

# Careers Education, Information, Advice and Guidance Policy

## Beverley High School



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# Careers Education, Information, Advice and Guidance Policy

## General Statement

This policy has been adopted as a mark of the importance that Beverley High School places on education and guidance that prepares students for challenges in their future lives. It is recognised that an effective CEIAG programme can help inspire and motivate young people to achieve their full potential. It can contribute to achievement and inclusion by raising aspirations, challenging stereotypes and enabling young people to make realistic and informed choices about their futures through consideration of a broad and ambitious range of education and employment options.

## Context

The Education Act 2011 transferred responsibility for careers guidance from local authorities to schools and there is now a duty on schools to secure independent and impartial careers guidance for all year 8-13 pupils. Alongside this the statutory duty on schools to provide careers education was removed. This was a significant change and the model of delivery of CEIAG at Beverley High School has evolved in line with its new legal responsibilities. However it has remained the intention to build upon the cohesive programme of careers education and guidance that had been established across all key stages. This continues to develop through collaboration between internal and external stakeholders which takes account of national guidance (1), (2), (3), (4) (5) and that fits with the BHS School Development Plan and the overall ethos of the school.

## Definitions

**CEIAG** refers to a coherent programme of careers education supported by personalised information, advice and guidance tailored to the individual needs of the student. Together they equip the girls with the knowledge and skills that they need to make realistic and informed choices about their own progression through learning and work.

**Careers Education** refers to careers teaching and learning which helps girls to develop the knowledge, confidence, attitudes, aspirations and skills that they need to make well informed choices and plans that enable them to progress smoothly into further learning and work.

**Careers Information** refers to the range of career and course related material that can be readily accessed by students

**Careers Advice and Guidance** refers to targeted interventions to meet the individual needs of the student. This includes face-to-face interviews, group work, and the use of carefully selected on-line resources. This is delivered by school staff supplemented by a range of independent sources including external careers advisers, employers, educational establishments, alumni and other organisations.

## **Aims**

Our aims are to:

- equip students with the knowledge, skills and attributes that they need to make informed decisions about their learning and work through a cohesive programme of careers education
- support students through personalised information, advice and guidance to enable them to build up the confidence to take charge of their career development and effectively manage their own progression through learning and work
- inspire students to consider a broad and ambitious range of options and to move on to achieve their full potential.

## **Objectives**

At the end of each key stage girls should be able to:

- understand themselves and the influences on them - self knowledge
  - investigate opportunities in learning and work – career exploration
  - make and adjust plans to manage change and transition – career management
- In order to systematically work towards our aims and objectives the programme of CEIAG is planned with reference to the outcomes set out in the ACEG Framework for careers and work related-education (6) as appropriate to the needs and development of students at Beverley High School.

## **Content and Delivery**

The CEIAG programme is made up of the following elements:

- a planned programme of careers education across each key stage
- impartial careers advice and guidance from both in-house and external sources
- opportunities to experience the workplace and develop employability skills
- provision of an extensive range of information about employment and education options including labour market information, entry requirements and progression routes.

Delivery is through a combination of discrete careers education, integrated careers education through subjects, extended provision including workplace experiences and personalised information, advice and guidance as follows:

In **key stage 3** careers education is delivered as part of the Wellbeing Day programme and within tutorial periods. Personalised information, advice and guidance is offered to individuals and small groups of pupils identified by the Year Leaders, teaching staff and by self-referral. There are numerous external talks provided on a wide range of subject or career areas.

In **key stage 4** careers education is delivered in form time by tutors supported by the Wellbeing Day co-ordinator and Assistant Headteacher. In Years 10 and 11 impartial information and advice is provided to all students and their parents on the full range of education and training options wherever needed this includes individual face-to-face advice and guidance to support the best interests of the students as they consider their post-16 options and beyond. All students are offered a 1:1 interview. All students are able to see a range of employers through our lunchtime talks programme.

In **key stage 5** careers education is delivered within tutorial periods by form tutors supported by the Head of 6<sup>th</sup> Form and is included within the enrichment programme. Information on the full range of post-18 options is provided from a variety of sources and targeted sessions are offered to specific groups or students according to their interests. All 6th form students have the opportunity of work experience placements, community service and practice interviews and are encouraged to attend additional external events which are appropriate to their specific career development needs. All students are offered ongoing individual careers advice and guidance and are encouraged to be proactive in seeking out opportunities to help inspire and motivate them to achieve their full potential.

**Throughout the school** careers education is also delivered through subject teaching and cross curricular projects. This enables students to build up knowledge of career opportunities related to different subjects and identify how the skills learned in school are relevant to the world of work. Subject teachers are encouraged to take opportunities to embed career inspiration into the curriculum and deliver aspects of careers education both in a structured way through inclusion in schemes of work and incidentally as they arise during the course of an activity. The school works together with employers and other educational establishments to broaden horizons and motivate students to develop high aspirations. There are regular opportunities for pupils to meet representatives from the workplace for inspiration and advice in a broad range of careers. Speakers from different employment sectors are invited to give presentations to assemblies or as general open sessions which are open to interested pupils from all year groups. There are regular surveys of pupils' career interests and speakers in careers that are popular with pupils are identified and invited into school. In addition a large-scale careers fair aimed at raising awareness of a wide range of career and higher education opportunities is held every year for students throughout the school together with 6th form students from Beverley Grammar School. The intention is to provide "something for everyone" and enable students to speak directly with employer and educational representatives about the career area and the type of preparation they need to do so that they are well equipped to make competitive applications in the future. Students receive personalised information, advice and guidance from a range of staff within the school including Year Leaders, form tutors and subject teachers who may refer individual students to the careers department for more specific careers advice and guidance as required. Any student can request an individual appointment to discuss their career related ideas with either an in-house or external careers adviser. As in other areas of the school, great value is placed on the relationship with parents and carers and we aim to support parents when they discuss subject options and career ideas with their daughter. Careers staff are available at a number of parents' evenings and parents are also made aware of how to contact both school and National Careers Service advisers by telephone and email. Parents are welcome to attend careers appointments with their daughter and to accompany them to appropriate careers events. Parents with specific expertise are also invited to contribute to the careers programme for the benefit of other students.

## Responsibilities

It is the responsibility of the Senior Leadership Team (SLT) to allocate sufficient resources for the delivery of an effective careers education programme supplemented by independent impartial advice and guidance to students. The SLT ensures that careers education is included within the structure of the timetable and the school year and monitors the ways in which CEIAG is embedded in syllabuses and activities across the curriculum.

There are designated members of the **Governing Body** who will help to ensure that the school complies with its statutory obligations with regard to CEIAG. They also offer an important lay perspective on how the CEIAG provision prepares students for the world of work. The Governing Body approves resources for CEIAG and ensures that it is allocated sufficient time and prominence in the broader curriculum. The **Assistant Headteacher (Personal Development)** is responsible for the strategic direction and practical implementation of the policy including procuring appropriate resources and liaising with all stakeholders regarding the development of the CEIAG programme. Effective communication is of fundamental importance and the **Assistant Headteacher (Personal Development)** takes responsibility for ensuring that students, staff and parents know what support is provided and how they can access it and that links with external partners are nurtured. They are responsible for commissioning an **External Careers Adviser** to supplement the careers guidance provided in-house and to collaborate regarding the delivery of independent and impartial careers advice. The Deputy Headteacher will ensure that the **External Adviser** has access to those students who are most in need of additional face-to-face guidance.

**Heads of Departments** are responsible for considering how careers education can be built effectively into their subject curriculum to help students to recognise the links between the knowledge and skills that they acquire in lessons and the career possibilities that flow from their subject.

**Pastoral Staff including Year Leaders, Form Tutors, SENCO and Wellbeing** team are responsible for ensuring that students receive CEIAG to which they are entitled having regard for their individual needs. This includes obtaining relevant up-to-date careers information from both internal resources and elsewhere for use in assemblies, form periods, individual mentoring sessions and other appropriate forums. In particular the Head of 6th Form will ensure that any student who is considering leaving Beverley High School during the course of years 11-13 is referred for face - to-face advice and guidance regarding the range of available options. Where appropriate they will ensure that parents are aware of referrals and are involved in their daughter's choices

## Resources

A selection of up-to-date on-line and paper-based resources covering the full range of career and education options is made readily accessible to all students through a variety of means in order to encourage students to explore a wide variety of options throughout their time at the school. Displays are maintained throughout the school on prominently positioned careers notice boards and careers noticeboards relating to specific subjects in some classrooms. Regular opportunities are taken to feature careers related articles in BHS Newsletters and other communications with students and parents. The Careers Education section of the Beverley High School website contains comprehensive information for students and parents about the careers programme as well as dedicated sections on higher education, employment, study abroad, gap year and links to recommended careers resources and information which are intended as a starting point for individual research. Up-to-date labour market information is available from a range of sources to give students a realistic view of careers in

different employment sectors both now and in the future. Students aiming to go straight into employment after leaving school are given additional support to identify and apply for aspirational school leaver training schemes and are informed of appropriate vacancies that careers staff are aware of through their links with employers and recruitment agencies. Evaluation, Monitoring and Review CEIAG provision is audited against the school development plan and an annual careers department development plan is produced to indicate key priorities over the coming year. Evaluations of careers activities are carried out throughout the year and feedback from students, parents, teaching staff and other stakeholders is taken into account when identifying priorities for development. The development plan identifies individual responsibilities, proposed methodologies, timescales and success criteria. The school works with East Riding of Yorkshire Council to provide data on student destinations for the DfE as required by the September Guarantee. This data is collated by the school and the Destination Measures are used to monitor the choices made by students at the end of Year 11 and Year 13. The CEIAG policy is kept under regular review and updated in accordance with any statutory requirements and with reference to non-statutory recommendations having full regard for the vision and ethos of the school.

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#### References

- (1) DfE (April 2014) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff
- (2) DfE (April 2014) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff
- (3) HM Government (September 2013) Inspiration Vision Statement
- (4) Ofsted (September 2012) Going in the right direction? Careers guidance in schools from September 2012
- (5) Gatsby Charitable Foundation (May 2014) Good Career Guidance (a report produced by Sir John Holman with costings assessed by PricewaterhouseCoopers)
- (6) Association of Careers Education and Guidance (2012) The ACEG framework for careers and work-related education: A practical guide (Adopted by the Careers Development Institute in 2013)