

# INVESTED EDUCATION

## CEIAG Policy

<b>Approved by:</b>	David Parrish	<b>Date:</b> 11/1/23
<b>Last reviewed on:</b>	09/05/23 by stakeholders	
<b>Next review due by:</b>	11/1/24	

## Staff Responsible: Sara O'Grady

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

Our Mission "Engage to Achieve"

## Our Goals

- To provide learners with opportunities to engage with employers, and forms of Higher Education during each year of school within school and through experiences of the workplace
- To provide each individual learner with appropriate guidance based on their own aspirations including the provision of Impartial Advice and Guidance, ensuring all learners have had opportunity for ICAG interviews by 16
- To provide access to relevant and updated Careers and Labour Market Information within the curriculum and at home

Invested Education follows the principles of the Gatsby Benchmarks (Gatsby Benchmark Tool).

The objectives for the careers programme are as follows:

Help students to understand the changing world of work

- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation

## Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4/GCSE, after Y11
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- meaningful encounters with employees and business representative or owners through assemblies, projects, drop down day, visits, careers fairs, practice interviews and curriculum community links
- to hear from a range of education and training providers, including colleges, and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school and the opportunity to talk through their career and educational choices with staff
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students

## Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person.

Events for parents and carers

- Parents/carers are invited into school to discuss their son/daughter's progress at Parents Evenings.
- Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via calls home and social media.

## Delivery of the Careers Programme

### Careers education

The content of the taught careers education programme is taught during drop down days, assemblies, events such as practice interviews and subject specific information (as can be seen on the department overview sheet – via the website)

Key activities: KS4/GCSE options choices By the end of Year 9, all students will have had the opportunity to:

- be introduced to career resources to help them understand their preferences and the options open to them
- develop their self-awareness
- hear from or talk to representatives from the world of work
- receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting
- attend the careers fair

### Year 10

Key activities:

Mock interviews Lessons include writing CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options. These activities are supplemented with after-school support sessions with PC access.

By the end of Year 10, all students will have had the opportunity to:

- develop their self-awareness and career management skills, including writing a CV
- experience presentations from different employers
- be interviewed by someone from the world of work
- be introduced to the different Post-16 pathways.

### Year 11

Key activities:

Post-16 applications and pathways Students will learn how to write an application for post-16 applications;

- hear from guest speakers in assembly about Sixth Form, college and apprenticeships;
- attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

These activities are supplemented with after-school support sessions with PC access.

By the end of Year 11, all students will have had the opportunity to:

- use a range of sources of information (with support, as required) to explore Post-16 options
- attend events where they can speak to employers, colleges, training providers and universities
- take part in the Sixth Form taster day or College trip
- develop their self-awareness and career management skills
- apply for Post-16 options and back-up plans, as necessary -
- continue to develop the skills needed for a successful transition
- have at least one meeting (small group or one-to-one) with a careers adviser

ALL students' progress towards applications is recorded and monitored to avoid future problems securing post-16 places. Career information is available through relevant displays.

Displays includes a range of university and college prospectuses, career guides, apprenticeship and employer information.

The careers leader attend conferences and careers network events where possible to keep up to date with best practice and legislation.

## Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

## Employer links

Links with employers, businesses and other external agencies continue to grow through Invested Education by building on local community connections.

## Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Invested Education, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

## Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, drop down days, mock interviews etc
- gathering informal feedback from external partners and from parents/carers
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16

## References

The Gatsby Benchmarks [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

The Career Development Institute Careers Framework <http://www.thecdi.net/Careers-Framework2018> Further guidance and information