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CAREERS EDUCATION & GUIDANCE	Authorised by	GSC T&L
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A full version of this policy is available to staff from their subject team leader and in the staff room. For others, a copy can be obtained by writing to the Headteacher.

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Purpose, Values and Aims of Highfields School

Our Core Purpose

To be an inclusive, happy community that values every individual and inspires them to achieve their full potential.

Our Values

Inclusion, fairness and equality
Respect and tolerance
Celebration of achievement
Personal reflection, honesty and mutual trust
Care for our environment

Aims – to achieve our core purpose and values we aim to:

- Respect all students and staff as individuals
- Celebrate diversity and promote equality
- Provide appropriate levels of challenge
- Develop understanding and enjoyment of learning
- Support and encourage individuals to make a valuable contribution to society
- Be a reflective school seeking continuous improvement
- Play an active part in our community
- Nurture physical and emotional well being
- Promote a happy, safe and stable environment





1. Summary

- This policy outlines student entitlement to receive effective and appropriate careers education, advice, information and guidance.
- It describes how the CEAIG (careers education, advice, information and guidance) programme is delivered at Highfields School.
- Those responsible for delivering the policy are identified.

2. Purpose

To interpret legislation, directives and advice on careers education and guidance of students at Highfields School.

3. Scope

This document applies to all staff and visitors to the school.

4. Implementation

4.1 Introduction

The careers, education, advice, information and guidance framework at Highfields School reflects developments in the national context, namely:

- Department for Education Careers Strategy, 2017, including the eight 'Gatsby Benchmarks' for good careers guidance. (See Careers Guidance and Access for Education and Training Providers, October 2018)
- Careers Guidance and Inspiration in schools, 2015
- Non-Statutory Framework for Personal Social and Health Education, 2014
- The 13-19 Agenda
- Highfields School Team Improvement Plan

Our CEAIG programme supports and promotes these developments and the school's position on inclusion, diversity and equality. Carrying out the recommendations contained in "Careers Guidance and Inspiration in schools 2015" ensures that all students gain impartial CEIAG and prepares them for work, education and training. The government's careers strategy launched in December 2017 is designed to ensure that all young people receive high quality careers guidance. CEAIG has a high priority in preparing students for the opportunities and challenges of adult and working life. It is seen as playing an important motivational role for our students to maximise their academic and personal achievements at school. It reinforces our Equalities policy by ensuring equal access regardless of aptitude, ability, sex or ethnic background.

The government's careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The Eight Gatsby Benchmarks are based on national and international research. They define all the elements of an excellent careers education. Our careers programme meets many of the benchmarks and we are working towards fully meeting them by 2020. The benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student





4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with Further and Higher Education
8. Personal guidance

4.2 Entitlement

All students are entitled to receive unbiased careers education and guidance in order to make well informed and realistic choices about their future. All students will be made aware of opportunities in further and higher education and the world of work. All students will receive an entitlement statement at the beginning of each academic year, outlining a coherent and progressive programme. Students and their parents/carers are made aware of this entitlement through student workbooks and the school website.

5. Process

5.1 'The Baker Clause'

Access to college, technical and vocational information is impartial, with a wide range of training and further education providers presenting to all year 11 students in assemblies and through enrichment activities.

5.2 Programme delivery

Careers education and guidance is delivered to all students in years 7 to 13.

In Key Stages 3, it is delivered through PSHE & citizenship / learn to learn lessons (1 X 50 minute lesson per week, alongside the teaching of personal development, relationships, drugs and health education and financial education), tutor time (5 X 20 minutes per week) and 'off timetable' events such as enterprise days. At KS4 students will compose a CV and will be involved in a mock interview day.

In years 12 and 13, CEG is delivered through tutor time and enrichment sessions/days.

There is a written scheme of work for students in years 7 -9 around the themes of self-development, career exploration and career management, derived from the National Framework. In year 9, students take part in an Enterprise Day, and in year 10, Health Day and work experience preparation day. All students in year 10 spend two weeks on work experience placement. Year 12 students are involved in understanding industry, higher education awareness days and enterprise activities including young enterprise. Students also have the opportunity to participate the Duke of Edinburgh Award Scheme and work experience placements.

A post-16 options event is run in the autumn term and this is attended by external providers, including FE colleges, training providers and employers.

Students are guided by the form tutors and subject teachers, their Head of Year, the Careers Leader / Co-ordinator and by the Independent Careers Advisor. From year 9 onwards students can refer themselves for a careers guidance interview with the Careers Advisor. It is now the school's responsibility to provide independent and impartial careers guidance for students from years 8-13. Students are encouraged to





set targets and action plan through their individual learning plans and use careers programmes to relate career planning to their learning. Year 12 and 13 students produce their UCAS applications. Career planning is essential to learning and is consolidated during review days and parents' evenings. Mentoring is provided for students who will benefit from that support, including those on extended work experience.

All students have access to the Careers Resource Centre in the main library in lessons and in lunchtime. The Resource Centre is maintained by the Careers Leader and the Librarian. Access to ICT is available in the main library and in ICT suites where students are signposted to careers and life style information as well as being able to access Start Careers Programme and JED. The VLE has up to date careers information and all vacancies are advertised in the newsletter and on the web site under 'students-work experience and careers'

(<http://www.highfields.derbyshire.sch.uk/careers.html>)

The assessment, recording and reporting of students' careers education follows school policy. Work is marked and formative comments are made for individuals, homework is set in accordance with school policy.

5.3 Cross-curricular links

Careers education, advice, information and guidance is managed by the PSHE department, which also manages work related learning, enterprise and financial capability, and PSHE and citizenship. Careers threads and themes are taken forward where appropriate in other subjects of the curriculum. All staff have opportunities for staff development in this area in line with school policy.

The CEAIG policy is linked to the following policies:

- Personal, social and health education policy
- Citizenship policy
- Learning support policy
- Staff development policy
- Equal opportunities policy
- Work related learning policy
- School Improvement Plan
- Recording achievement
- Evaluation policy

5.4 Learner needs and differentiation

Individual needs are identified by a range of individuals including Heads of Year, SENCO, tutors, Teaching Assistants and careers advisors. Needs are identified through informal and formal process, including transition plans, meetings with tutors and Heads of Year, multi-agency meetings. Risk and Need Indicators for example, Pupil Premium and the Risk of Not in Education, Employment or Training (NEET) Indicators (RONI) list are seen as a priority to avoid potential NEET. Students with Education Health Care Plans (EHCPs) must have a 'moving into adulthood' interview and a meeting with a MAT representative. MAT workers attend the annual reviews of all students with EHCPs from year 9 upwards. Annual review meetings include reference to planning for next stages. The school offers a variety of methods in order





to respond to individuals learning styles. In CEG lessons students with additional needs are supported by a Teaching Assistant. This is enhanced by extra sessions in the Learning Support department.

5.5 Resources

The PSHE department has a budget allocated by the school but can also access other funding to provide activities such as the enterprise and health days. Staff are encouraged to identify in their individual training needs, they can contact the Careers Leader or a professional development coordinator directly. The Careers Leader holds the Diploma in Careers Education and co-ordinates professional development of the PSHE team. PSHE meetings are also held regularly.

5.6 Programme evaluation

The school uses a range of assessment, review and evaluation procedures including accreditation via the Prince's Trust XL Club.

Validation of lessons occurs on completion of end of module sheets, student questionnaires, marking students work. Students' performance on work experience is monitored and reported on by teachers visiting, and placement providers on the work experience report form. The student entitlements will be reviewed at each transition point. Tutors are asked to comment on provision, as are other deliverers. Feedback from students and tutors informs future developments. The policy and CEIAG provision is reviewed by the Careers Leader, and independent careers advisor (employed by Ideas 4 Careers) for careers provision. Termly reviews ensure that both parties are meeting their commitments. Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader and Careers Advisor who attend parents' evenings.

6. Review Process

Each policy is reviewed by the lead person, Senior Leadership Group and the relevant Governors' Sub-Committee for approval before being presented to Full Governors for ratification.

7. Responsibilities

7.1 The Governors have responsibility for:

- Ensuring that this policy is in place, is continually monitored and reviewed periodically.
- Encouraging, supporting and acclaiming good practice.
- Ensuring that any complaints arising from the operation of this policy are dealt with in accordance with the school's Complaints policy.

7.2 The Headteacher is responsible for:

- Implementing this policy as required.
- Ensuring staff are aware of their responsibilities within this policy, eliciting their support for it and allowing them an opportunity to comment on its effectiveness.
- Monitoring the implementation of this policy and reporting to governors,





periodically, on these matters.

- Providing any relevant training for those with responsibilities in this policy
- Encouraging, supporting and acclaiming good practice.

7.3 The Assistant Head is responsible for:

Line-managing the Coordinator for CEIAG.

7.4 The Careers Leader / Coordinator for CEIAG is responsible for:

- Producing and updating the careers education scheme of work, lesson plans and resources
- Providing in-service training for all staff delivering careers education elements of PSHE&C.
- Liaising with the coordinators of PSHE and Citizenship in the planning and review of the CEIAG programme.
- Liaising with support agencies, including the Careers Advisor employed by Ideas 4 Careers who work with the school.
- Liaising with Enterprise advisors
- Managing the Careers resource centre and liaising with the school librarian.
- Annually reviewing with the careers service offered.
- Identifying the needs of students for career guidance and making appropriate referrals.
- Identifying the needs of students for career guidance and making appropriate referrals.

7.5 The Head of Sixth Form is responsible for:

Careers education and guidance for KS5.

7.6 All staff are responsible for:

- Acting according to their responsibilities within this policy.
- Undergoing relevant training at the direction of the Headteacher.

8. Monitoring, evaluation and Policy review

We will collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. The policy will be reviewed at least every three years by the Governors' Teaching & Learning sub-committee.

9. Associated Documents

8.1 Associated Policies

Equalities, Teaching & Learning, Curriculum

8.2 Appendices

D2N2 Employability Framework – Action Plan





D2N2 Employability Framework – Action Plan

Utilising the information in the self-assessment and self-evaluation process the following actions have been identified to be taken throughout academic year 2018/19:

Gatsby benchmarks:

- G1 - Stable Careers Programme
- G2 - Local Labour Market Information and Careers Information
- G3 - Addressing needs of students
- G4 - Linking curriculum learning to careers
- G5 - Encounters with Employers and Employees
- G6 - Experiences of workplaces
- G7 - Encounters with Further and Higher Education
- G8 - Personal Guidance

Year Group	Activity	Employability Framework Goal(s) being supported	Number of students	Cost implication
Year 7	Careers module supported by the careers programme JED. Parental involvement delivering sessions on their jobs. Enterprise Activities - the magazine project and the boat project. Chesterfield College input - raising aspirations.	G1, G2, G3,G4,G5,	Whole year group	Minimal
Year 8	Careers module supported by the computer programme JED. Parental involvement delivering sessions on their jobs. Employer links - MVIS project. Chesterfield College input - raising aspirations.	G1, G2, G3,G4,G5	Whole year group	Minimal
Year 9	Careers module complimented by the online careers programme START. To start building a careers profile. Chesterfield College delivery on Apprenticeships. Sally Power delivery on "Expectations and LMI" MVIS Enterprise project. Enterprise/Industry Day involving local employers. Year 9 options evening with the careers advisor present. Summer term targeted individual careers interviews.	G1,G2,G3,G4,G5,G7, G8,	Whole year group	£300





Year Group	Activity	Employability Framework Goal(s) being supported	Number of students	Cost implication
Year 10	<p>Work Experience day - CV writing, letter of application, work experience expectations, health and safety, Interviewing employers workshop. Work experience for two weeks. De-brief and evaluation of the programme from both staff, employers and students.</p> <p>Summer term targeted individual careers interviews.</p> <p>STEM opportunities.</p>	G1-G8	Whole year group	Cost of Health & Safety Checks and Data Base.
Year 11	<p>CV compilation using Careers on-line programme, START, during form time. Individual careers interviews, plus follow up interviews. Evaluation sheet completed after the interview.</p> <p>Assemblies from the local college and Apprenticeship providers.</p> <p>Apprenticeship lunch time drop in sessions.</p> <p>Apprenticeship workshops focussed on students who are interested in applying for an apprenticeship.</p> <p>Sixth form "Open Evening"</p> <p>Mock Interviews. Review sheets completed for the student. Student feedback gathered.</p> <p>Apprenticeship lunch time drop in sessions.</p> <p>Year 11 parents' evening with the local Colleges, Apprenticeship providers and careers advisor.</p> <p>Evaluation of IAG is drawn from the NEET figures, and destinations of our students.</p> <p>The school webpage has a careers section advertising relevant websites, open days and apprenticeships.</p> <p>Communication of careers via the Newsletter.</p> <p>STEM opportunities.</p> <p>Attend IAG meetings with other Peak 11 Schools.</p>	G1-G8	Whole year group.	

