



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE AND EMPLOYABILITY LEARNING POLICY

Introduction

Through a planned program of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, Glenthorne High School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Glenthorne has an ongoing commitment to:

- Providing a planned program of activities to which all students from Years 7 – 13 are entitled which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on their needs
- Ensuring that the CEIAG and Employability program follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018, July 2021 and January 2023) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of good career guidance:

1. A stable careers program
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers

5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

- Working in partnership with the Prospects Service to ensure all students access education, employment or training at the relevant transition points

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, more able learners and SEND.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Glenthorne High School to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages including financial management
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at Glenthorne aims to provide students with the skills, knowledge and understanding to support the 3 core aims of the CDI framework for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides pupils with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

Adjustments to the Careers Education, Information, Advice and Guidance and Employability Learning Policy will be made on an individual basis taking into account our equality duties under the Equality Act 2010 and in particular the need to make reasonable adjustments in the individual circumstances of the student.

Assessment

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in PSHE Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Management

Responsibilities are spread between the Assistant Headteacher with oversight of CEIAG, the Careers Leader and the careers administrator. They plan, co-ordinate and evaluate the careers programme. They also plan and implement work experience for Y11 pupils. Subject leaders and Heads of Year

are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. The PSHE team at Key Stage 3, 4 and tutors in Key Stage 5, deliver specialist sessions. Heads of Year liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available in the Library, Unifrog and on FROG, the school virtual learning website.

Implementation: The CEIAG Programme

The careers programme includes careers lessons (within the school's PSHE programme), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience

in key stages 4 work experience in 5) and individual learning planning/portfolio activities which are recorded on a careers software package. Other focused events, including an in-house careers fair for transition years, higher education and apprenticeship fairs at Key Stage 5 and Aspiration Days at Key Stage 4. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent careers adviser.

The Careers Adviser also provides an important contribution to the planning, design and delivery of all aspects of our careers education programme, including Aspirations Days, allowing for current labour market intelligence to inform these processes. Year 11, 12 and 13 pupils at risk of not being in education, employment or training post-16 and post-18 are identified and have additional meetings with the Careers Advisor, after which appropriate interventions are agreed and implemented. The support is arranged by the relevant Head of Year and implemented well before any student at this risk is due to leave the school.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

Staff Development

Staff training is identified by a needs analysis and planned for in the SIP.

External Partnerships

An annual partnership agreement is negotiated between the school and the Prospects Service (Shaw Trust) who provide the external, independent Careers Advisor. KS5 are signposted to a separate independent careers adviser.

The school works with the Enterprise Adviser from the Careers and Enterprise Company to make links with business. Firm links have been established with a range of employers, particularly through the provision of work placements within applied courses; some KS4 and many KS5 pupils undertake work placements, integral to their courses. Employers visit the school to run work-related activities with pupils and to speak to pupils about a range of employment sectors.

Apprenticeship information is shared with pupils via Unifrog, FROG, assemblies and the careers advisers. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors.

Strong links also exist with universities, further education colleges, apprenticeship providers and training providers, who often come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance (Provider Access Policy – Appendix 2). Our Aspirations Days and Progression Week towards the end of the summer term are the perfect opportunity for education providers to speak to relevant pupils.

Resources

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Assistant Headteacher with oversight of CEIAG is responsible for the effective deployment of resources.

Monitoring, review, evaluation and development of CEG

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Assistant Headteacher with oversight of CEIAG:-

- Annual review of partnership activities with the Prospects Service.
- Review of all careers events by Careers Leader.
- Lesson and tutor observations within PSHE/ SMSC lessons as part of School Self Evaluation
- Developmental activity is identified annually in the SIP.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent council groups and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the Quality in Careers Standard, last awarded in February 2018 and to be reaccredited in due course
- Review of the school's adherence to the Gatsby Benchmarks through Compass+, an online self-evaluation tool for schools.

Assistant Head Teacher

Careers Leader

Policy Reviewed July 2023
Next review date July 2024



**Employability Learning and Careers Education, Information and Guidance
Statement of Entitlement**

Careers Education Entitlement

As a pupil at Glenthorne High School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect to ...

- Access a planned programme relevant to your year group.
- Access a qualified impartial and independent careers adviser for personalised advice and guidance.
- Recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions.
- Have information about the world of work and how the labour market is changing.
- Be given information about further and higher education, training and apprenticeships and employment routes.
- Take part in activities which challenge stereotyping and raise your aspirations.
- Develop skills and qualities to improve your employability.
- Develop enterprise skills.
- Be well prepared for different transitions.
- Help to develop financial capability skills.
- Develop and strengthen your personal presentation skills for selection processes.
- Signposting to relevant up-to-date and impartial sources of careers information and advice.
- Not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access, use and complete work using careers resources via the LRC, Unifrog and the Careers Frog site.
- Set targets and review your progress through Academic Review Day.
- Receive careers lessons within PSHE lessons.
- Receive Careers information and on-going support from staff such as your Tutor.
- Take part in Pathways events for example, Destinations Day where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Have been given the opportunity to have a meeting with a qualified, independent, and impartial careers guidance adviser through lunch time drop in meetings.
- Have an accessible record of your careers learning via Compass+.

By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through PSHE, tutor group time and through Aspirations Days.
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Devise an action plan towards your career goals in PSHE.
- Have taken part in an enterprise activity.
- Have listened to talks on different careers.
- Have been given the opportunity to speak to representatives from various sectors of the world of work.
- Have developed financial capability skills.
- Have produced and reviewed a curriculum vitae.
- Have written a formal letter, e.g. covering letter.
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Develop presentation and interview skills.
- Be able to access, use and complete work using resources via the LRC and the Careers Frog site.

- Be offered the opportunity to take part in taster days/ sessions.
- Have visited or spoken to representatives of further or higher education institutions, such as universities.
- Have opportunities to evaluate individual achievements e.g. Academic Tutoring Day and rewards assemblies.
- Be given the opportunity to take part in work experience.
- Have an accessible record of your careers learning via Compass+.

By the end of Key Stage 5:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a structured and planned tutor time programme.
- Be offered at least one individual appointment with a qualified, independent, impartial careers adviser.
- Participate in an enrichment and tutorial programme focused on your personal development.
- Be given the opportunity to set targets and review your progress through Academic Review Day, with on-going support from your tutor and subject teachers.
- Develop independent research skills.
- Take part in Year 12 Progression Week.
- Meet university representatives.
- Have the opportunity to meet apprenticeship providers.
- Be given the opportunity to visit universities.
- Have the opportunity to volunteer or take part in work experience.
- Receive information on higher education taster days, apprenticeship vacancies and job opportunities.
- Understand the UCAS process and be able to research different universities and courses using online resources.
- Receive information and support with financial planning for university, work and training.
- Write a personal statement for a UCAS, apprenticeship or job application.
- Have been mentored through the university application process or supported with job or training applications.
- Have access to information on how to apply for internships, sponsorships or Gap Year placements,
- Be given the opportunity to take part in enterprise and challenge activities.

Appendix 2

Provider Access Policy

Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out Glenthorne High School's arrangements for managing the access of education and training providers to pupils at the school.

Pupil Entitlement

All pupils in years 8-13 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer– through options events, assemblies and aspirations events
- to understand how to make applications for the full range of academic and technical courses.
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Management of provider access requests Procedure

A provider wishing to request access should contact Mr A Todd, Careers Lead, Telephone: 0208 644 6307 ext 220; Email: ATO@glenthorne.sutton.sch.uk

Access Procedure

Opportunities for Access

- We actively seek to build partnerships with outside agencies, to broaden our pupils' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact Naomi Kenny, our Careers Leader to find a suitable event to access pupils. All events will need a minimum lead time of six weeks.
- We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at year assemblies, where a whole year group is assembled in a hall environment and you

can tailor your presentation to specific age-groups. Presentations must be submitted to the Careers Leader 48 hours before the planned event.

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 a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course information in the sixth form study area.