

Careers Education, Information, Advice and Guidance Policy

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Paul Evans**

Introduction

This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three and Four.

Assistant Head, Susan Coates, maintains the strategic overview of careers and independence whilst the Pathway Leaders have responsibility for day-to-day leadership and management.

A young person's career is their pathway through learning and work. All young people need a planned programme of learning activities to help them make decisions and plan their careers, both in school and after they leave. The 2011 Education Act places a duty on schools to give students access to careers education, information and guidance. Southgate School endorses the objectives for careers and independence education and guidance in the framework for personal, social and health education and the national framework for careers, employability and enterprise education.

Southgate School is committed to providing a planned programme of careers and independence education and guidance and meets the legal duty of schools to ensure that a range of education and training providers can access pupils in Key Stages Three and Four, or when it is developmentally appropriate, for the purpose of informing them about approved technical education qualifications or apprenticeships. We work from the CDI Framework for careers, employability and enterprise education in partnership with C&K Careers. The school is working with West Yorkshire Combined Authority /Leeds City Region Enterprise Partnership (LEP) to develop the quality of careers and has adopted the eight Gatsby benchmarks of good careers practice.

This policy refers to the learning opportunities provided to pupils from and including Year 8 to Year 11 and how they will impact upon all pupils in those year groups. All members of staff at Southgate School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils and that teachers of pupils in Key Stages Three and Four understand that they have a responsibility to deliver this to the pupils in their classes following the Careers and Independence Programme of Study.

The pupils meet the careers adviser from C&K Careers in year 9 and further regular contact is established in years 10 and 11 and the adviser also builds relationships with their parents or carers. In partnership with C&K Careers, Southgate School continues to track pupils' destinations and outcomes through their post 16 career.

Former pupils are invited back from time to time to talk about their experience with current pupils, giving pupils further insight into post 16 opportunities and the support available.

This policy was developed through discussions with teaching staff; the school's personal adviser, pupils, parents and governors and is reviewed annually in line with the DfE published document 'Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, January 2018). It is underpinned by the school's policies for teaching and learning, assessment, PSHCE, work related learning, equal opportunities and health and safety.

Aims

All pupils will receive a stable careers programme. The careers and independence programme is designed to meet the needs of students in Southgate School. It is differentiated initially for formal and semi-formal learners and then further adapted within the classrooms to ensure it is appropriate and relevant to every individual.

Careers and independence are delivered across the curriculum to develop pupils' ability to care for their own needs, to be able to access the community, to work cooperatively with others, to make choices, to make decisions and to keep themselves safe.

We work to raise aspirations, increase motivation and challenge stereotyping. We support pupils to recognise barriers to their learning and achievement and to make informed decisions and appropriate choices about the options that are available to them. We work to enable pupils to make a successful transition into education, training or employment.

The pupils are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with pupils and their parents or carers. The programme will promote diversity, equality of opportunity, inclusion and anti-racism.

Implementation

Pupils will receive careers and independence learning from Year 8 through the curriculum. Our curriculum aims to ensure that each pupil has a meaningful and informed journey based on progression. Whether they are with us for 1 year or 12 years, we want to prepare them in the best possible way for the next chapter in their education and ultimately adulthood. Our curriculum provides a holistic approach that focusses on developing academic achievement alongside the areas required to make them as independent as possible. We aim to reduce the level of support each pupil requires over time.

All curriculum areas have learning intentions for pupils learning within stages 1 to 5. This provides appropriate learning for all pupils that is not based on the age of the learner. The Careers and Independence programme takes appropriate learning intentions from a range of curriculum areas including Careers, RSHE, Mental Health, Citizenship, Identity, wellbeing and communication, English and Communication, Independence, Functional Maths and Problem Solving, History, Food Technology and Geography.

The above learning intentions will include opportunities to engage with the following activities as appropriate –

- Enterprise activities,
- Forest School,
- Duke of Edinburgh Award Scheme,
- visit places of employment,
- visit post 16 educational provisions,
- visit Real Employment in Huddersfield
- visit to C&K Careers.
- Mock Interviews
- Work Experience

The C&K Careers Adviser, Natalie Williams, has a professional qualification in career guidance. The Careers Adviser works in partnership with the school to meet the statutory duty to secure access to impartial careers guidance to all pupils and their parents and carers. Natalie Williams also works closely with teachers to support the delivery of the careers programme.

The guidance will always be in the best interests of the pupil. Information and guidance are offered to parents and carers during the October and June Parent's Evenings and the individual Annual Review Meetings. In addition to this the Careers Adviser will liaise with parents and carers about Post 16 Providers and aid with the arrangement of visits. She will also ensure parents and carers receive the Post 16 Transport application where it is required. C&K Careers will remain in contact with the family and support as required until the pupil reaches the age of 25 years.

Southgate School will take pupils, as appropriate, and encourage parents and carers to attend the annual event 'Preparing for adulthood – local offer live event' organised by Kirklees Council to showcase the 'Local Offer'. The Local Offer is also available on www.kirkleeslocaloffer.org.uk. This website is signposted on the Southgate School website.

The Intervention Team at Southgate School keep up to date with the opportunities and available provisions for young people with disabilities in Kirklees and share this information with parents at Parents' Evenings and Annual Reviews. Parents and carers can make appointments with members of the Intervention Team for further support as required.

The resources for delivering Careers are kept up to date under the supervision of C&K Careers.

Governor Responsibilities

The governing body will ensure that Southgate School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure the policy is based on the eight Gatsby Benchmarks and meets the school's legal requirements.

The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 8 to 11.

There are two members of the governing body who takes a strategic interest in CEIAG and encourages employer engagement.

Provider Access

This section of the policy 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.

All pupils are entitled to find out about technical education qualifications and apprenticeships opportunities, as part of a career programme which provides information on the full range of education and training options available at each transition point.

All pupils are entitled to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships.

All pupils are entitled to understand how to make applications for the full range of academic and technical courses and are supported individually.

The above will be discussed at Annual Review meetings from Year 9, as appropriate, and with Natalie Williams following the Year 9 Annual Review meeting.

Monitoring

The Headteacher, Paul Evans, will ensure that the work of the Careers Adviser and CEIAG events are supported and monitored and that the Assistant Head, Susan Coates, has an overview of CEIAG work and reports regularly back during SLT meetings. Feedback should be collected from stakeholders and external visitors to the school. The governors of Southgate School will review this policy every three years.

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The three pathway leaders are responsible for monitoring the appropriate delivery of the careers programme. They work closely with the Assistant Headteachers and C&K Careers. Pupil guidance is led by the class teacher and supported by C&K Careers. Work Experience is planned and implemented by teachers.

All staff are expected to contribute to the careers and independence education and guidance programme through their roles as tutors and subject teachers. Careers and independence education is planned by the teachers, and then monitored and evaluated by the pathway leaders with consultation with C&K Careers. Careers and independence education is taught by class teachers in discrete careers lessons, special events and across the curriculum. Specialist careers guidance is provided by the C&K Careers personal adviser. Careers information is available in each of the upstairs classrooms and on Southgate School website. Administration support is available to the pathway leaders and teachers as resources allow.

Careers and independence learning outcomes are assessed and reported annually in the EHCP review.

An annual Partnership Agreement is negotiated between the school and C&K Careers identifying the contributions to the programme that each will make.

Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought. Staff training needs for planning and delivering the careers and independence programme will be identified and met through support from the pathway leaders, assistant heads and C&K Careers.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils or staff with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.