

HANLEY CASTLE HIGH SCHOOL



CEIAG POLICY

MAY 2020

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1 Statement of intent

The main aims of careers provision at Hanley Castle High School are to:

- Prepare students for life after Hanley Castle
- To support students in choosing the most appropriate pathway for them at various stages of their education including Y8 Options, post 16 next steps and post 18 next steps
- Develop an understanding of different career paths and challenge stereotypes
- Develop an understanding of the differences between school and work
- Inspire students to chase and achieve their dreams
- Help students to access information on the full range of post-16 and post-18 education and training opportunities
- Offer targeted support for vulnerable and disadvantaged young people
- Instil a healthy attitude towards work

2 Legal framework

This policy has due regard to legislation and statutory guidance, including, but not limited to, the following:

- DfE (2023) 'Careers guidance and access for education and training providers'
- Education Act 1997
- Education and Skills Act 2008
- Apprenticeships, Skills, Children and Learning Act 2009
- Equality Act 2010
- Children and Families Act 2014
- Technical and Further Education Act 2017
- The School Information (England) (Amendment) Regulations 2018

This policy operates in conjunction with the following school policies:

- HUET Complaints Policy
- Careers Programme and Provider Access Policy
- Data Protection Policy
- Child Protection and Safeguarding Policy

3 Roles and responsibilities

3.1 The Governing Body is responsible for:

- Ensuring that all registered students are provided with independent careers guidance from Year 7 to Year 13

- Ensuring that arrangements are in place to allow a range of education and training providers to access all students and inform them about approved technical education qualifications and apprenticeships. A policy statement will set out these arrangements
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option
- Ensuring that the guidance includes information on a range of education or training options, including apprenticeships and technical education routes
- Ensuring that the guidance that is provided promotes the best interests of students
- Ensuring this policy does not discriminate on any grounds
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy
- Providing clear advice and guidance to the Headteacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements

3.2 Our Careers Leader is responsible for:

- Managing the provision of careers education, information advice and guidance.
- Taking responsibility for the development, management and reporting of the school's careers programme
- Planning careers activities, managing the careers budget and, where necessary, managing and coordinating other staff involved in the delivery of careers guidance
- Liaising with the Assistant Headteacher (Post-16 studies) to implement and maintain effective careers guidance
- Liaising with the PSHE Leader and other subject leaders to plan careers education in the curriculum.
- Liaising with Heads of Key Stages, tutors, SENDCO, Assistant SENDCO and Assistant Headteacher (Post-16 Studies) to identify students needing guidance
- Establishing and developing links with employers, education and training providers, and careers organisations
- Providing students with effective careers guidance and supporting social mobility by improving opportunities for all young people
- Supporting teachers and tutors providing initial information and advice
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG)
- Preparing and implementing a development plan for CEIAG
- Reviewing and evaluating the programme of CEIAG
- Leading the training of school staff to promote careers guidance to their students
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks
- Publishing details of the school's careers programme and a policy statement on provider access on its website
- Engaging with the designated staff member for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

- Working closely with the SENDCO and Assistant SENDCO to identify the guidance needs of students with SEND

3.3 Our Careers Adviser is responsible for:

- Providing a thorough, personalised career service throughout the school
- Staying up-to-date with relevant CPD and developments in the CEIAG sector
- Producing careers information and guidance through online and hard copy literature, and visual displays in school
- Arranging student careers advice and guidance meetings
- Organising workshops for students and actively promoting the careers service in-house at school events
- Developing incentives and initiatives which actively encourage students to sign up to the school's career service
- Providing an open-door service for students to drop in and discuss their options
- Arranging meetings and follow-up appointments with students who are interested in the careers service
- Co-ordinating with the designated staff member for LAC and previously LAC to ensure they know which students are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice

3.4 Teaching staff are responsible for:

- Including opportunities for careers education and exploration within lessons
- Heads of Faculties to support linking of curriculum to careers and focus weeks as detailed on the school calendar
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan
- Promoting careers guidance in the classroom through visual aids
- Creating a learning environment that allows and encourages students to develop skills that can be applied to the workplace

4 Developing a stable careers programme

4.1 The school will have its own careers programme in place which aims to meet the requirements of the eight Gatsby Benchmarks:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each student
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

The programme will be reviewed termly against the benchmarks to ensure it remains on target.

Regular feedback from students, parents, teachers, governors and employers will be invited. Feedback will be used to contribute to the development of the school's careers programme to ensure it meets the needs of all students.

4.2 A Careers Leader will be appointed to ensure the leadership and coordination of a high-quality careers programme. The Careers Leader will be recruited alongside the suggested requirements to ensure the role is correctly fulfilled.

The appointed careers leader will possess the following skills:

- Leadership – they will be a good leader who takes responsibility for developing, running and reporting on the school careers programme
- Management – they will be able to plan careers activities, manage the careers budget, and manage other staff involved in the delivery of careers guidance where necessary
- Coordination – they will be a careful coordinator of staff from across the school and from outside
- Networking – they will be a good networker who can establish and develop links with employers, education and training providers and careers organisations
- Training – appropriate and relevant Careers Leader training will be offered to support this person in their role

The following will be published on the school's website:

- The name and contact details of the careers leader
- A summary of the careers programme, including how information about the programme may be accessed
- Details of how the school measures and assesses the impact of the careers programme on students
- The date and review schedule of the careers information published

4.3 A Careers Adviser will be appointed to provide individual, tailored careers guidance to students.

4.4 The Careers Leader will work with an enterprise co-ordinator to build careers and employer engagement plans to broaden the range of guidance that students have access to.

5 Labour market information

5.1 NEW The school will ensure all requirements to meet 'Benchmark 2: Learning from career and labour market information' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).

5.2 The school will offer opportunities for students, and their parents, to be able to access good-quality information about future study options and labour market opportunities.

5.2 The school will assist students and their parents to understand the value of finding out about the labour market and support them in accessing this information.

5.3 Opportunities will be made available for students, by the age of 14, to access and use information about career paths and the labour market to inform their decisions on study options.

5.4 Parents and carers will be encouraged to access and use information about labour markets and future study options to inform their support to their children.

- 5.5 The school will make use of local enterprise partnerships to provide students with information and guidance on the local labour market and employer expectations.
- 5.6 To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions.
- 5.7 The school will use labour market information, such as job roles, pay and vacancies, to inform students about the trends and opportunities in each industry, information about a diverse range of progression pathways will be shared with students, including technical routes, to strengthen their capacity to make effective choices.

6 Addressing the needs of students

- 6.1 The school will ensure all requirements to meet 'Benchmark 3: Addressing the needs of each student' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 6.2 The school's careers programme will aim to raise the aspirations of all students whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- 6.3 All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with SEND, have opportunities to consider the widest possible range of careers.
- 6.4 The school will tailor careers activities and educational goals to the needs of each student, taking into account their prior knowledge and skills, the choices they may face, and any additional support they may need to overcome barriers to progression.
- 6.5 Records will be kept to support the career development of students. The school will allow access to this information, should a student or their parent request it. Students have access to their personal career journey via their account on the Unifrog Careers Platform.
- 6.6 The school will collect and analyse destinations data to assess how well the careers programme is countering stereotypes and raising aspirations.

7 Providing Targeted support

- 7.1 The school will work with the LA to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways.
- 7.2 The school will assist students in understanding the programmes available to support them and the financial costs associated with staying in post-16 FE.
- 7.3 The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

8 Supporting students with SEND

- 8.1 If appropriate careers guidance will be differentiated, and based on high aspirations and a personalised approach.
- 8.2 The careers leader will work closely with the SENDCO, Assistant SENDCO and other staff to support students with understanding different career pathways and how to develop the necessary skills, knowledge, experience and qualifications to succeed and fulfil their potential. The school can offer support to families of students to help them understand what career options are available.
- 8.3 Information will be collected from students to identify their future study and career aspirations to support them to achieve their potential.
- 8.4 Careers guidance will take account of the full range of relevant education, training and employment opportunities.
- 8.5 The SEND local offer will be utilised; annual reviews for a student's EHC plan will be informed by good careers guidance.
- 8.6 When arranging work experience for students, the school will work with parents and the employer to determine any additional support that will be needed during the work placement.

9 Linking curriculum learning to careers

- 9.1 NEW The school will ensure all requirements to meet 'Benchmark 4: Linking curriculum learning to careers' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 9.2 The school will include opportunities to experience careers education and guidance in subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. This will occur during specific focus weeks such as:
 - Futures Fortnight – Year 8 and Year 9
 - National Apprenticeships Week
 - National Careers Week
 - Careers Pathway sessions – Sixth Form
 - Inspiration Day – Sixth Form
- 9.3 Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.
- 9.4 The school will ensure that, by the age of 14, every student has had the opportunity to learn how various STEM subjects aid their entry into a wide range of careers and enable them to be more effective workers. The same will be applied to every student in their chosen subjects by the end of their course of study.

10 Enabling encounters with employers and alumni

- 10.1 The school will ensure all requirements to meet 'Benchmark 5: Encounters with employers and employees' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 10.2 The school will seek to engage with local employers, businesses and professional networks, inviting visiting speakers and alumni with whom students can relate to. Every student will be exposed to the world of work by the age of 14.
- 10.3 Every year, from the age of 11, students will be offered opportunities to participate in at least one meaningful encounter with an employer; including encounters with STEM employers or workplaces. These encounters may include:
- Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Employer delivered employability workshops.
 - Work place visits.
 - Business games and enterprise competitions.
- 10.4 The careers programme has a strong employer focus, allowing students to meet with sector representatives and businesses, to gain insights into a range of industries and sectors. This will include the opportunity to learn about the entrepreneurial skills needed for certain types of self-employment. Students will have the opportunity to meet with individuals from different levels within an organisation and those who have followed a variety of pathways into employment.

11 Work experience

- 11.1 The school will ensure all requirements to meet 'Benchmark 6: Experiences of workplaces' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 11.2 The school will aim to ensure that almost all students have had at least one experience of a work place by the age of 16, and one further such experience by the age of 18.
- 11.3 16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger students, which may include:
- Workplace visits
 - Work experience
 - Job shadowing
 - Career-related volunteering and social action

12 Enabling encounters with further education (FE) and higher education (HE)

- 12.1 The school will ensure all requirements to meet 'Benchmark 7: Encounters with further and higher education' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 12.2 The school will ensure all students understand the requirement to remain in education or training until their 18th birthday and what this requirement means for them. The school will ensure students are aware that this does not mean they need to stay in school, and that they may:

- Study full time in a school, college or with a training provider
- Undertake an apprenticeship, traineeship, or supported internship
- Work or volunteer 20 hours or more a week, combined with part-time accredited study

- 12.3 Students will have access to a range of information and opportunities to learn about education, training and career paths throughout their school life, to support them in making informed choices.
- 12.4 The school will ensure that, by the age of 18, all students who are considering applying for university have been provided the opportunity to visit a university. In addition, before the end of their programme of study, all students will have been provided the opportunity to encounter a range of higher and further education and training providers.
- 12.5 Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities including information regarding approved technical education qualifications and apprenticeships.
- 12.6 The school will ensure that there are opportunities for providers to visit the school and speak to students in Years 8-13 by maintaining connections with providers of FE and apprenticeships, and arranging regular visits, presentations and workshops. A range of opportunities for visits from providers offering other options, such as FE will also be provided.

13 Personal guidance

- 13.1 The school will ensure all requirements to meet 'Benchmark 8: Personal guidance' as outlined in the DfE's ['Careers guidance and access for education and training providers'](#).
- 13.2 All students will be offered opportunities for personal guidance interviews with a qualified Careers Adviser. Such interviews will take place by the time the student reaches age 16, with the opportunity for a further interview by the age of 18.
- 13.2 Careers Advisers will meet the professional standards outlined by the [Career Development Institute](#).
- 13.3 The Careers Adviser working with students with SEND will use the outcome and aspirations in the EHC plan to focus discussions.
- 13.4 The Careers Adviser working with LAC or care leavers will use their personal education plan to focus discussions.

14 Information sharing

- 14.1 The school will provide the relevant information about all students to the LA support services including:
- Basic information, such as the student's name or address.
 - Other information that the LA requires to support the student to participate in education or training to track their progress.
- 14.2 LA's will be notified, as early as is possible, whenever a 16- or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

- 14.3 In order to track, monitor, review student progress and to support careers development skills we will use specific programmes; as referred to in the school Privacy Notices.

15 Compliance with legal duties and statutory guidance

- 15.1 Where someone has a complaint about the school's careers provision, such issues will be handled locally in accordance with the school's Complaints Procedures Policy. All complaints will be easy to submit and considered impartially.
- 15.2 Under Section 42B of the Education Act 1997 and the Skills and Post-16 Education Act 2022, the school has a duty to provide students in Years 8 to 13 with access to providers of post-14, post-16 and post-18 education and training. This will provide students with additional information about approved technical qualifications and apprenticeships, enabling them to build a picture of the kind of training that may suit them best, ultimately reducing the risk of them dropping out of courses.
- 15.3 All students in Years 8 to 13 will receive at least six encounters with accredited providers of technical education and apprenticeships. These encounters will be divided accordingly:
- In Year 8 or between 1 September and 28 February during Year 9, all students must attend two mandatory sessions by accredited providers
 - In Year 10 or between 1 September and 28 February in Year 11, all students must attend two mandatory sessions by accredited providers
 - In Year 12 or between 1 September and 28 February during Year 13, there will be two sessions held by accredited providers – these will be optional for students to attend

The school will be clear on the following:

- Who is to be given access to students
 - Which students access will be given to
 - How this will happen and when
- 15.4 The school will ensure that providers provide the following information to students and parents:
- Information about the provider and the technical qualifications and apprenticeships that they offer
 - Information about the potential careers to which those technical qualifications or apprenticeships might lead
 - What learning and training with them is like
 - Any answers to questions that students and parents may have

The school will ensure that provider visits are available to all students in the relevant year group and will not do anything which may limit the ability of students to attend.

- 15.5 The school will prepare a policy statement which sets out the circumstances in which education and training providers will be given access to students. This policy statement will be published on the school website.

16 Monitoring and review

- 16.1 The Governing Body, in conjunction with the Deputy Headteacher and Careers Leader, will review this policy every three years taking into account the success of supporting students in accessing post-16 education and training.
- 16.2 The next review date for this policy is **June 2026**.

17 Appendix 1 – staff roles as detailed within this policy

Sam Cook:

Assistant Headteacher, Post-16 Studies

Louise Price:

Careers Leader, Head of Work Related Learning and Careers Adviser