careers programme. They will also plan and implement work experience for Y11 pupils. Subject leaders and Academic and Restorative Mentors are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. And is prioritised through the School Improvement Plan

Implementation: Staffing - All staff contribute to CEIAG through their roles as subject teachers. The PSHE teacher at Key Stage 3 and 4 delivers specialist sessions and liaises with the Senior Academic and Restorative Mentor with responsibility for CEIAG and the administration team to address needs of all students, including support from teachers and external agencies, including the local IAG provider. Students will also be signposted to careers information in the local library.

Implementation: The Programme - The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including at least 1 week of work experience in key stage 4) and individual learning activities. Careers lessons are part of the school's PSHE programme. Other focused events, e.g. Internal Career Days provided at Key Stage 4 and Key Stage 3 and External Career Days at Key Stage 4. Work experience takes place at the end of Year 10 and students prepare for work experience in KS4 PSHE lessons. Students are actively

involved in the evaluation of activities including work experience through lessons and in verbal and written feedback.

All students receive at least one careers interview with the external Careers Advisor during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements particularly challenging. The Careers Advisor 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.

The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our careers education including PSHE and Career Days, allowing for current labour market information to feed in to these processes. In Year 11, pupils at risk of not being in education, employment or training post-16 are identified and have additional meetings with the Careers Advisor and the in-school Careers Co-ordinator (Academic and Restorative Mentor), after which appropriate interventions are agreed and implemented. The support is arranged 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 between education and the world of work.

Staff Development: Staff training is identified by a needs analysis and planned for in the School Development Plan.

External Partnerships Independent Careers Advice:

An annual partnership agreement is negotiated between the school and Life Ready Solihull who provide the external Careers Advisor.

Firm links have been established with a range of employers, particularly through the provision of work placements within applied courses; some KS4 pupils undertake work placements, integral to their courses. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors. In addition, employers visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with Further Education colleges, who will come into school to speak with pupils. Any provider wishing to request access should contact the Middle Leader with oversight of CEIAG in the first instance.

Resources: Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Middle Leaders with oversight of CEIAG are responsible for the effective deployment of resources.

Monitoring, review, evaluation and development of Careers:

Our partnerships are reviewed regularly. The following provision is reviewed by the Middle Leaders with oversight of CEIAG:

- Annual review of partnership activities
- Lesson and tutor observations within PSHE/SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the School Development Plan.
- Feedback on the effectiveness of the CEIAG programme is sought through student council and parent/carer 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.

IMPACT

- Gatsby Benchmarks improve to be higher than the national average.
- A reduction of pupils who are classified as NEET Post 16
- The improvement in pupils' aspirations and life chances

Appendix 1

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

As a pupil at Summerfield Education Centre, 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 all Key Stages you can expect ...

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations, to develop skills and qualities to improve your employability
- to develop enterprise skills, to be well prepared for different transitions
- help to develop financial capability skills, to develop and strengthen your personal presentation skills for selection processes and sign posting to relevant up-to-date and impartial sources of careers information and advice

Also, not to 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.
- Be able to access careers resources via the Library
- Be set targets and review progress through Parent/Carer Consultation Days.
- Receive careers information and on-going support from staff.
- Take part in events where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor

By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a PSHE and SMSC education programme, through Circle Time and through Career Days. • Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- 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 the Library and the Careers Departmental Website
- 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 Day, rewards assemblies, enterprise activities
- Be given the opportunity to take part in work experience