



St James School

Policy: Careers Education, Information, Advice and Guidance Careers Education, Information, Advice and Guidance (CEIAG)

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Introduction

St James has a statutory duty to provide independent careers guidance for all of its students which includes employer encounters, mentoring, and educational opportunities (The Education Act 2011 / Careers guidance and access for education and training providers Jan 2018). Our aim at St James is for all students to achieve their personal best. In careers education this translates to every student making the right choices for progression. We will support students in making well-informed decisions by providing access to differentiated, impartial and independent information and guidance about the range of options (including academic, vocational, and apprenticeships) that are most likely to help them to achieve their ambitions. Careers advice will be offered in an impartial manner, showing no favouritism towards a particular institution, pathway, or work option. The advice provided covers the full range of education and training options, including apprenticeships and technical routes. The guidance promotes the best interests of the student.

St James is a Leading Careers Hub School (one of only two in Exeter) in the Heart of the South West Careers Hub (one of 20 nationally) and has the support of an Enterprise Coordinator & Enterprise Advisor and access to a wide employer network within Exeter and the surrounding area.

Aims

The aim of our CEIAG provision is to raise our students' aspirations, to broaden their horizons, to inspire, and to empower them to make informed, realistic decisions at key transition points in learning and work.

Careers Education, Information, Advice and Guidance (CEIAG) at St James will:

- provide good quality careers advice to students which inspires and motivates them to fulfil their potential;
- provide personal advice and guidance which is in the best interests of, and meets the needs of, all students;
- offer provision that is based on the Gatsby Benchmarks for Good Careers Guidance;
- contribute to the raising of student achievement by encouraging students to develop high aspirations and consider a broad and ambitious range of careers;
- provide opportunities to work in partnership with employers, training providers, local colleges and others;
- provide opportunities to inspire students through real-life contact with the world of work;
- develop enterprise and employability skills including skills for self-employment;
- support inclusion, challenge stereotyping and promote equality of opportunity;
- encourage students to see career development as a life-long process;
- ensure students are aware of the full range of academic and technical routes available at each transition point so that students have the necessary knowledge to make successful transitions;
- provide opportunities for meaningful encounters with employees, employers, further and higher education and experience of workplaces;
- support social mobility by improving opportunities for all students, especially those from disadvantaged backgrounds and those with special educational needs and disabilities and
- be weaved and embedded into subjects across the curriculum, including PSHE

St James is committed to providing a stable, structured and planned programme of advice and guidance with clear student outcomes. This is based on the Gatsby Benchmarks for Good Career Guidance (Appendix A) and the CDI Framework for Careers, Enterprise and Employability Education. This is differentiated to suit the needs of each individual student.

We aim to ensure each student is entitled to:

- independent and impartial careers guidance;
- access to external sources of information on the full range of education and training options;

- a stable programme of advice and guidance delivered by individuals with the appropriate skills, experience and qualifications;
- opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point;
- at least one meaningful encounter with an employee or employer each academic year (at least one of which will be STEM employers);
- at least one careers interview by the age of 16 and
- at least one experience of a workplace by the age of 16.

St James abides by the Inspiring IAG Code of Practice (Appendix B) and is committed to gaining the Quality in Careers Standard.

Implementation, Management, Roles & Responsibilities

At St James the CEIAG Leads have overall responsibility for all aspects of the CEIAG programme. They are supported by an administrator.

All St James staff contribute to CEIAG through their roles as tutors, mentors and subject teachers. In addition, there is a CEIAG team of key staff who each have specific roles:

- Mr Brown, Assistant Head teacher, CEIAG Lead – responsible for the CEIAG provision across both key stages at St James, including creation of the CEIAG Programme, Policy and Impact Analysis.
- Mr Chalmers – Head of Year, CEIAG Lead – responsible for the CEIAG provision across both key stages at St James, including creation of the CEIAG Programme, Policy and Impact Analysis.
- Miss Steffi Morby, PSHE Co-ordinator - responsible for the delivery of CEIAG through the PSHE curriculum.
- Kelly Avery – Post 16 transition & Disadvantaged Student Mentor – responsible for CEIAG for year 11 students, with a specific focus on year 11 DS students
- Julie Skinner – CEIAG Governor - responsible for overseeing the quality of careers guidance and supporting employer engagement.

The team above all contribute to the active promotion of CEIAG with parents/carers, through CEIAG events, parental newsletters, the Academy website, careers support at parental evenings and parental attendance at students' individual guidance sessions.

St James also works with a number of external agencies to provide CEIAG, including, though not limited to:

- The Local Authority
- A range of voluntary / statutory agencies, e.g. Focus Five, to identify and support students who are in need of targeted support and those at risk of not participating post-16. This includes students with particular vulnerabilities or who are receiving support to safeguard them and promote their welfare such as Children in Need. It also includes students with additional needs, such as special educational needs and disabilities and those who may leave care between the ages of 16 and 18.
- NSSW – provide additional mentoring and CEIAG to Disadvantaged Students.
- Local sixth forms and colleges and businesses
- Alumni students.

For further information on CEIAG roles and responsibilities please see Appendix C.

External partnerships

St James aims to work with a range of local employers, education and training providers to provide independent advice to students. This ensures we fulfil the requirement for all students to have at least one meaningful

encounter each year with an employer and for all students to have experience of at least one workplace by the age of 16.

This provision includes:

- the opportunity to attend careers fairs;
- work experience (for all year 10 students);
- careers talks;
- mentoring;
- STEM Inspiration Day and events;
- workplace visits;
- visits to FE and HE institutions;
- Curriculum projects
- National Careers Week.
- Online advice websites, e.g. Careers Plot, Fast Tomato

Visits/talks from a range of education and training providers for the purpose of informing them about approved technical educational qualifications or apprenticeships.

Curriculum

St James delivers careers education through a combination of methods:

- Careers units in key stage 3 PSHE lessons;
- Tutorial programmes for all year groups;
- Collapsed timetable days focusing on employability and enterprise skills;
- Extra-curricular activities and enrichment events (including career talks, workplace visits, guest speakers, work placements, mentoring, college and university visits, motivational speakers;
- Work experience programme (year 10);
- Careers assemblies;
- Attendance at careers fairs;
- Subject content and contextual information delivered in lessons across the curriculum
- Workplace visits, FE and HE visits;
- Careers library based in the Learning Resource Centre (resources are relevant and updated on a regular basis);
- National Careers Service website and remote assemblies;
- Apprenticeship programme (assemblies and workshops);
- *Individual careers guidance sessions with a qualified careers professional in year 11 for all students (identified students receive additional careers guidance sessions and support prior to year 11.*
- Creating a learning environment which allows and encourages students to tackle real-life challenges and
- Employer based curriculum projects / challenges.

Key stage 3 provision

- Subject areas promoting careers within curriculum areas;
- PSHE lessons focusing on personal development, careers, employability skills, local labour market information;
- Access to online independent, impartial advice via online packages and the National Careers Service;
- Workplace visits, college and university visits;
- CSI mind mapping (NSSW)
- "Thinking big" programme
- Fast tomato careers advice
- STEM Inspiration Day
- Inspirational speakers, e.g. from local businesses and alumni students

By the end of key stage 3 all students will have:

- A better understanding of their strengths, achievements and areas for development;
- A better understanding of the full range of 14-19 opportunities for progression;
- An understanding of the qualities, attitudes and skills needed for employability;
- Used online careers resources to research opportunities including to support them with their Key Stage 4 options;
- Received appropriate advice and guidance on Key Stage 4 options and
- Prepared an individual action plan that sets broad learning and work goals.

Key stage 4 provision

- Subject areas promoting careers within curriculum areas;
- Tutorial programme;
- College and university visits;
- Individual careers interviews in year 11 (additional support for identified students);
- Apprenticeship Awareness programme at Westpoint
- Access to online independent, impartial advice via online packages and the National Careers Service;
- *Collapsed timetable day focusing on enterprise and employability skills including mock interviews*
- Work experience (year 10) including Preparation for Work Experience support.
- Guest speaker talks at awards evenings
- Inspirational speakers, e.g. from local businesses and alumni students
"Scholars" programme
- Career Pilot interaction
- "Studying MADE simple" scheme
- Employer visits (Wilmott Dixon)
- "Brilliant" club
- Early intervention with NSSW
- Young Enterprise club and option groups
- "Aspire" conference (focus on medicine, law and engineering)
- E-ME mentoring
- "Why would you?" production
- CoachBright tours
- Post-16 provider assemblies
- BTEC taster sessions with Exeter City Football Club
- NCS promotional talks

By the end of Key Stage 4 all students will have:

- Enhanced their career management and employability skills;
- Used online packages and other sources of advice to investigate and explore progression routes;
- Had the opportunity to experience the world of work through a work placement and workplace visits;
- Been given direct access to employers, colleges and training providers;
- Been given independent, external one to one advice on post-16 options and pathways;
- Completed an employability folder which includes a CV and their personal statement
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves.

Monitoring and evaluation

The CEIAG team will meet on a regular basis to develop, monitor and evaluate CEIAG at St James and its effectiveness.

St James' progress towards achieving the Gatsby Benchmarks is evaluated using the online Compass tool (as recommended in Careers guidance and access for education and training providers Jan 2018). This is carried out on a termly basis by the Careers Lead. The CEIAG development plan is based upon the outcomes of the Compass audit and will focus on the areas for development.

Provision will be regularly monitored through feedback from students, staff, governors and our partners. This feedback is collected through questionnaires and focus groups following key careers activities and at the end of each academic year. This is analysed by the Careers Leads with actions fed back to staff via CEIAG team meetings.

External provision is monitored and evaluated through the schools Quality Assurance procedures including observations, work scrutinies, student, and where appropriate, parental voice. This is analysed by the Careers Leader with actions fed back to staff via CEIAG team meetings.

The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future CEIAG provision. This is analysed by the Careers Leader with key trends and actions fed back to SLT and Governors. Action points are also included in the annual CEIAG development plan and the school's development plan.

At St James we hope to raise pupil aspirations, eliminate any cultural stereotypes that may impact on academic progress and career choice, and give pupils the tools needed to know how to be successful. Pupils should have a good understanding about careers from a young age which will help to positively inform their option choices, work experience destinations, and Post-16 education plans.

The CEIAG policy is reviewed on an annual basis by the Careers Leads. This is ratified by Governors.

APPENDIX A: The Gatsby Benchmarks

1. A stable careers programme	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.</p>	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. • Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>	<ul style="list-style-type: none"> • By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

5.Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6.Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. • By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

APPENDIX B: Inspiring IAG Code of Practice

1. Ensure young people get the support they need to make well informed, realistic decisions about their future through careers education, information, advice and guidance.
2. Have appropriate, up to date, accurate and impartial information and resources that all young people can access regardless of race, gender, religion, ability, disability, social background or sexual orientation.
3. Ensure the organisational policies relating to careers education, information, advice and guidance (CEIAG) are up to date and regularly reviewed and reflect this code of practice.
4. Empower young people by informing them of how they can access CEIAG to help them plan their future and make well informed, realistic decisions.
5. Provide young people from year 8 onwards access to impartial professionally qualified careers guidance¹ and ensure formal regular assessment arrangements are carried out of the guidance practitioner, by appropriately qualified² senior staff to determine ongoing competency.
6. Offer all young people access to impartial and independent³ careers guidance⁴, at a time and place that suits their needs.
7. Ensure that all staff working with young people are offered and access ongoing training about qualifications/progression pathways and other relevant subjects and that there is a formal system in place to ensure the competency of all staff in delivering CEIAG.
8. Work in partnership, where appropriate, with opportunity providers including employers, FE and training providers, and youth support services.
9. Working with parents/carers to offer them information, advice and guidance to help them, help their son/daughter.
10. Involve young people in the design, delivery and evaluation of CEIAG programmes.
11. Promote equality of opportunity, celebrating diversity, challenging stereotypes and raising aspirations.

APPENDIX C

CEIAG Team - Roles and Responsibilities

Dan Chalmers – Careers Lead and Head of Year



- Implementation and tracking of career programmes and initiatives across the whole school
- Developing links with employers to assist in growing the CEIAG programme.
- Monitor the success of careers provision and adapt the CEIAG as necessary.

Steve Brown – Careers Lead, Head of Maths & Assistant Headteacher



- Implementation and tracking of career programmes and initiatives across the whole school
- Developing links with employers to assist in growing the CEIAG programme.
- Monitor the success of careers provision and adapt the CEIAG as necessary.

Kelly Avery – Post-16 transition Mentor



- Liaise with external agencies to assess careers opportunities and build employer links
- Launch career based initiatives within the school.
- Work with Year 11 pupils to assist in a successful Post-16 transition

Steffanie Morby – Head of Year 7 & Lead for PSHE



- Linking career based opportunities into the school's PSHE programme (Key Stage 3)
- Including career research and opportunities into registration time activities (Key Stage 4)

Julie Skinner, Lead Governor for CEIAG



- Ratification of the school's CEIAG policy.
- Meeting with external agencies to provide input and guidance regarding effectiveness of the CEIAG policy.

Additional staff responsibilities:

SENDCO (Tamar Busby)

- Provide support to SEN students to help them generate their individual careers action plans
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans
- Ensure the careers leader understands the Academy's statutory responsibility to students with SEN
- Generate individual career action plans as part of the Education Health and Care plan

Disadvantaged students (Tamar Busby)

- Provide support to DS students to help them generate their individual careers action plans
- Review DS student career action plans with their parents to ensure they are engaged and supportive of the plans

All teaching staff

- Link curriculum areas to careers
- Support the development of employability skills
- Promote progression routes within their curriculum area
- Develop external links to support CEIAG within curriculum areas
- Feedback specific student needs (or opportunities) to the CEIAG team
- Signpost students to appropriate CEIAG advice and information

Pastoral Team

- Ensure they are familiar with the school's career plan and its objectives
- Encourage students to think positively about their career prospects and what they could be doing to enhance their life chances
- Feedback specific student needs (or opportunities) to the CEIAG team
- Tutors deliver tutorial careers programme
- Support students with careers action plans (year 11 tutors)