



ELTHORNE PARK
— HIGH SCHOOL —

Careers Information Education Advice & Guidance (CIEAG) Policy

Adoption – January 2019

Review frequency – Annually

Next review – September 2023

Status – Non-statutory

Committee – Curriculum

Introduction

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 8-13 (“careers guidance and inspiration in schools” DfE 2015). Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress.

EPHS is committed to offering our students high quality career learning opportunities. These are provided through a programme of internal careers education and externally provided independent and impartial careers information, advice and guidance (IAG). EPHS has provided details of facilities, arrangements and opportunities for a range of education and training providers to support the school’s programme in the Provider Access Policy which can be found on the website. CIEAG is supervised by the Associate Assistant Headteacher (Personal Development & Careers): Ms A Crix. The contact details for the AAHT (Personal Development & Careers) are published on the school’s website.

Objectives and Targets

CIEAG is an integral part of the curriculum and contributes to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life. We aim to actively promote equality of opportunity, to challenge stereotypes and to support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter. Careers education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, carefully considered choices and plans that enable them to progress smoothly into further learning and work. Careers education, combined with effective information, advice and guidance, is critical to young people’s educational career in:

- avoiding disengagement during key stage 3;
- choosing KS4 options;
- helping to avoid underachievement or disengagement during key stage 4;
- choosing appropriate post-16 and post-18 destinations.

Careers education also draws on and contributes to the whole school curricular development of students’ employability skills which are listed below:

- self-management;
- team working;
- business and customer awareness;
- problem solving;
- communication and literacy;
- application of numeracy;
- application of information technology.

Overview of Careers Programme:

Our internal programme of careers education at EPHS is addressed through dedicated units of work in the PSHCE curriculum. Through this we seek to help students in years 7–13 prepare themselves for key transition points including KS4 options pathways and post-16/18 choices. The careers programme also entitles students to a range of wider experiences enabling them to regularly interact with employers, FE / HE education providers and access up-to-date LMI information. In line with guidance such as Section 19 Education Act (2011); Careers guidance and access for education and training providers (updated January 2018); the Gatsby benchmarks ; guidelines from Ofsted and the Educational Development Trust, impartial external Information, advice and guidance are provided from a range of sources to students, ensuring they receive an inspirational and aspirational view of the opportunities available to them. Activities include: assemblies, enrichment days, career fairs, work place visits, employer encounter workshops, PD tutor time activities and Personal Guidance sessions provided by the Connexions service.

EPHS provides targeted and timely guidance for all of our students, with an enhanced level of support for those seen as being particularly vulnerable to leaving us without a place in further education or employment. The CIEAG programme at EPHS builds in flexibility to accommodate all pupils, regardless of the point in their school career that they join us or their SEND or PP status.

Key stage 3:

By completing a series of tasks & lessons, key stage 3 students will be able to explain links between the curriculum and the labour market including having an understanding of employability skills and attributes. They will have a better understanding of themselves including personal characteristics, abilities, interests, potential weaknesses and limitations. They will be able to examine how these skills are used in daily life and the links between personal skills and employment. They will also use online programmes to research information about potential career opportunities and use the information to help them make choices on post 14 options.

Key stage 4:

By the end of this key stage the full cohort will have enhanced their self-knowledge, career management and other employability skills. They will have used resources to investigate future choices and explored a range of routes into their future goals. Pupils will have regular access to CIEAG including a 1:1 meeting with the school's impartial careers advisor to help them firm up their choices using up to date labour market information. Finally, they will have chosen and applied for an appropriate opportunity and made a Plan B in case things go better or worse than expected.

Key stage 5:

All students by the end of this key stage will have increased knowledge of careers available at ages 18, 21 and thereafter. They will have been supported through the decision-making process regarding higher or further education as well explored opportunities such as as apprenticeships and employment after Year 13. They will have taken advantage of work experience opportunities and have access to CIEAG via 1:1 and group sessions with the school's impartial careers advisor.

Delivery & Evaluation:

The quality of careers education is evaluated and reported to the leadership team and trustees annually and evaluated for effectiveness at least every 3 years. The school measures the quality of its careers provision against its progress towards meeting the 8 Gatsby Benchmarks in:

1. having a stable careers programme
2. ensuring students learn from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Providing encounters with employers and employees
6. Offering students experiences of workplaces
7. Providing encounters with further and higher education
8. Ensuring equitable entitlement to personal guidance

It will also be evaluated using systematic feedback from:

- the analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment;
- surveys of students, teachers, parents/ carers in the school
- students who have used the services of the independent careers adviser;
- employers who have delivered workshops in the school and / or facilitated work place experiences

Careers information, advice and guidance is very much a whole school activity – every member of staff, when approached, should respond with appropriate guidance and support and make appropriate referrals to the pastoral teams. PSHCE teachers should provide impartial guidance using the materials provided. The AAHT (Personal Development & Careers) is responsible for the coordination of information and guidance including reviewing curriculum resources and materials, monitoring personal guidance and organising wider experiences. They will make use of the school's communication platforms to publish relevant information and opportunities to students and parents / carers. At each stage of the school, Year Leads and Key Stage Leads have the responsibility of supporting students in making decisions concerning higher or further education, or alternative routes such as apprenticeships or employment.

Links Outside of School:

Strong links with local partnerships such as with the Educational Development Trust (EDT) will be made and maintained in order to enhance the careers information, advice and guidance which is available to the students.

The school will work with the local authority, including sharing information. In particular, in accordance with Section 13 of the Education and Skills Act 2008, the school will notify the local authority whenever a 16 or 17-year-old leaves an education or training programme before completion. The school will also collect, maintain and provide accurate data for each student on their destinations for 3 years after they leave school (Year 11).

