

# CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

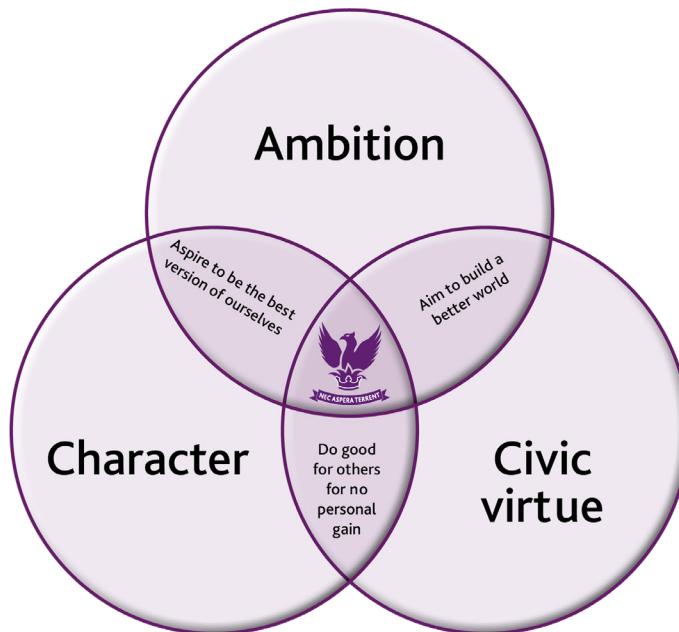
Reviewed by CSWP on 6 March 2024

Ratified by Governing Body on 21 March 2024

Date of next review: March 2025



## DRAYTON MANOR HIGH SCHOOL





## DRAYTON MANOR HIGH SCHOOL

### CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

#### VISION AND RATIONALE

Drayton Manor High School aims to promote the maximum possible development of individual student's talents and potential, to help students develop a lively and enquiring mind, and to acquire the knowledge, understanding and skills relevant to adult life and employment.

High quality careers education, information, advice and guidance inspires young people about the vast career opportunities available to them within a competitive and ever-changing working environment. It is designed to raise the aspirations of young people to be ambitious in their goals for the future and equips young people with the tools to confidently navigate their options, make informed decisions about their pathways and prepare them for the transition from school into work.

The Careers Programme at Drayton Manor reflects our aims by providing students with high quality, independent advice and guidance with regards to their careers, further and higher education and future life choices.

This policy is written considering the following key policies and statutory guidance:

- National Careers Framework
- Gatsby Benchmarks of Good Careers Guidance (2016)
- Technical and Further Education Act (2017)
- Career Development Institute Framework (04/2021)
- Careers Guidance and Access Education for Training Providers (DfE - July 2021)
- Ofsted Guidance on School Inspection Framework (09/2021)

#### OBJECTIVES

The careers programme is designed to meet the needs of students at this school. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development, and to strengthen their motivation, aspirations and attainment at school.

Students are entitled to impartial and independent CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be embedded in the curriculum and based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

## **MANAGEMENT AND STAFFING**

The school has a dedicated link governor with oversight of the Careers Programme at the School (Health and Well-Being Link Governor). They work with the school to review this plan on a termly basis and to monitor the work of the area.

The Senior Leadership Team, Head of Social Sciences and the Head of Futures and Careers are responsible for ensuring that all staff are aware of and follow the principles set out in the CEIAG policy and that the role of the Careers staff is fulfilled to ensure the aims of the policy are met.

The Head of Futures and Careers is responsible for overseeing the whole school Careers programme and its development in line with statutory guidance. The Head of Futures and Careers is responsible to the Head of Social Sciences and a member of SLT.

The Head of Futures and Careers is responsible for the coordination, implementation and evaluation of the whole school Careers programme. Careers events and work experience are planned and implemented by the Head of Futures and Careers who is responsible to the Head of Shine

The Careers Advisor is responsible for impartial and independent Careers advice. The Careers Advisor is responsible to the Head of Futures and Careers.

All staff within the school have a responsibility to contribute towards careers education and guidance through their roles as Heads of Year, tutors, subject teachers and mentors. This will be directed by the Head of Futures and Careers

## **GATSBY BENCHMARKS**

Gatsby Benchmarks are used as a framework for best practice around which the school builds its own Careers provision.

The eight Gatsby Benchmarks of Outstanding Career Guidance are:

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

## **CURRICULUM**

The Careers Education programme aims to help students develop the knowledge and skills they need to make choices, manage transitions in learning and move successfully into the world or work.

Students are actively involved in the planning, delivery and evaluation of activities.

## CAREERS LEARNING OUTCOMES FOR DRAYTON MANOR HIGH SCHOOL STUDENTS

We have identified the key Careers development learning outcomes for students in each year group. The learning outcomes are based on the National Careers Framework which outlines the importance for young people of:

- Developing yourself through careers, employment and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills.

Year Group	Learning Outcomes	How and When
Year 7	<ul style="list-style-type: none"> <li>• To be able to identify and describe my own skills, likes and dislikes and how these relate to different types of work.</li> <li>• To begin to think about the types of careers that I might be interested in based on the subjects I enjoy and the things I am good at.</li> </ul>	<ul style="list-style-type: none"> <li>• Through Shine in tutor time throughout the academic year</li> <li>• Careers speakers throughout the academic year</li> <li>• Drop down Careers event in the Summer term</li> </ul>
Year 8	<ul style="list-style-type: none"> <li>• To be able to tell my own story of what I am doing to make progress and make links to my achievement and well-being.</li> <li>• To begin to understand the variety of career pathways and to be aware of labour market information (LMI) and how it can be useful to you in making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the qualities and skills I need for employability and build evidence of how I am demonstrating these both in and out of school.</li> <li>• Through Shine in tutor time throughout the academic year</li> <li>• Careers speakers throughout the academic year</li> <li>• Drop down Careers event (Enterprise Day) in the Summer term.</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• To be able to explain how I have benefitted from career, employability and enterprise learning activities and experiences and link this to the world of work.</li> <li>• To research future pathways and fully engage in acquiring the additional skills and experience I need to prepare me for my future pathways.</li> <li>• To make decisions about the subjects I will choose for my options that would be best suited to the careers that I am interested in pursuing in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor time throughout the academic year</li> <li>• Careers speakers throughout the academic year</li> <li>• Shine lessons in the Spring term</li> <li>• Drop down Careers event (Employer Taster Day) in the Spring term</li> <li>• Options evening</li> </ul>

<p><b>Year 10</b></p>	<ul style="list-style-type: none"> <li>• To recognise, review and reflect on how I am changing and developing in relation to careers, employability, and enterprise learning.</li> <li>• To understand the impact of representation in different career pathways and begin to consider routes into further and higher education.</li> <li>• To be able to write a CV which demonstrates my employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor time throughout the academic year</li> <li>• Connexions assemblies</li> <li>• Careers and motivational speakers throughout the academic year</li> <li>• Drop down Careers event (Next Steps Day) in the Summer term</li> </ul>
<p><b>Year 11</b></p>	<ul style="list-style-type: none"> <li>• To be positive about my own story and the responsibility I am taking for my own progress, achievements, and well-being.</li> <li>• To find relevant job and labour market information (LMI) and know how to use it in my careers planning.</li> <li>• To research and understand the different options available to me at Post-16 and have a clear plans A and B in place for the Post-16 pathway.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor time throughout the academic year</li> <li>• Connexions assemblies</li> <li>• Careers and motivational speakers throughout the academic year</li> <li>• Drop down Careers event (Next Steps Day) in the Spring term</li> </ul>
<p><b>Year 12</b></p>	<ul style="list-style-type: none"> <li>• To be able to identify and assess my strengths and weaknesses and create a personal development plan.</li> <li>• To recognise the personal, social and economics value of different kinds of work, key debates about improving satisfactions and well-being in careers, and awareness of rights and responsibilities in the work place in relation particularly to health and safety and equality.</li> <li>• To refine and update my CV and use this to secure a meaningful and valuable work experience placement in the field I am interested in pursuing at Post-18.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor time throughout the academic year</li> <li>• Connexions assemblies</li> <li>• Careers and motivational speakers throughout the academic year</li> <li>• Various Pathway and UCAS events throughout the academic year</li> <li>• Work experience in the Summer term</li> </ul>
<p><b>Year 13</b></p>	<ul style="list-style-type: none"> <li>• To develop the skills needed to work independently and understand the importance of personal brand in my careers story and networking in relation to careers.</li> <li>• To be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support my future plans.</li> <li>• To research and understand the different options available to me at Post 18 and have a clear plans A and B in place for my Post-18 pathway.</li> </ul>	<ul style="list-style-type: none"> <li>• Tutor time throughout the academic year</li> <li>• Connexions assemblies</li> <li>• Careers and motivational speakers throughout the academic year</li> <li>• Various Pathway and UCAS events throughout the academic year</li> </ul>

## **ONE TO ONE GUIDANCE**

The school has an independent Careers Advisor who attends two days a week to offer students impartial and independent guidance. The school ensures students have access to the information, advice and guidance they need to make the move from learning to working life.

All students are welcome to come to the careers office during break, lunch or after school, or ask to make an appointment for one to one support. All students accessing guidance are logged and the action taken by the Careers Advisor is recorded. All year 11, 12 and 13 students have one to one appointment to discuss their post-16 options. The Careers Advisor attends Year 9 options evening and parent's evenings for years 10-13 for parents and students to speak to.

## **RESOURCES**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area.

The Careers Library contains a comprehensive collection of books, leaflets and prospectuses as well as laptops and iPads which can be used to research all careers related topics. Material is methodically stocked and appropriate for all key stages and abilities. Head of Futures and Careers reviews the library yearly.

## **PARTNERSHIPS**

The school has an established partnership with Connexions to provide an impartial and independent Careers Advisor.

The school works with the London Enterprise Advisor Network (LEAN) to support with Labour Market Information, employer engagement and experiences of the workplace (Gatsby Benchmarks 2, 5 and 6).

The school is also a member of the Ealing Careers Network which works collaboratively to develop Careers provision in schools and colleges in the borough of Ealing.

## **PARENTAL INVOLVEMENT**

We recognise that parents have a key influence on student choice. We aim to work closely with parents through the Years 9/10 and 11/12 options process and through the careers interview if requested. The careers advisor is available at Year 9 options evening and parent's evenings for Years 10-13 for parents and students to speak to.

Parents and alumni are invited to give careers talks, assemblies and participate in careers events as needed and appropriate.

## **BUSINESSES AND EDUCATION PROVIDERS**

Business and education providers are invited to support with the school's Careers provision. Details can be found within the school's Provider Access Policy.

## **STAFF DEVELOPMENT**

Training needs for all staff are met through inset training sessions and the attendance of relevant external courses and are identified in conjunction with the SLT in charge of staff development. The Head of Futures and Careers is qualified to a minimum level 4 in Careers Advice and Guidance. The Head of Futures and Careers will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout the school by ways of meetings, briefings, and staff training.

## **MONITORING, REVIEW AND EVALUATION**

The school analyses student destination information and uses feedback from students, parents and carers to identify areas of improvement and areas of student need as these can change from cohort to cohort.

Different aspects of the Careers plan are regularly evaluated. Students evaluate the activities and events they take part in and the impact of these is measured through reports which are submitted to the Senior Leadership Team.

## **LINKS WITH OTHER POLICIES**

The CEIAG policy is underpinned by Drayton Manor High School's policies for teaching and learning, assessment, recording and reporting, and safeguarding.

## **LINKS TO OTHER DEVELOPMENT PLANS**

The CEIAG development plan is included in the overall Social Sciences Faculty development plan, and it is also linked to the whole school development plan.