

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



Formby High School
Determined To Achieve

Introduction

Careers education is statutory for 13 – 19 year olds in educational settings. Careers education, independent advice and guidance at Formby High School offers a range of dynamic opportunities for students. This enables students to grasp and develop an understanding of the responsibilities and experiences involved in their career pathways. A planned and progressive programme based on *Careers guidance and access for education and training providers* (DfE, January 2018) supports all students from Year 7 onwards. Students are enabled to investigate pathways that suit their personal interests and needs to sustain their future employability.

Aims

Formby High School aims to deliver a broad range of high quality CEIAG through outstanding teaching and inspirational experiences at school and beyond. Supporting, assisting and monitoring the achievement and understanding of the students' future career pathways through personal development is our highest priority.

Policy Statements

We believe that our students are entitled to a broad range of opportunities within and outside of the curriculum, which includes:

- Personalised Careers Education Information, Advice and Guidance (CEIAG) from Year 7 to Year 13.
- Using the Gatsby Benchmarks to improve careers provision now and meet them by the end of 2020.
- Beginning to offer every student encounters with employers – at least one each year from Year 7 to Year 13 – and meeting this in full by the end of 2020. Some of these encounters will be with STEM employers.
- Providing a range of training and education opportunities which assist with informing choices.
- Real life workplace experiences at Key Stages 4 and 5, practice interviews and regular engagement with a range of industrial and commercial sectors.
- Opportunities to access enhancement events such as careers fairs, 'Meet the Professionals', local and national events.
- An experienced in-house mentoring process and impartial careers advice.
- High quality post-18 guidance and support on a range of issues, including the university application process, Higher Apprenticeships and student finance.
- Opportunities for further and higher education visits.
- Access to relevant ICT resources that enhance and develop the choice process.
- The delivery of CEIAG as an integral element of the RESPECT (Personal, Social, Health and Economic Education) programme for students in Year 7 to Year 11.
- The publication of details of our careers programme for students and their parents.
- The publication of a policy statement setting out their arrangements for provider access and ensuring that it is followed.

In terms of the above, the school will prioritise its most vulnerable students (disadvantaged and Special Educational Needs and Disabilities (SEND) cohorts, and those at risk of being 'Not in Education, Employment or Training (NEET)) to ensure they receive access to high quality information, advice and guidance to support their post-16 and post-18 transition, and to raise aspirations.

All students have access to impartial careers advice and guidance and are provided with information about relevant post-16 and post-18 pathways, enabling them to make informed choices about their future. This guidance is personalised and includes information on any relevant pathways that differ to those offered by Formby High School, including apprenticeships and vocational routes.

Science, Technology, Engineering and Mathematics (STEM) industries and employment pathways are promoted through the curriculum and enrichment opportunities.

Enterprise will be promoted through the Careers curriculum and extra-curricular programme, providing students, where appropriate, with opportunities to develop enterprise and entrepreneurial skills.

Stereotypes, prejudice and discrimination associated with the workplace and career pathways are challenged and addressed through the CEIAG programme.

Opportunities through the curriculum and extra-curricular programme allow students to develop key employability and life skills that will serve them well when entering the workplace. Such skills and attributes include resilience, perseverance, independence, empathy and team work.

Students are encouraged to develop curiosity about the workplace and different career paths from an early age, and are given opportunities to research and explore careers through ICT resources, visiting speakers, careers fairs and work based learning.

Students leave Formby High School at aged 16 or 18 well prepared for the next stage of their life and having received excellent information, advice and guidance to enable them to make informed decision about their future education / career path.

Through the school's RESPECT programme, students develop financial literacy and learn about economic independence and well-being.

Roles and Responsibilities

The Headteacher and Senior Assistant Headteacher will:

- Have overall responsibility for the planning and organisation of the Careers curriculum, reporting to the Governing Body, and providing the strategic direction and development of the CEIAG curriculum.

The Careers Co-ordinator will:

- Keep up to date and review developments in CEIAG at both national and local level, ensuring development planning links to whole-school objectives.
- Ensure the school is working towards fulfilment of the Gatsby Benchmarks by 2020, with routine self-evaluation and monitoring of an annual action plan and review system.
- Work closely with the Senior Assistant Headteacher and Administration Team to plan and develop in-house careers events.
- Regularly monitor and review the schemes of work and lesson plans for all teachers, and support staff to ensure that all classes are taught the full requirements of the curriculum.
- Examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used and that planning leads to a broad and balanced curriculum which takes into account the needs of different students.

- Ensure that clear learning outcomes are identified in plans.
- Liaise with the school's independent careers advisers to ensure the one-to-one career conversation programme operates efficiently and successfully.
- Monitor the way in which resources are used to ensure efficient delivery of careers provision.
- Develop and facilitate partnerships with local and national professionals and higher education institutions to encourage students to gain a deeper insight into future careers, education and training.
- Support disadvantaged students in order to raise aspirations and offer bespoke information, advice and guidance, to ensure these students develop definite post-16 pathways.
- Identify students who are most at risk of being NEET and provide the necessary support and intervention.
- Monitor the post-16 and post-18 destinations of all students and liaise with the appropriate authorities, including the Local Authority through the September Guarantee.

The Curriculum Leaders and Subject Leaders will:

- Ensure that appropriate subject specific careers are signposted and used as exemplars within the planning of the curriculum and extra-curricular programme.
- Ensure opportunities to investigate and showcase subject specific careers are given when appropriate.

The Form Tutors/RESPECT teachers will:

- Plan and deliver lessons that meet the full requirements of the Careers curriculum.
- Ensure that clear learning outcomes are identified in plans and that students receive consistent and developmental feedback on their work.
- Use appropriate teaching strategies that take into account the needs of different students.
- Use resources effectively in order to deliver the aims of the Careers curriculum.
- Refer a student to the school's independent careers advisor where they feel it may be appropriate.
- Raise aspirations and interests amongst their tutees about different career paths and opportunities.

The Governing Body will:

- Monitor the implementation of this policy (primarily through the Link Governor for Careers Education) and annual review of the CEIAG programme for Formby High School.
- Ensure a member of the Governors has oversight of the Careers programme.
- Review the policy on a three-yearly basis.