



CAREERS EDUCATION & GUIDANCE	Revision No	9
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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. 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. Student entitlement is made known to students through their timetabled PSHE lessons and assemblies, and is also detailed throughout this policy and on our website.

5. Process

5.1 Provider Access Legislation

Access to college, technical and vocational information is impartial, with a wide range of training and further education providers presenting to all students in assemblies and through enrichment activities. Our Provider Access Policy is appendix 1.

5.2 Programme delivery

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

In Key Stage 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 through 'off timetable' events such as enterprise days. At Key Stage 4 students are taught through lessons (1 X 50 minute lesson per fortnight). Year 10 will also be involved in work experience and 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 and 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:

- RSE & Health & Mental Wellbeing Policy
- PSHE & Citizenship policy
- SEND Policy
- Staff development policy
- Equalities 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. 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.

Feedback questionnaires are sent out to all key stakeholders end of each year to evaluate programme. This includes to staff involved in programme delivery, students, parents and external providers.

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 The Cover and Careers Manager is responsible for:

- Oversee work experience placements working to ensure that safeguarding and H&S checks are robust
- Manage careers events ensuring that invitations, arrangements and reviews are undertaken effectively
- Lead on quality assurance and monitoring visits to work experience by school staff
- Attend regular team meetings where careers and work experience are planned

7.7 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

- Appendix 1: Provider access statement
- Appendix 2: Updated Careers programme from September 2024

Appendix 1

Highfields School: Provider Access Statement

(Policy includes: The Department of Education, July 2021: “Baker Clause” and the Provider Access Legislation, January 2023)

Ownership: Highfields School (East Midlands Educational Trust)

Date updated: September 2024

Rationale

High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.

As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.

Commitment

Highfields School is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. Highfields School is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.

Highfields School endeavours to ensure that all students are aware of all routes to higher skills and are able to access information on technical options and apprenticeships (The Department of Education, July 2021: “Baker Clause”: supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Aims

Highfields School policy for Access to other education and training providers has the following aims:

- To develop the knowledge and awareness of our students of all career pathways available to them, including technical qualifications and apprenticeships.
- To support young people to be able to learn more about opportunities for education and training outside of school before making crucial choices about their future options.
- To reduce drop out from courses and avoid the risk of students becoming NEET (Young people not in education, employment or training).

Student Entitlement

Highfields School fully supports the statutory requirement for students to have direct access to other providers of further education training, technical training and apprenticeships. The school will comply with the new legal requirement to put on at least six encounters with providers of approved technical education qualifications or apprenticeships. This will be done through assemblies during National Apprenticeship Week and National Careers Week, in addition to providers attending careers events at school (e.g. careers fairs) & leading sessions during students PSHE lessons.

Development

This policy has been developed and is reviewed annually by the Careers Leader and Line Manager (Assistant Headteacher) based on current good practice guidelines by the Department for Education.

Links with other policies

It supports and is underpinned by key school policies including those for Careers, Child Protection, Equality and Diversity, and SEND.

Equality and Diversity

Access to other providers is available and promoted to allow all students to access information about other providers of further education and apprenticeships. Highfields School is committed to encouraging all students to make decisions about their future based on impartial information.

Requests for access

Requests for access should be directed to the careers lead in school. They may be contacted by telephone or email at: Careers@highfields.derbyshire.sch.uk / Tel: 01629 581888

Grounds for granting requests for access

Access will be given for providers to attend during school assemblies, timetabled PSHE lessons, and other Careers or Raising Aspirations events that Highfields School is arranging. Students may also travel to visit another provider as part of the trip to be organised in partnership with Highfields school.

Details of premises or facilities to be provided to a person who is given access

Highfields School will provide an appropriate room or assembly hall to be agreed. All rooms have computers, projectors and screens provided. Computer rooms can also be arranged. The Careers Leader, Careers Manager or Careers Adviser will organise this, working closely with the provider to ensure the facilities are appropriate to the audience. Appropriate safeguarding checks will be carried out. Providers will be met and supervised by a member of the Careers Team who will facilitate.

Live/Virtual encounters

Highfields school will consider live online encounters with providers where requested, and these may be broadcast into classrooms or the school assembly hall. Technology checks in advance will be required to ensure compatibility of systems.

Parents and Carers

Parental involvement is encouraged, and parents may be invited to attend the events to meet the providers.

Management

The Careers Leader coordinates all provider requests and is responsible to their senior management line manager.

Monitoring review and evaluation

The Policy is monitored and evaluated annually via the careers lead and senior leadership team before being presented for approval to Highfields Governing Board.

Policy Reviewed: September 2024

Appendix:

Providers that have been invited into Highfields School at present include:

University of Sheffield

Sheffield Hallam University

University of Derby

Derby College

Chesterfield College

Learning Curve Group

Rolls Royce Apprenticeships

Juniper Training

Destinations of previous students at Highfields School include:

Chesterfield College

Derby College

Confetti Institute of Creative Technologies

Buxton College

Royal Air Force

Appendix 2

Highfields School – Careers Programme from 2024-25

Gatsby benchmarks underpinning our careers programme:

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	Interaction	Gatsby Benchmark link
7	<ul style="list-style-type: none"> • Department for Work and Pensions (DWP) session delivered. Session focus: Introduction to careers & exploring the local labour market • Careers Fair – All students have the opportunity to attend evening session to speak with further education providers & employers • At least x1 employer led Assembly introducing students to their industry & different types of job roles that they employ in their area. • RISE Project to support targeted children in raising their aspirations and developing their skillset • Careers week activity in lessons • Introduction to Unifrog – Database in which all students careers interactions throughout their school journey are tracked and evidenced, amongst many other benefits (Labour market explored, key skills etc). 	<p>G1, G2, G3, G4, G5</p> <p>G7 (Those that choose to attend the careers fair)</p>
8	<ul style="list-style-type: none"> • Department for Work and Pensions (DWP) session delivered. Session focus: Introduction to basic aspects of running a business and opportunity to design their own business • Careers Fair – All students have the opportunity to attend evening session to speak with further education providers & employers 	<p>G1, G2, G3, G4, G5, G7</p>

	<ul style="list-style-type: none"> • At least x1 employer led Assembly introducing students to their industry & different types of job roles that they employ in their area. • At least x1 further education provider (Apprenticeships, Colleges, Universities etc) led Assembly introducing students to the courses they offer & where that can take them in the future • RISE Project to support targeted children in raising their aspirations and developing their skillset • Careers specific lessons included within the PSHE curriculum • Careers week activity in lessons • Re-visiting Unifrog during the year in PSHE lessons. 	
9	<ul style="list-style-type: none"> • Enterprise day project (off-timetable day) involving a series of sessions developing understanding of key aspects of a business & then designing & presenting their own business idea in groups • Independant 1-on-1 careers advice & discussion with ideas4careers • Y9 options evening with careers advisor present • Careers Fair – All students have the opportunity to attend evening session to speak with further education providers & employers • Careers module within PSHE lessons to support with options choices and long term aspirations, involving Unifrog. • At least x1 employer led Assembly introducing students to their industry & different types of job roles that they employ in their area. • At least x1 further education provider (Apprenticeships, Colleges, Universities etc) led Assembly introducing students to the courses they offer & where that can take them in the future • Careers week activity in lessons 	G1, G2, G3, G4, G5, G7, G8
10	<ul style="list-style-type: none"> • Work experience for duration of 1 week, including preparation sessions prior and evaluations afterwards • Independant 1-on-1 careers advice & discussion with ideas4careers 	G1 - G8

	<ul style="list-style-type: none"> • Careers Fair – All students will attend day time session during school day to speak with further education providers & employers • Careers specific lessons included within the PSHE curriculum, involving Unifrog. • At least x1 employer led Assembly introducing students to their industry & different types of job roles that they employ in their area. • At least x1 further education provider (Apprenticeships, Colleges, Universities etc) led Assembly introducing students to the courses they offer & where that can take them in the future • Careers week activity in lessons 	
11	<ul style="list-style-type: none"> • Mock interviews with local employers incl CV & interview prep during PSHE timetabled lessons. Verbal and written feedback given by employers for students to take away. • Independant 1-on-1 careers advice & discussion with ideas4careers (Priority groups seen first, and follow up meetings arranged if required) • Careers specific lessons within PSHE curriculum, involving Unifrog. Sessions include CV building. • Employer led Assembly introducing students to their industry & different types of job roles that they employ in their area. • At least x1 further education provider (Apprenticeships, Colleges, Universities etc) led Assembly introducing students to the courses they offer & where that can take them in the future • 6th form open evening for those students interested in this route • Apprenticeship workshops organised for students who are interested in this route. These may be arranged through PSHE lessons, or by specific departments eg. Science • School webpage constantly updated throughout the year on ‘Work experience & Careers’ page for students/parents to keep an eye on current opportunities out there. • Careers week activity in lessons 	G1, G2, G3, G4, G5, G7, G8
12	<ul style="list-style-type: none"> • Information provided on the full range of 18+ options 	G1 - G8

	<ul style="list-style-type: none"> • Careers Fair – All students will attend day time session to talk to employers and further education providers • Higher education talks led by 6th form team • Opportunities to visit a local University • An introduction to the UCAS process and starting an application • Be made aware of opportunities to visit institutions and open days • Opportunity to attend careers information talks at school led by external providers • Information and support about how to apply for apprenticeships and jobs • Unifrog used to support with CVs, local labour market research and courses • Work experience for duration of 1 week • Gap year talk led by external provider • Opportunities provided for students interested in specific fields to have talks with 18+ providers eg. Geology • Opportunity to receive independant careers advice from ideas4careers upon organising an appointment 	
13	<ul style="list-style-type: none"> • More specific information on the full range of 18+ options • Help and support with UCAS applications and personal statements • Higher education talks led by 6th form team • Opportunities to visit a local university • Be made aware of opportunities to attend open days at various 18+ options • Information and support about how to apply for apprenticeships and jobs • Sheffield City Council apprenticeship event for students that are interested in this 18+ route • Unifrog used to support with CVs, local labour market research and courses • Gap year talk led by external provider • Opportunities provided for students interested in specific fields to have talks with 18+ providers eg. Geology • Opportunity to receive independant careers advice from ideas4careers upon organising an appointment 	G1, G2, G3, G4, G5, G7, G8

	<ul style="list-style-type: none">• Careers Fair – All students have the opportunity to attend evening session to speak with further education providers & employers	
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