



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

<b>Date Agreed:</b> 22 <sup>nd</sup> January 2021	<b>Review Date:</b> 22 <sup>nd</sup> January 2022
<b>Chair of Management Committee:</b>	

## **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 choices, 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 Information Advice & Guidance (IAG) which is impartial, unbiased and is based on their individual 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 Life Ready 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. Within teaching and learning careers is embedded within every subject which is demonstrated through subject specific scheme of works. These can be located within the schools shared area.

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 individual needs of all 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 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 a destination, support from an appropriate agency or current and relevant advice.

CEIAG at Summerfield Education Centre aims to provide students with the skills, knowledge and understanding to support the three core aims of the CDI framework for careers, employability and enterprise education in relation to SEND/PRUs:

1. Developing yourself through careers, employability and enterprise
2. Education Learning about careers and the world of work.
3. Developing your career management and employability skills.

## IMPLEMENTATION

Overall Management Responsibility for careers is held by the Middle Leader with an oversight of Behaviour & Inclusion and CEIAG. She will work closely with a Senior Academic and Restorative Mentor who will have operational responsibilities for Careers which includes planning, co-ordinating and evaluating the careers programme. They will plan and implement work experience for Y11 students and hold school careers assemblies. Subject leaders and Academic and Restorative Mentors are consulted to ensure appropriate coverage of careers themes in the PSHE programme, and embedded in 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.

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 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 on relevant websites.

The Programme - The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning, including work place experiences in key stage 4 and individual learning activities. Careers workshops form part of Key stage assemblies. Students are actively involved in the evaluation of activities including work experience through written and verbal 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 Independent Careers Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination post Year 11 are given further support in groups or as individuals to provide the best possible guidance.

The Careers Lead/Senior ARM provides an important contribution to the planning, design and delivery of all aspects of our careers education and Career Days, allowing for current labour market information to feed in to these processes.

In Year 11, students at risk of becoming NEET are identified and have additional support in-school from the Careers Academic and Restorative Mentor, after which appropriate interventions are agreed and implemented. The support is arranged and implemented well before any students at this risk is due to leave the school.

Staff Development: Staff training is identified by a needs analysis and planned for in the School Development Plan. Termly CPD for staff takes pace with an external careers professional.

### **External Partnerships and Independent Careers Advice**

An annual partnership agreement is negotiated between the school and Life Ready Solihull to provide external careers support. Summerfield Education Centre also commission an external career advisor to offer independent advice and guidance at key stage transitions.

The Careers Lead at Summerfield is working closely with Life Ready Solihull to secure suitable work experiences and employer encounters to enhance student's careers provision and opportunities.

### **Resources:**

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 observations within lessons as part of School Self Evaluation
- Staff CPD
- Twice yearly careers newsletter to all parents offering the opportunity to feedback on the careers programme and inform future evaluation of the programme.
- 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' careers action plan to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through the compass report.
- During parents Careers Focus Sessions formalised feedback will be gathered on the Careers Board.

### IMPACT

- Gatsby Benchmarks at SEC prove to be higher than the national average. This is evidenced in the termly Compass report produced by 'The Careers and Enterprise company'
- A reduction of students who are classified as NEET Post 16
- Improved aspirations and life chances through an enhanced careers curriculum
- Students have awareness of further education opportunities locally and nationally through an ICA
- A whole school approach to careers

### Appendix 1

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

As a student 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
- Take part in activities which challenge stereotyping through PSHE or the careers action plan
- 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
- 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 internet
- Be set targets and review progress through the Careers Parent/Carer Consultation Days.
- Receive careers information and on-going support from staff
- Have the opportunity to meet with a qualified, independent and impartial careers guidance advisor

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

- Experience careers education through a range of programmed activities
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor

- Devise an action plan towards your career goals
- Take part in an enterprise activity
- Experienced employer interactions via organised events
- Given the opportunity to speak to representatives from various sectors of the world of work
- Developed financial capability skills
- Produced and reviewed a Curriculum Vitae
- 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 internet
- Be offered the opportunity to take part in taster days/sessions
- Visited or spoken to representatives of further or higher education institutions including universities
- Be offered experience and information covering the full range of technical and vocational courses and pathways, apprenticeships and have independent training advice from training providers
- Given the opportunity to take part in work experience