



St Hugh's School

Career Education Information Advice and
Guidance (CEIAG) Policy

1. Introduction

- 1.1 Careers Education, Information, Advice and Guidance (CEIAG) programmes make a major contribution to prepare young people for the opportunities, responsibilities and experiences of life. At St. Hugh's School, in line with our vision, we will ensure that students are supported to make informed, realistic but ambitious decisions and to choose pathways that suit their interests and abilities.
- 1.2 We aim to raise aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through carefully planned careers education and guidance, it is hoped that students will be encouraged to go on to further learning, supported internships, or into employment.
- 1.3 This policy will outline our commitment to excellence in line with our strategic aims and values. It should be read in conjunction with the Mission Statement and associated policies; including PSHE and Equal Opportunities.

2. The Nature of Careers Information, Advice and Guidance (CEIAG)

INTENT:

- 2.1 CEIAG is specifically aimed at enabling students to make well-informed and realistic decisions about their future opportunities. It is provided through a progressive, differentiated programme that is an integral part of the wider curriculum, and will support inclusion, challenge stereotyping and promote equality of opportunity.
- 2.2 All at St. Hugh's School are fully committed to ensuring that the statutory duties related to careers education are fulfilled by providing students with a comprehensive programme of CEIAG for all students in Years 7 - 11.
- 2.3 St. Hugh's School will follow the DfE 'Careers Guidance and access for education and training providers' Statutory Guidance issued January 2018 (and updated July 2021), and other relevant guidance as it appears. We will work towards the eight Gatsby Benchmarks, and work with our Enterprise Adviser to ensure every student, where appropriate, receives comprehensive, tailored and impartial advice and guidance. We endeavour to follow best practice guidance from the DfE and other expert bodies such as Ofsted, CDI and other published research such as the Gatsby Benchmarks.
- 2.4 We believe that good quality, objective CEIAG can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and throughout their adult lives. We aim to provide our students with a variety of activities, learning possibilities and specialist visits in order to give students opportunities that they may not otherwise experience.
- 2.5 Through CEIAG, our students will:

- Develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment and recording of their abilities and aptitudes.
- Acquire aspirations for their future based on a sound understanding of the range of immediate and lifelong opportunities through learning and work, and of career progression structures.
- Develop skills to form and implement effective decisions and a reflective approach to learning from experience.
- Access CEIAG resources including in print and online to inform and support current and future learning choices.

3. ENTITLEMENT

3.1 CEIAG has never been so important. St. Hugh's School fully embraces CEIAG, supporting statutory requirements and continuing to strive towards achieving all of the Gatsby Benchmarks.

At St. Hugh's School, students can expect help and support to:

- Understand themselves, their interests, their preferences and their abilities.
- Make choices about their future based on their preferences, skills and interests.
- Find out about different careers.
- Develop the skills they will need for working life.
- Make informed, realistic, but ambitious choices about courses and employment.
- Understand the different options available to them beyond St. Hugh's school such as college education, jobs and apprenticeships.
- Be able to make effective applications for jobs, training and further education.
- Develop their interview skills.
- Improve their confidence and communication.

4. IMPLEMENTATION

CEIAG will be coordinated and managed by the Careers Lead, reporting to the Senior Leadership Team and Governing Body.

4.1 The statutory requirement to deliver careers education to all students, where appropriate, through the Gatsby Benchmarks, is met through a curriculum which has been developed to embrace Statutory Guidance related to CEIAG. All students in Years 7-11 study discrete CEIAG units through the PSHE curriculum, as well as access via other subjects/areas (see curriculum subject policies). Staff support students to make well-informed, realistic, but ambitious decisions about future study and employment.

- 4.2 CEIAG includes planned learning, which is undertaken through work, for work and about work. Links are provided and sign-posted throughout the curriculum, schemes of work, vocational options of workplace skills and evidenced through PSHE units of work and accreditation. CEIAG is viewed as an integral part of school life. A specially commissioned Careers Guidance service works with all students, where appropriate, throughout the school at key transition points, for example, when deciding upon their Year 9 options or when applying to Post 16 provision. A Careers Adviser provides 1:1 interviews for students in Year 11 with the development of an individual careers action plan.
- 4.3 Our careers programme includes employer engagement days, career guidance activities, information and research activities, work related learning and individual planning activities. Other focused events, within and outside of school e.g. college taster days, careers fairs, mock interviews, enterprise days, assemblies and presentations are also provided.
- 4.4 An essential element of our careers programme is work experience. Year 10 students access work experience placements, in real work environments, appropriate to their individual needs, preferences and aspirations. Placements are provided through private contacts with local employers and parent/carer links. Levels of support in relation to individual student needs are provided where appropriate to ensure access to opportunities on an equitable basis. All work placements are checked for Health and Safety.
- 4.5 Students have access to careers resources within curriculum areas and through games/books within their team base.
- 4.6 Students learn to action plan through independent 1:1 careers guidance interviews, transition plans, programmes of study and by attending EHCP Annual Review meetings to ensure they have the opportunities to express their views and ideas. Students meet professionals and take some part in the discussions using personalised and differentiated methods of communication. The Careers Leader keeps a record of students' achievements and participation in CEIAG activities via Compass Plus which is available to students, staff and parents on request.
- 4.7 Throughout the whole curriculum opportunities exist to extend and promote CEIAG. Teachers seek to take advantage of all opportunities and are encouraged to incorporate activities across their teaching and learning programme. Designated teachers are responsible for the teaching of CEIAG through PSHE lessons. Other teachers work hard to link curriculum learnings to careers wherever possible. Curriculum leaders ensure these links are made explicit on medium-term planning with reference to the Gatsby Benchmarks. This allows students to begin to use and apply skills in a range of real-life contexts. Curriculum leaders are committed to making subjects relevant "to everyday independent living, future learning and leisure, livelihood planning and employability skills" (CEC, 2019). This is further demonstrated and documented within individual curriculum subject policies.

5 IMPACT

- 5.1 Participation in high-quality CEIAG will provide students with the self-awareness skills to understand their interests, preferences and abilities. This self-awareness will help students to make informed, realistic, but ambitious decisions about courses and jobs for their future. By gaining an understanding of the different options available to them for when they leave St. Hugh's School, students will be able to make effective applications for jobs, training and further education, develop interview skills and improve confidence and communication. As a result, students at St. Hugh's School will continue to participate in education, employment and/or training within their own personalised pathways as they enter adulthood.
- 5.2
- 5.3 During work-related learning opportunities, students' performance is monitored and reported on by the supporting staff and by placement providers on the work experience report form. Feedback is sought from employers, students and staff after CEIAG events and used to inform future opportunities.
- 5.4 Parents and Carers are welcome to give feedback on any aspect of the CEIAG programme to teachers, the Careers Leader or the Careers Adviser at the EHCP Annual Review meeting or Parents/Carers evenings. Parents/Carers are also given the opportunity to feedback about the CEIAG programme at any time via a link on the school website.
- 5.5 Destinations of students are tracked for three years upon leaving St. Hugh's School. The data is used to inform the development of the CEIAG programme.
- 5.6 The CEIAG programme is reviewed annually by the Careers Lead and the Enterprise Coordinator. Changes and improvements to the programme are entered into the School Improvement Plan where necessary and/or the CEIAG action plan along with clear timescales for completion.
- 5.7 St Hugh's School will use Compass Plus for Special Schools to record and monitor all careers activities. This resource quickly highlights any gaps in our provision. Compass Plus also supports us to measure and assess the impact of our careers programme through evaluations from students, teachers and parents.
- 5.8 The Deputy Head is updated through Subject Leader meetings and then he updates the Governors through his curriculum reports.

6 Policy Statement on Provider Access

St Hugh's School: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil Entitlement

All pupils in Years 8 – 11 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- Hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- Understand how to make applications for the full range of academic and technical courses.

Management of Provider Access Requests

Procedure

A provider wishing to request access should contact: Donna Millward (Assistant Head with responsibility for KS4) or Rachel Brunt (Careers Leader)

Telephone: 01724 842960

Email: dmillward@st-hughs.n-lincs.sch.uk OR rbrunt@st-hughs.n-lincs.sch.uk

Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or member of their team.

Providers are welcome to leave a copy of their presentations or other relevant course literature at the Careers Library area which is managed by the school.

The Common Room (Post 16 board) is available to all students at lunch and break.

7 Approval and Review

Approved by: Governors at Annual Curriculum and Standards Committee.

Signed: Paul Townsley – identified Governor for CEIAG.

Review date autumn 2023

Next review date autumn 2024

8 References

CEC (2019). The Gatsby Benchmark Toolkit.

DfE (2018). Careers Guidance and Access for Education and Training Providers: Statutory Guidance.

DfE (2018). Careers Guidance and Information in Schools: Statutory guidance for governing bodies, school leaders and school staff.