

## Careers Education, Information, Advice & Guidance (CEIAG) Policy

DATE OF POLICY: April 2016

DATE OF REVIEW: April 2019

This policy will be reviewed every 3 years

Member of staff responsible for Policy: Charles Cross (Assistant Headteacher)

### 1. Statutory duty

The Education Act 2011 inserted a new duty, section 42A, into Part VII of the Education Act 1997, requiring schools to secure access to independent<sup>1</sup> careers guidance<sup>2</sup> for students in Years 9-11. Careers guidance must be presented in an impartial<sup>3</sup> manner and promote the best interests of the students to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including Apprenticeships and other work-based education and training options.

At the end of March 2012 the DfE released statutory guidance on the new requirement to provide independent careers advice, created by Education Act, 2011. The guidance explained the school's duty in relation to the provision of careers advice and guidance but left the decisions about the qualifications of any adviser and the type of support up to the school in question. As a result of a DfE review of this guidance in March 2013, henceforth students will have the right to impartial careers advice earlier and for longer. The duty for schools and colleges to offer advice now begins in Year 8, for 13-year-olds and runs until students leave education or training at 18. The change was deemed necessary because of the increased options for 14 to 18 year-olds, such as university technical colleges, other types of colleges and studio schools. It was felt that it is essential that young people have access to high-quality, impartial careers guidance as they approach key transition points in their education but this must be in addition to the traditional face-to-face guidance provided by the national Careers Service.

In April 2012, the Association of Careers Education and Guidance (ACEG) published a non-statutory *Framework for Careers and Work-Related Education (CWRE)* which included 'Learning Outcomes' for NC Key Stages 2 – 4 and post-16.

<sup>1</sup> Independent is defined as external to the school

<sup>2</sup> Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

<sup>3</sup> Impartial is defined as showing no bias or favouritism towards a particular education or work option.

## 2. Policy Aims

Our aim is to prepare young people to become active, caring and confident citizens who lead rewarding lives. As a school we have a responsibility to prepare students for the time they enter the wider community either through employment or in further training or in continued education. A key element of this preparation must come through the delivery of a coherent Careers Education Information, Advice and Guidance (CEIAG) programme. The delivery of this programme must support not only the central aims of the school but should reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications but are increasingly about the preparation for the world of work.

CEIAG provision will be targeted to the specific needs of all learners; group sessions will either be led by internal knowledgeable staff members or experts external to the school. In all cases the information, advice and guidance will be impartial and will aim to meet the needs of the young people.

Beaumont School will work in partnership with impartial, external and expert careers guidance providers as appropriate to ensure students get good advice on the full range of post-16 options. The statutory guidance makes it clear that face-to-face careers guidance can help students, particularly those from disadvantaged backgrounds, to make informed choices and successful transitions.

Beaumont's CEIAG provision aims to develop students' capacity for:

- **Self-Development** to understand themselves and the influences on them
- **Career Exploration** to investigate opportunities in learning and work
- **Career Management** to make and adjust plans to manage change and transition

## 3. Guiding Principles

CEIAG is not just about finding a job but is concerned with preparation for life. It should be:

- long term and continuous, educative in nature and have clearly defined aims
- a developmental and positive process which allows for the individual development of students
- encourage students to ask, "Who will I be?" *not* "What will I be?"
- an essential and integral part of the school's curriculum and be given the time and space for effective delivery: currently within Tutor Periods, the PSHCEE programme and Curriculum Enrichment Days
- help to motivate students by helping to make school and the education process more meaningful.
- impartial and be in the best interests of the students and should not seek to promote the interests of the school above those of the students.

#### 4. Responsibilities of the Governing Body

It is the statutory responsibility of the Governing Body to:

- provide appropriate careers guidance at secondary level,
- establish and review the policy on careers education and guidance,
- monitor the application of the policy and in particular to ensure that activities undertaken by students are safe,
- review outcomes of the policy regularly and update it as appropriate.

**Note:** It is not the function of governors personally to undertake monitoring or safety checks. These tasks are the responsibility of the Headteacher and staff to whom he/she delegates these functions. However, governors will ensure that they receive regular reports on the functioning of all aspects of the policy, including those which affect the health and safety of students and will scrutinise these reports through the appropriate committee.

#### 5. CEIAG Provision

There is provision and support for all students from Years 7 - 13 with a particular focus at specific transition points relevant to choices and decisions which need to be made. The development and delivery of this support is co-ordinated by the Careers Co-ordinator, working in conjunction with the PSHCEE Co-ordinator, Heads of Year, the Work Experience Co-ordinator and SLT colleagues, specifically the Deputy Headteacher overseeing the curriculum.

[ See *Annexe 1* for the current CEIAG provision. ]

#### 6. Monitoring & Review

The Careers Co-ordinator attends CPD courses, including the Hertfordshire IAG annual conference and is a participating member of the SAPG local group of CIEAG co-ordinators.

As part of a traded agreement with *Youth Connexions*, there is an annual half-day 'Curriculum and Information Review' meeting between the Careers Co-ordinator and Youth Connexions Information Advisers, through which the CEIAG is evaluated against the National Framework and areas for development identified and discussed.

The Careers Co-ordinator will report on a regular basis to the Headteacher on the effectiveness of the school's CEIAG provision, including information regarding destinations of school leavers as indicated in the Local Authority annual Activity Survey for Years 11 – 13.

## Annexe 1 CEIAG Provision

Set out below is the current, planned CEIAG provision for all Beaumont students. This will be adapted and added to as needs or opportunities arise, such as programmes of Extended Work Experience or bespoke, targeted interventions.

### KS3 Provision

#### Year 7

A PSHCEE unit on *Careers* covers types of work, a consideration of jobs versus careers and types of income from work.

All Year 7 students spend a day in a working environment, typically a parent's, on a *Work-Shadowing* Curriculum Enrichment Day (CED). Follow-up work in PSHCEE is targeted towards meeting the ACEG KS3 Learning Outcomes as well as developing Beaumont *Skills for Success*.

#### Year 8

A PSHCEE unit on *Careers* explores types of work and careers in more detail as well as the law relating to work under the age of 13.

All Year 8 students participate in an *Entrepreneurship* CED, linked with developing and applying their MFL, Maths, construction and group-work skills. Follow-up work in PSHCEE is targeted towards meeting the ACEG KS3 Learning Outcomes as well as developing Beaumont *Skills for Success*.

#### Year 9

A PSHCEE unit on *Careers* develops students' group-work and management skills, as well as financial awareness in the Prince's Trust *Million Makers* project. Follow-up work in PSHCEE is targeted towards meeting the ACEG KS3 Learning Outcomes as well as developing Beaumont *Skills for Success*.

As part of the **Year 9 KS4 Options** process, students are able receive individual guidance from their Form Tutors and Subject Teachers (Year 9 Parent Consultation Evening) as well as the Careers Co-ordinator and Heads of Subject at the Year 9 Options Evening. All Year 9 students have a guidance meeting with a member of SLT prior to completing their Options Form and they are guided in the use of *Kudos* and *Careerscape* careers guidance software (available in school and at home) by their Form Tutors in Tutor Periods.

## KS4 Provision

### Year 10

A PSHCEE unit on *Careers* covers Health & Safety in the workplace - related to Work Experience - and writing a CV.

All Year 10 students take part in a week's Work Experience in Summer Term during Curriculum Enrichment Week. Preparatory and follow-up work in Tutor Periods and PSHCEE is targeted towards meeting the ACEG KS3 Learning Outcomes as well as developing Beaumont *Skills for Success*.

### Year 11

All Year 11 students take part in the *Moving On* CED which comprises a carousel of activities including practising interview techniques, making positive and informed life choices as well as completing assessment tasks to identify their skills and values relating to future employment. The school's *Youth Connexions* Personal Adviser takes students through a range of careers, training and higher education websites and the latest resources kept in the school's careers library. The day also includes an on-site 'Careers & Training Fair' where students visit stalls and displays hosted by local and national employers, Apprenticeship providers, universities and colleges.

The **Year 11, Post-16 Options** guidance process begins with a '*Pathways at 16+*' Parents Information Evening with speakers from Oaklands College and the BeauSandVer Consortium as well as 'Apprenticeship Ambassadors' arranged through *Youth Connexions*. Pupils are able to receive individual guidance from their Form Tutors and Subject Teachers (Year 11 Parent Consultation Evening) as well as the Head of Sixth Form, members of LT and Heads of Subject at the Year 11 *Choices at 16+* evening. All Year 11 students have a guidance meeting with a member of SLT prior to completing their 16+ Choices Form.

### Post-16 ( Years 12 & 13 )

All students continue to have access to an individual consultation with the school's *Youth Connexions* Personal Advisor.

A CED day in March is aimed at Year 12 students who are considering their future options in terms of Higher Education, Further Education or employment. This is followed up with a Careers Week in July which allows students to deepen their research into their options at 18+. Various speakers attend who discuss a range of career options in formal and informal settings.

All students also have access to the Beaumont Sixth Form blog, which contains a wealth of detail on career options, including apprenticeships, work placements and structured career development programmes.

**On-going general guidance:**

- The Careers Library is based within the main School Library and contains a wide range of up-to-date and recommended CEIAG texts, including the HEAPS guide to universities and the *Apprenticeships Guide*. The library also has a wide range of guides to individual careers, categorised by type, and current prospectuses from most UK universities.
- The Beaumont School Careers blog is maintained by the Careers Co-ordinator and posts a wide range of information relating to careers, training, higher and further education and Local Market Information (LMI).
- The school has a *Youth Connexions* Personal Adviser who sees students in school each week by appointment as well as at weekly, lunchtime “drop-in” sessions. The PA sees all potential NEET students ( at Year 11 and early exit from the Sixth Form ) as well as supporting all College applications and overseeing any Section 40a requirements. The Careers Co-ordinator, Heads of Year and pastoral staff take part in an annual Risk of Participation Post-16 (RAPP) conference to facilitate targeted support in Years 8 – 13.
- The school maintains close links with Oaklands College, our local FE provider. Open Days and other events are publicised to parents and students and Year 10 and 11 students, highlighted in discussions with the *Youth Connexions* PA, are offered bespoke, guided visits to the Oaklands campuses, accompanied by Beaumont staff.