



# **Careers Education, Information, Advice and Guidance Policy**

## **1. Aims**

This policy aims to:

- 1.1. Define how the school ensures students receive careers education information advice and guidance.
- 1.2. Outline what pupils will expect in their careers education at Furze Platt
- 1.3. Describe how careers education is monitored.
- 1.4. Summarise the roles and responsibilities of different members of staff involved with careers education.

## **2. Principles**

- 2.1. The careers programme at Furze Platt aims to ensure that students are ambitious in their career aspirations, as well as having the versatility to adapt to the modern day job market. We want students to be curious, to take responsibility, and to be well prepared for the future. We wish students to strive to attend the best universities and/or to thrive in careers that they find purposeful and fulfilling. In short, we want students to be happy in their chosen careers. To this end, they need to understand the labour market, including apprenticeships, and should gain the high-level qualifications and the employability skills and aptitudes necessary for success. Careers Education, Information, Advice and Guidance is instrumental in providing this. All students from Years 7-13 therefore benefit from high-quality careers provision that is independent, impartial and inspirational. The level and intensity of provision will vary according to student age and individual need, including whether students are Pupil Premium, have SEN status, or are in danger of becoming NEET (not in education, employment or training).

## **3. Legislation and statutory requirements**

- 3.1. DfE Careers guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff July 2021

## **4. Staff Responsibilities**

### **4.1. Careers Leader**

The CEIAG programme is managed by the Careers Leader. The Careers Leader ensures that the programme is fit for purpose and provides students with the best careers education to meet their needs. The careers leader works with the Local Enterprise Partnership as well as other agencies to ensure that the school is monitoring its progress towards meeting the Gatsby benchmarks.

### **4.2. Assistant Headteacher (Curriculum)**

Oversees the careers programme and line manages the careers leader. Provides support and guidance in managing careers education at Furze Platt and works with the Local Enterprise Partnership and the Careers Leader to evaluate the school's progress towards meeting the Gatsby benchmarks.

### **4.3. Careers Governor**

Monitors the CEIAG at Furze Platt and holds the Assistant Headteacher (Curriculum) and Careers Leader to account. The Careers Governor reports to the Governors' Teaching and Learning Committee.

### **4.4. Subject Leaders**

Ensure their department is embedding careers education in their programs of study and that students have a wide range of exposure to careers education in their subject area including extra-curricular and enrichment activities, wall displays, visiting speakers and developing links with industry and higher education.

#### **4.5. Pastoral Leaders**

Work with the careers leader to identify students who need CEIAG and identify students who are at risk of being NEET. Ensure students receive the best possible advice to allow them to move on to the next stage of the education or career.

#### **4.6. Teachers, tutors and support staff**

Ensure that students receive careers related learning in the lessons. Identify students they believe would benefit from careers education and raise these with the Careers Leader, Pastoral leaders and Subject Leaders. Support Subject leaders in fostering industry and higher education links.

### **5. Gatsby Benchmarks**

- 5.1. The school is working towards achieving the Gatsby Benchmarks, with support from Thames Valley Berkshire LEP and our Enterprise Adviser.
- 5.2. Progress on the Gatsby Benchmarks is recorded using the Compass evaluation tool.
- 5.3. The Gatsby Benchmarks state that a school with good careers guidance provides:

1. A Stable Careers Programme
2. Learning from Careers and Labour Market Information
3. Addressing the Needs of Each Student
4. Linking Curriculum Learning to Careers
5. Encounters with Employers and Employees
6. Experience of Workplaces
7. Encounters with Further and Higher Education
8. Personal Guidance

### **6. Careers Guidance**

- 6.1. Students receive impartial careers guidance interviews which are carried out by the Careers Leader.
- 6.2. The Careers leader will hold or will be working towards the Level 6 Careers Guidance and Development qualification and, additionally, the Careers Leader qualification.
- 6.3. Students are identified and prioritised for careers interviews based on a range of information including their academic performance, their intended next stage of education, feedback from their teachers, tutors and heads of house, academic mentors and other stakeholders however by the end of their academic journey at Furze Platt all students will have received a careers interview.

### **7. CEIAG Provision**

Students receive careers education and guidance in a range of ways which includes:

#### **7.1. Discrete careers education lessons within PSHE**

All students from Years 7-11 follow schemes of learning planned by the Careers Leader in conjunction with the PSHE team. These lessons include the use a wide range of careers websites and online platforms.

#### **7.2. Subject taster sessions for Year 9 students**

All students receive taster lessons in GCSE courses to ensure they are fully informed of their GCSE choices. This includes subjects that are not part of the Key Stage 3 curriculum. Further information is provided at the Year 9 Options Evening where subject leaders expand on potential career paths that their subject can lead to.

### **7.3. Mentoring and support for Year 11 students**

Year 11 students are carefully monitored to ensure no student is at risk of becoming NEET and that the next stage of the education is suitable and well considered whether 6<sup>th</sup> form, college or an apprenticeship.

### **7.4. CEIAG programme in Years 12 and 13**

7.4.1. including work experience in Year 12 and support for those intending to go on to university or other forms of education, employment or training, including apprenticeships.

7.4.2. One-to-one careers interviews with the Careers Leader for students at key transition points.

### **7.5. Events and activities**

- A range of activities is provided throughout the year including, where possible but not limited to
  - Careers and Higher Education Fair for Years 9-11 featuring a wide range of employers, professional organisations and further and higher education providers.
  - Visits to Oxford University for the most able KS3 students run with the assistance of the school's gifted and talented coordinator.
  - University visits for all KS4 students to ensure they have had exposure to higher education.
  - Visits to local colleges for open evenings and taster days.
  - Apprenticeship presentation for Year 10 students.
  - Subject specific careers events for all year groups.
  - Opportunities for students to engage with local businesses and role models, both in and out of school.

## **8. Evaluation of CEIAG**

- 8.1. Provision is scrutinised by the Careers Governor and the Governors' Teaching and Learning Committee.
- 8.2. Overall provision is evaluated through student destinations data which is reported to the local authority.
- 8.3. Destination data is also available on the Ofsted School inspection data summary report (IDSR)
- 8.4. Progress towards the Gatsby Benchmarks is measured by completion of the Compass evaluation tool, the results of which are scrutinised by the Thames Valley Berkshire LEP on behalf of the Careers and Enterprise Company.
- 8.5. Staff and parents are made aware of the careers programme on the school website and invited to give feedback.
- 8.6. Careers education lessons are evaluated by student and teacher feedback as well as lesson observations and learning walks.
- 8.7. Careers guidance interviews are evaluated by student feedback.
- 8.8. Events and activities are evaluated by feedback from students and, where appropriate, parents and providers.

## **9. Careers Programme and Provider Access Statement.**

- 9.1. These statutory documents are on the school website.
- 9.2. The statement is set out as follows:

## Provider Access Statement

### 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 8-13 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;

to 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;

to 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 *Judith Bubb*, Careers Leader [Judith.bubb@furzeplatt.net](mailto:Judith.bubb@furzeplatt.net); 01628 625308

#### Opportunities for access

A number of events are integrated into the school careers programme which would potentially offer providers an opportunity to come into school to speak to students. The school calendar varies from year to year so providers need to contact the member of staff named above to identify the most suitable opportunity. The events are usually arranged well in advance so it is essential that providers contact us early in the academic year to be involved in our planning.

Access will be granted on the understanding that information and guidance offered by providers is related to technical courses and apprenticeship opportunities only. Providers will be expected to meet the school's safeguarding requirements.

#### Premises and facilities

The school will make available appropriate rooms and facilities, including AV equipment, to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Learning Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at break times.