



# **Careers, Education, Information, Advice & Guidance Policy**

Reviewed and Agreed by Carshalton Local Governing Body:

Spring 2023

Next Review:

Spring 2026

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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## **1. Statement of Intent**

All young people are entitled to a planned programme of activities to inform them and help them choose the pathways that are right for them. (Appendix 1 shows Statement of Entitlement.). CEIAG at Carshalton High School for Girls is delivered mainly within the tutor programme by tutors and is supported by Citizenship teachers. It is also integrated in the whole school curriculum. The programme is inclusive and differentiated to meet the needs of every student and to ensure every student leaves with a positive destination secured.

## **2. Aims & Objectives**

This policy is written taking into account key policies and statutory guidance including:

- Careers strategy: making the most of everyone's skills and talents (December 2017)
- Statutory guidance Careers guidance and access for education & training providers. (October 2018)
- Gatsby Benchmarks of Good Careers Guidance (2014 and relaunched 2016)
- CDI Framework for careers, employability and enterprise education March 2018
- Education Act (2011) and the subsequent Statutory Guidance above '
- Raising the Participation Age (Education and Skills Act 2011)
- The Career Development Institute (CDI) Code of Ethics
- Ofsted School Inspection Framework 2018/ Common Inspection Framework

The programme is co-ordinated by a non-teaching Careers Leader who also has responsibility for managing Work Experience, the widening participation programme and ensuring that students have impartial advice at post-14, post-16 and 18.

The aims of the CEIAG Policy support, and are in line with, the aims of other school policies:

- PSHE & Citizenship
- High Ability
- Equality & Diversity
- SEND
- Provider Access Policy

We have a statutory duty to provide independent careers guidance from year 8 to year 13 to support decisions post-16 (Gatsby Benchmark 8). We are committed to providing a comprehensive CEIAG programme to meet all the Gatsby Benchmarks.

## **3. Implementation & Resources**

The Careers Leader Lead manages the CEIAG programme, including Work Experience and widening participation programme and is responsible to the Deputy Headteacher (SLT). This area is supported by the link governor. The programme is delivered by the Careers Leader, tutors and is delivered as part of the Careers curriculum. SEND and Learning Inclusion Centre students are additionally supported by their department and the Careers Leader and programmes are tailored to their needs.

Impartial careers information is available in the Careers Centre. The Careers Leader is responsible for the budget and the allocation of resources.

There are also group sessions and 'drop in' from Year 7 – Year 13 with the Careers Leader. Students are made aware of the National Careers Service contact details and website in order that they can access additional independent advice. There is an emphasis on providing information on the range options, including apprenticeships and other vocational pathways.

The school is committed to providing impartial and independent careers guidance.

The school prides itself that each student will receive impartial advice within school not only from the Careers Leader but all staff as the needs of the individual is paramount. Students will receive a 'Moving On' interview in Year 8 for GCSE options and in Year 11 for post-16 options, with the Senior Leadership Team. Sixth form students receive an interview with Careers Leader as well as weekly drop in clinics.

Students and parents/carers have access to a wide range of information resources highlighting all pathways and routes including access to Alumni through the Careers Speaker programme and at the Careers Fair. All students have access to the bought in software programme UniFrog.

Labour Market Information is published on the school website. There is also access to events & activities offering contact with independent providers.

Students use UniFrog to manage their Careers journey recording all activities and interviews from year 7 to 13.

The CEIAG full programme is published on the school website and consists of:

- The whole curriculum: Subject co-ordinators and subject area teachers are encouraged to identify CEIAG/WRE links within their subject area and contribute to the delivery through their schemes of work and lessons in all key stages, in particular citizenship. Where appropriate, partners are invited to support the careers and work-related curriculum.
- Thematic Days: Designated immersion learning days in KS3, 4 and 5 are designed to provide CEIAG and WRE. Depending on the topic, the collapsed timetable days are delivered by appropriate partners and teachers.
- Tutorial programme: In KS3, KS4 and KS5, all tutors are actively involved in delivering the careers tutorial programme. This includes an introduction to careers, preparation and review of Work Experience, preparation for transition to post 16 and post 18 options.
- Timetabled fortnightly Careers lessons which are targeted sessions working towards key areas of careers education.
- Focussed events: other events at strategic times throughout the year are targeted at relevant students e.g. Careers Fair, university taster days, trips and visits where a range of partners provide advice and guidance.
- Parents events: such as parents' evenings, consultation evenings, academic tutoring days.
- Assemblies: targeted year group assemblies on specific themes such as post 16 options, work experience.
- work related curriculum and enterprise education include Careers Education and the opportunity to participate in work experience placements during Year 10 and Year 12.

The student entitlement is available on the school website and is highlighted to parents at Parents information evenings, posters are displayed in tutor rooms and is passed to providers before events.

#### **4. Staff CPD**

Staff development needs are identified through a skills audit and performance management reviews and the school endeavours to meet training needs. This includes supporting staff as they embed Careers in the Curriculum. These are met through in school session from various agencies. The Careers Leader, who holds a Certificate in Careers Leadership, attends annual CPD events including The National Careers Guidance Show.

CHSG is a member of the Careers Development Institute and is committed to their code of ethics including meeting their recommendations of 25 hours of CPD per year.

#### **5. Partnerships**

To ensure an effective career and work-related programme we continue to develop and maintain close links with a range of local, national and international employers, work-based education providers, colleges and universities. CHSG works in partnership with Aimhigher to deliver the Uni

Connect programme to eligible students, as well as a wide range of higher and further education providers. In addition, a wide range of organisation support our student in many ways including, workplace visits, college taster days, work experience, attendance at careers fairs and presentations.

Our Provider Access Policy available in the school website highlights our commitment for a range of education and training providers to access all students to inform them about technical educational qualifications and apprenticeships.

We are engaged with the Careers & Enterprise Company and a member of the Enterprise Network

#### **6. Monitoring, Review and Evaluation of the Programme**

- The CEIAG Development Plan and programme is monitored, reviewed using student forums, evaluated and amended where appropriate annually using the Career & Enterprise Company Compass tool.
- CEIAG is included in the Stakeholders voice survey.
- Student satisfaction surveys are collated after CEIAG events.
- The intended career learning outcomes are in line with National Framework and are assessed using assessment for learning techniques.
- Termly using the Compass tool to assess and maintain and develop an affective careers programme.

An annual Review is completed by Careers Manager, Link Governor and Deputy Headteacher.

## Appendix 1

### Work Related Learning, Careers Education and Information Advice and Guidance

#### Student Entitlement

At Carshalton High School for Girls students are entitled to receive a programme of work related and career related learning, careers information, advice and guidance designed to help understand themselves, know what opportunities are available and to make plans to help them achieve their education and career goals.

#### At all Key Stages students can expect:

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- help to develop your personal story of progress and success
- 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 be well prepared for different transitions
- 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
- help to develop your personal network of support and to be well prepared for different transitions
- help to develop personal budgeting skills and knowledge of financial aspects to career decisions
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice
- opportunity to individual appointment with a qualified, independent, impartial careers advisor at any time in your school journey
- to 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 and understanding of your individual skills, motivations, strengths and preferred learning styles
- identify different ways careers develop, different kinds of work and differences between business organisations and structures
- be able to access careers resources via the Careers Centre
- investigate choices and opportunities open to you in the worlds of education and work
- know how you can negotiate and make plans to develop your achievements, qualifications, skills and relevant experiences
- receive careers information and on-going support from staff such as your Tutor
- take part in the year 8 options event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4 and individual interviews between student, parent and SLT as part of the process.
- start to plan your future, setting targets and goals and recognise what can affect meeting them

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

- understand the qualities, attitudes and skills needed in the working world

- have been given the opportunity to speak to representatives from various sectors of the world of work
- understand the impact of how the world of work is changing and implications for your own career planning
- 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 LRC and career websites
- have visited or spoken to representatives of further or higher education institutions, such as universities
- have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities
- review targets and know strengths & weaknesses and learn how to overcome barriers
- be given the opportunity to take part in work experience
- investigate opportunities and interpret information to feel confident with their planned Post-16 options

**By the end of Key Stage 5:**

- develop a C.V. and other strategies to improve your success in selection processes
- develop employability skills and an understanding of work during work experience
- participate in an enrichment and tutorial programme focused on your personal development
- review and reflect on your earlier career and work-related learning activities and experiences and previous transitions to help you plan ahead
- investigate career pathways and university requirements to develop knowledge of post 18 options
- opportunity to set targets and review your progress and on-going support from your tutor and subject teachers
- recognise barriers to the achievement of your plans and know how to overcome them
- develop independent research skills
- have had the opportunity to meet university representatives
- have had the opportunity to meet apprenticeship providers
- have been given the opportunity to visit universities
- have been given the opportunity to volunteer or take part in work experience
- have received regular information, containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- understand the UCAS process and be able to research different universities and courses using online resources
- have information and support with financial planning for university, work and training
- have written a personal to be used for UCAS or other Post 18 applications.
- have been mentored through the university application process or supported with job or training applications
- have access to information on how to apply for internships, sponsorships or Gap Year placements
- have been given the opportunity to take part in enterprise and challenge activities

## Appendix 2

### Policy Statement

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes 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.

#### Student entitlement

Students in years 8-13 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 evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

#### Management of provider access requests

##### Procedure

We have a number of events integrated into the school careers programme and welcome requests from external providers to assist this.

A provider wishing to request access should contact Mrs D Phelps-Gardiner, Careers Manager to identify the most suitable opportunity for you.

Telephone: 0208 647 8294 Email: [dphelps-gardiner@carshaltongirls.org.uk](mailto:dphelps-gardiner@carshaltongirls.org.uk)