

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

## Uppingham Community College



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| Date Published                  | July 2020                                     |
| Next Review                     | July 2023                                     |
| UCC Governor Approval Committee | Education Committee                           |
| UCC Staff Role Responsible      | Clare Duffy – Assistant Principal for Careers |

## **1. School Vision**

Uppingham Community College seeks to maximise the life chances of all of our students and therefore it is crucial to prepare these young people for life beyond school and college. Giving young people the right advice and guidance to make informed decisions and choices about their lifestyle, education and future is more important than ever and contributes to raising aspirations, improving motivation and overcoming barriers to success.

We have high expectations for all of our students, including for our most vulnerable and those with special educational needs and disabilities, so that every student is challenged appropriately and acquires the knowledge, understanding, skills and attitudes for lifelong learning which are valued by employers. This will help every young person to realise their potential and enhance their employability and future career choices.

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

## **2. Policy Scope**

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages Three and Four.

The policy has been reviewed in line with the DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, October 2018). This policy accepts the eight Gatsby benchmarks as set out in the DfE guidance and school CEIAG provision is based around these benchmarks. These are summarised in Appendix 1 of this policy. This policy, when read alongside the UCC Provider Access Policy, complies with the school's legal obligations under Section 42A and B of the Education Act 1997 and the CEIAG Statutory Guidance 2018 Baker Clause, an amendment to the Technical and Further Education Act 2017. This policy covers the legal duty of schools to ensure that a range of education and training providers can access students in Year 7 to Year 11 for the purpose of informing students about approved technical education qualifications or apprenticeships. A copy of the Provider Access Policy can be found in Appendix 3.

All members of staff at Uppingham Community College are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of students; CEIAG is not the sole responsibility of the Careers Advisor. CEIAG CPD training is provided to staff on an ongoing basis to ensure those delivering sessions are fully equipped to do so successfully. All form tutors play an active role in CEIAG through the StartProfile online careers platform and the World of Work additional curriculum days. Our Careers Advisor is also Level 6 CEIAG qualified.

It is important that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

## **3. Objectives**

The objectives of the Careers Education, Information, Advice and Guidance policy are based around the Gatsby Benchmarks and are as follows:

- to ensure that all students at the school receive a stable careers programme

- to enable all students to learn from information provided by the career and labour market
- to offer an individual and personalised CEIAG programme which addresses the needs of each student
- to link the curriculum learning to careers learning
- to provide students with a series of encounters with employers and employees
- to provide students with experiences of workplace(s)
- to ensure that students have a series of encounters with further and higher education
- to provide each student with the opportunity to receive personal guidance

#### **4. School Responsibilities**

The school has a series of statutory duties:

- All registered pupils at the school must receive independent careers advice in Years 7 to 11
- This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
- This advice must cover a range of education or training options
- This guidance must be in the best interests of the pupil
- There must be an opportunity for education and training providers to access pupils in Year 7 – Year 11 in order to inform them about approved technical qualifications or apprenticeships. Cf. Section 6 of this policy
- The school must have a clear policy setting out the manner in which providers will be given access to pupils. Cf. Section 6 and Appendix 3. This policy and these arrangements must be published
- The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy cf. Section 3

Uppingham Community College believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities. All learners are provided with the same equal opportunities and diversity is celebrated as we try to discourage stereotypical attitudes.

The school will continuously monitor its CEIAG offer and its impact, seeking further improvement as needed. This will be carried out by the Careers Lead and any other personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school (e.g. School Improvement Partner or Ofsted).

A full and varied CEIAG programme is offered by the school – details of this can be found in Appendix 2. The current careers programme is delivered through a combination of methods for all year groups, including weekly Personal Development lessons, assemblies, presentations, careers open evenings, careers fairs, employer visits and work experience.

During their time at school students will:

- understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make
- find out about different courses, what qualifications they might need and what opportunities there might be
- develop the skills they may need for working life
- make realistic, but ambitious choices about courses and jobs
- be able to make effective applications for jobs, training and further and higher education
- develop interview skills
- improve confidence
- receive high quality information, advice and guidance by a fully qualified and experienced careers advisor

## **5. Governor Responsibilities**

The governing body will ensure that the School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is based on the eight Gatsby Benchmark and meeting the school's legal requirements.

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 11. There will be a member of the governing body who takes a strategic interest in CEIAG.

## **6. Partnerships and Provider Access**

The CEIAG programme is greatly enhanced through links with a number of partners who help us make the students' learning up to date and relevant. We constantly strive to expand and improve links with employers and other local providers. We work with many different partners, including qualified career professionals, employers and training providers, to make sure our young people receive information and guidance to understand the full range of options available to them. This involvement includes the provision of work experience placements, careers talks and workplace visits. Links are also maintained with various training providers supporting apprenticeships for those pupils considering that route as an alternative to further or higher education.

Parental involvement is encouraged at all stages. We recognise that parents/carers remain the biggest influencers on a young person's career choices and we offer parents help and guidance at critical stages in the students' time with us, for example in Year 9 with KS4 options decisions, Year 10 with Work Experience placements and Year 11 with 16+ choices. Parents also have the opportunity to contact the Careers Lead or Advisor.

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point

- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events
- to understand how to make applications for the full range of academic and technical courses

Appendix 3 (UCC Provider Access Policy) shows the way in which education and training providers should get in touch with the school in order to gain access to students and/or parents to inform them about further opportunities. The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities.

## **7. Monitoring, Evaluation and Review**

The Head teacher will ensure that the work of the Careers Advisor and CEIAG events are supported and monitored by a member of the Senior Leadership Team (the Careers Lead) who has an overview of CEIAG work. The CEIAG provision at Uppingham Community College is reviewed annually by the Careers Lead in conjunction with the Senior Leadership Team and the Governing Body. The Governors of Uppingham Community College will review this policy every three years.

The effectiveness of this policy and the careers programme will be measured in a variety of ways:

- learning walks
- students' resources and records stored in their StartProfile online lockers
- focus groups
- Compass+ data
- curriculum plans
- feedback from stakeholders through mechanisms such as student and parent surveys, event evaluations, work experience placements, etc.
- feedback from external visitors to the school such as the School Improvement Partner (SIP) or Ofsted
- annual analysis of Key Stage 4 post-16 destinations data to show both destinations and the number of students who are NEET in October having left the school in the previous summer. This figure can be compared to national figures as well as against the equivalent figure from similar schools both nationally and within the county.

## **8. Links with other policies**

This policy should be read in conjunction with the UCC Provider Access Policy.

Last review date: 01.07.20.

Person responsible: Clare Duffy Assistant Principal

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| <p><b>1. A stable careers programme</b></p>                         | <p>Every school 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"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and an appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school’s website so students, parents, teachers and employers can access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> <li>• Schools must give providers of technical education and apprenticeships the opportunity to talk to all pupils.</li> </ul> |
| <p><b>2. Learning from career and labour market information</b></p> | <p>All students and parents should have access to high-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"> <li>• By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to support to their children.</li> </ul>   |
| <p><b>3. Addressing the needs of each pupil</b></p>                 | <p>Students have different career guidance needs at different stages. Opportunities for advice and support should be tailored to each of these stages, with diversity and equality embedded in the school’s careers programme.</p>      | <ul style="list-style-type: none"> <li>• A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil and subsequent agreed decisions. All students should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each student on their education, training or employment destinations for at least three years after they leave school.</li> </ul>  |
| <p><b>4. Linking curriculum learning to careers</b></p>             | <p>All teachers link curriculum learning with careers.</p>  | <ul style="list-style-type: none"> <li>• Science, technology, engineering and mathematics (STEM) subject teachers highlight the relevance of STEM subjects for a wide range of future career paths.</li> <li>• By the age of 14, every students has had the opportunity to learn how the different STEM subjects help people to gain entry to a wide range of careers.</li> <li>• All subject teachers emphasise the importance of succeeding in English and maths.</li> </ul>  |
| <p><b>5. Encounters with employers and employees</b></p>            | <p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.</p>   | <ul style="list-style-type: none"> <li>• Students should participate in at least one meaningful encounter* with an employer every year between Years 7-13.</li> </ul> <p>*A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the</p>   |

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|  |  | <p>workplace.</p> <ul style="list-style-type: none"> <li>• Work with your regional Local enterprise Partnership (LEP) to make sure you are aligning to the strategic economic plan of the region.</li> </ul>  |
| <b>6. Experiences of workplaces</b>                    | <p>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.</p>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>   |
| <b>7. Encounters with further and higher education</b> | <p>All students should understand the full range of learning opportunities that are available to them. This includes academic and vocational routes and learning in schools, colleges, universities and the workplace.</p>   | <ul style="list-style-type: none"> <li>• By the age of 16, every pupil should have had a meaningful encounter* with a provider of the full range of learning opportunities.</li> <li>• 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.</li> <li>• *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</li> </ul> |
| <b>8. Personal guidance</b>                            | <p>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 pupils but should be timed to meet their individual needs.</p> | <ul style="list-style-type: none"> <li>• 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.</li> </ul>   |

|                | Autumn term  | Spring term   | Summer term  |
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| <b>Year 7</b>  | Careers Day<br>Individual StartProfile established and used throughout the year.   |   |  |
| <b>Year 8</b>  | Real Game – finance and careers experience day<br>Continued use throughout the year of individual StartProfiles.   | Careers Day   |  |
| <b>Year 9</b>  | Enterprise Day<br>Continued use throughout the year of individual StartProfiles.   | Careers week<br>Guidance interviews<br>Careers Day<br>KS4 options assemblies<br>KS4 Options evening   | Options advice   |
| <b>Year 10</b> | Careers week<br>Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan where needed.<br>Work Experience Preparation Day<br>Apprenticeship Show<br>Continued use throughout the year of individual StartProfiles. | Cadbury World business trip and lecture   | CV and writing a covering letter guidance<br>Work Experience placement – 2 weeks   |
| <b>Year 11</b> | Careers week<br>Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan.<br>World of Work Day<br>Post-16 evening<br>Apprenticeship Show<br>Details of post-16 opening evenings/days                               | Assemblies covering all possible post-16 options from a range of HE / FE / Apprenticeship / Technical providers.<br>Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan (with additional interviews for disadvantaged students if needed). | Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan.<br>Support with post-16 applications and interviews. |



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|  | shared.<br>Increased use throughout the year of individual StartProfiles. | Support with post-16 applications and interviews. |  |
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In addition to the above calendar of events the Careers provision also includes:

- year specific learning integrated into PDE curriculum
- employer events
- assemblies and talks which cover A levels, Applied General Qualifications (e.g., BTECs), technical/vocational qualifications, apprenticeships, traineeships and supported internships
- FE/University taster talks
- visits from local business leaders
- Careers Fair
- online Careers talks
- Careers display boards in each subject area highlighting career options and Labour market Information (LMI)
- Careers information and resources, including post-16 provider prospectuses, apprenticeship opportunities, LMI and career profiles, are located in a dedicated Careers area of the school library readily accessible to students every break and lunch.

# Provider Access Policy

## Uppingham Community College



**Approved by:** Governor Education Committee

**Date:** 11<sup>th</sup> May 2020

**Last reviewed on:** May 2020

**Next review due by:** May 2023

## 1. Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997 and the CEIAG Statutory Guidance 2018 Baker Clause, an amendment to the Technical and Further Education Act 2017.

## 2. Student entitlement

All pupils in years 8-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

## 3. Management of provider access requests

### Procedure

A provider wishing to request access should contact Clare Duffy, Assistant Principal and Careers Lead. Telephone: 01572 823631; Email: [duffy\\_c@ucc.rutland.sch.uk](mailto:duffy_c@ucc.rutland.sch.uk) We welcome support from the wider community and are always open for new opportunities for our students.

### Opportunities for access

A number of internal and external events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

|               | Autumn term  | Spring term | Summer term |
|---------------|--|-------------|-------------|
| <b>Year 7</b> | Careers Day<br>Individual StartProfile established and used throughout the year. |             |             |
| <b>Year 8</b> | Real Game – finance and careers experience day<br>Continued use                  | Careers Day |             |

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|                | throughout the year of individual StartProfiles.   |  |  |
| <b>Year 9</b>  | Enterprise Day<br>Continued use throughout the year of individual StartProfiles.   | Careers week<br>Guidance interviews<br>Careers Day<br>KS4 options assemblies<br>KS4 Options evening  | Options advice   |
| <b>Year 10</b> | Careers week<br>Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan where needed.<br>Work Experience Preparation Day<br>Apprenticeship Show<br>Continued use throughout the year of individual StartProfiles.   | Cadbury World business trip and lecture  | CV and writing a covering letter guidance<br>Work Experience placement – 2 weeks   |
| <b>Year 11</b> | Careers week<br>Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan.<br>World of Work Day<br>Post-16 evening<br>Apprenticeship Show<br>Details of post-16 opening evenings/days shared.<br>Increased use throughout the year of individual StartProfiles. | Assemblies covering all possible post-16 options from a range of HE / FE / Apprenticeship / Technical providers.<br>Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan (with additional interviews for disadvantaged students if needed).<br>Support with post-16 applications and interviews. | Guidance interviews with a level 6 qualified Careers Advisor resulting in a personalised action plan.<br>Support with post-16 applications and interviews. |

In addition to the above calendar of events the Careers provision also includes:

- year specific learning integrated into PDE curriculum
- employer events

- assemblies and talks which cover A levels, Applied General Qualifications (e.g., BTECs), technical/vocational qualifications, apprenticeships, traineeships and supported internships
- FE/University taster talks
- visits from local business leaders
- Careers Fair
- online Careers talks
- Careers display boards in each subject area highlighting career options and Labour market Information (LMI)
- Careers information and resources, including post-16 provider prospectuses, apprenticeship opportunities, LMI and career profiles, are located in a dedicated Careers area of the school library readily accessible to students every break and lunch.

Specific details of these events and when they are held during the year for both Key Stage 3 and 4 are available from Mrs Duffy who will also be able to advise you on the most suitable opportunity for you. The Careers Lead will grant requests for access from providers based on the best interests of the students and the overall requirements of the school's Career's programme at the time.

Under the school's safeguarding policy all visitors to the school will require photo ID when signing in. We also ask providers who will have the opportunity for regular contact with students to have a current DBS check in place. All visitors will be subject to reasonable supervision. Additionally, all visitors will be informed prior to the visit, and at the start of their visit, who to consult if they have a concern about a student. This will be in the first instance the DSL Paul Rhodes or the Deputy DSL Alison McFarlane.

#### **4. Premises and facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. 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 the Careers Resource Centre. All students have access to this information at lunch and break times as well as during their 1-1 guidance interviews.