



## CAREERS EDUCATION & GUIDANCE

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### Contents

Purpose, Values and Aims of Highfields School.....	2
1. Summary .....	3
2. Purpose .....	3
3. Scope.....	3
4. Implementation .....	3
4.1 Introduction.....	3
4.2 Entitlement.....	4
5. Process.....	4
5.1 'The Baker Clause'.....	4
5.2 Programme delivery.....	4
5.3 Cross-curricular links .....	5
5.4 Learner needs and differentiation.....	5
5.5 Resources .....	5
5.6 Programme evaluation.....	5
6. Review Process .....	6
7. Responsibilities .....	6
7.1 The Governors have responsibility for:.....	6
7.2 The Headteacher is responsible for: .....	6
7.3 The Assistant Head is responsible for: .....	6
7.4 The Careers Lead for CEIAG is responsible for:.....	6
7.5 The Head of Sixth Form is responsible for: .....	6
7.6 All staff are responsible for:.....	6
8. Monitoring, evaluation and Policy review.....	6
9. Associated Documents .....	7
8.1 Associated Policies.....	7
8.2 Appendices.....	7

## 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. 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.

## **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 lessons (1 X 50 minute lesson per week, alongside the teaching of personal development, relationships, drugs and health education and financial education), and 'off timetable' events such as enterprise days. At KS4, Y10 and Y11 students are taught through lessons (1 X 50 minute lesson per fortnight). Year 10 will also be involved in work experience. Year 11 students will be involved in a mock interview day.

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

Year 12 students are involved in understanding industry, higher education awareness days and have the opportunity to participate in work experience. Students also have the opportunity to participate the Duke of Edinburgh Award Scheme as an extra-curricular activity.

Highfields school aims, where possible, to run a careers event in which local employers attend.

Students are guided in option choices and post 16 routes by the form tutors and subject teachers, their Head of Year, the Careers Lead and by the Independent Careers Advisor. In Y11 all students receive a careers guidance interview with the Careers Advisor. It is the school's responsibility to provide independent and impartial careers guidance for students from years 7-13. 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. Many year 12 and 13 students produce their UCAS applications.

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'  
<https://www.highfields.derbyshire.sch.uk/students/work-experience-careers/>

### **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. Annual review meetings include reference to planning for next stages. Any students that are LAC or have an EHCP are given priority careers interviews in conjunction with the SENCO.

### **5.5 Resources**

The PSHE department has a budget allocated by the school.

### **5.6 Programme evaluation**

The school uses a range of assessment, review and evaluation procedures.

Learning in careers units will be monitored through low stakes teacher assessment and discussion. Students' performance on work experience is monitored and reported on by teachers visiting, and placement providers on the work experience report form.

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 Lead, and independent careers advisor (employed by Ideas 4 Careers) for careers provision. Regular reviews ensure that both parties are fulfilling their commitments. **Parents are welcome to give feedback on any aspect of the CEIAG**

programme to the Careers Lead.

## 6. Review Process

Each policy is reviewed by the lead person and senior leadership team before being presented for approval to Highfields Governing Board.

## 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 Lead 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
- Annually reviewing with the careers service offered.

### 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 Careers Lead for CEIAG and senior leadership team.

## 9. Associated Documents

### 8.1 **Associated Policies**

Equalities, Teaching & Learning, Curriculum

### 8.2 **Appendices**

D2N2 Employability Framework – Action Plan

## D2N2 Employability Framework – Action Plan

Each year, the careers lead will plan a series of work related activities to be followed throughout the academic year.

Utilising the information in the self-assessment and self-evaluation process the following actions have been identified to be taken throughout academic year 2022-23.

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 lessons delivered by DWP	G1, G2, G3,G4,G5,	Whole year group	Minimal
Year 8	Careers lessons delivered by DWP	G1, G2, G3,G4,G5	Whole year group	Minimal
Year 9	Careers module complimented by the online service Unifrog. To start building a careers profile. Enterprise/Industry Day involving employers (or resources created and delivered by staff if appropriate). Year 9 options evening with the careers advisor present. Careers delivery by VolkerRail and Tarmac.	G1,G2,G3,G4,G5,G7	Whole year group	Minimal
Year 10	Work experience expectations, health and safety (within curriculum). Work experience for one week. Evaluation of the programme from both employers and students. Summer term targeted individual careers interviews. PSHE lessons integrated into Y10 Curriculum	G1-G8	Whole year group	Cost of Health & Safety Checks and Unifrog placements tool.



Year 11	<p>CV compilation in PSHE lessons.  Individual careers interviews, plus follow up interviews if required.  Written report from Careers Advisor following the interview shared with parents.  Assemblies from the local college and Apprenticeship providers.  Apprenticeship workshops focussed on students who are interested in applying for an apprenticeship. (can be organised by other departments I.e Science)  Sixth form "Open Evening"  Mock Interviews. Review sheets completed for the student. Student feedback gathered. (local employers invited in to assist)  Application lunch time drop in sessions.  Evaluation of IAG is drawn from the NEET figures, and destinations of our students.  The school webpage has a careers section advertising relevant websites, open days and apprenticeships.  Communication of careers via the Newsletter.  STEM opportunities.</p>	G1-G8	Whole year group.	<p>Ideas 4  Careers contract</p>
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