



Careers Education, information, Advice and Guidance (CEIAG) and Work-Related Learning Policy

Date Passed to Governors: May 2018

Date Approved by Governors: May 2018

Date of Next Review: May 2020

Commitment

Longfield Academy is committed to maximise the potential of the young people under our care, enabling them to progress to the post-16 provider of their choice and ultimately to successful employment.

The Academy believes that high quality Careers Education Information Advice and Guidance (CEIAG) is a key element in supporting pupils in their journey to adulthood and making a positive contribution to their community.

Local and National Context

Longfield Academy will endeavor to meet its commitments under

- ❖ 2011 Education Act <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted>
- ❖ 2017 National Careers strategy: Making the most of everyone's talents and subsequent Statutory Guidance https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf
- ❖ Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf
- ❖ Section 42B of the Education Act 1997 https://www.legislation.gov.uk/ukpga/1997/44/pdfs/ukpga_19970044_en.pdf

and to follow other relevant guidance received from the Department for Education, QCA and OFSTED as it is published. In addition, it will work with other interested parties such as local post-16 training providers, FE colleges, the Careers and Enterprise Company (CEC) and Tees Valley Combined Authority (TVCA) to develop and offer the best curriculum to meet the needs of our young people. It will promote opportunities offered by local post-16 providers impartially and allow access to young people in line with the Longfield Provider Access Policy.

Longfield Academy is committed to achieving the Quality in Careers Standard; Investors in Careers as soon as is practical <https://investorincareers.org.uk/> through achieving the eight Gatsby Benchmarks <http://www.gatsby.org.uk/uploads/education/reports/pdf/pamphlet-for-headteachers-and-leaders.pdf>

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
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.

and will audit performance against these standards annually using the compass tool.

<https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool>

Development

This policy for CEIAG was developed through discussions with teaching staff, support staff, students, local partners and colleagues working in our partner school. It takes account of current best practice and the requirements of national policies, statutory guidance, local post-16 providers and other partners and the curriculum.

This policy will be reviewed in line with Academy procedures.

Links with other policies

This policy for CEIAG supports and is underpinned by the wider work of the Academy, particularly the pastoral support offered to pupils, PSHCE including Equality and Diversity; Special Education Needs and Disabilities; Looked After and Gifted and Talented pupils.

Other related Academy policies include:

- ❖ Support for Learning Special Educational Needs policy
- ❖ Safeguarding and Child Protection policy
- ❖ Provider Access policy
- ❖ Off-site Educational Visits policy
- ❖ PSHCE policy

All policies are currently under review (as of May 2018).

Objectives

Longfield aims to prepare pupils to make informed decisions about their future through CEIAG, tailored to the aspirations and needs of the individual. The taught careers programme is designed to meet the needs of pupils at Longfield Academy, personalised where necessary, to ensure they progress towards achieving their career aims and make a successful transition to the post-16 provider of their choice.

High quality impartial careers advice and guidance is a key element of the Academy's work in

- ❖ Supporting pupils in reaching their full potential, by raising aspirations.
- ❖ Empowering pupils to plan and manage their own future by providing comprehensive information on all options.
- ❖ Promoting equality, diversity, social mobility and challenging stereotypes.
- ❖ Supporting pupils as they work towards sustainable employment and achieving personal and economic wellbeing throughout their lives.

Work related learning is the focus of the year 10 careers education programme, which culminates in pupils undertaking a week-long placement at an employer of their choosing. Pupils in other year groups have the opportunity to engage with employer(s) on at least one occasion each year through our World of Work days, starting in 2018-19. This is supplemented by opportunities facilitated by the Tees Valley Combined Authority, which has the remit to encourage employer engagement with local schools.

Entitlement

Longfield pupils are entitled to CEIAG which meets the highest professional and ethical standards of practice.

This entitlement is detailed for pupils and parents in an offer booklet, issued annually in September to pupils and their parents/carers, and a link published on the school website

<https://www.longfield.uk.com/careers/information-for-parents/>

Implementation – learning outcomes by year group

Year 7 pupils will:

- ❖ Think about the things they like doing and are good at.
- ❖ Reflect on what they would like to do better in the future.
- ❖ Identify things that are important to them and what they need to do to achieve them.
- ❖ Meet employers and discover what is important to them.
- ❖ Meet representatives from colleges, universities and other post-16 providers and start to find out about their options for after they leave school.

Year 8 pupils will:

- ❖ Learn about different qualifications and subjects they can study in key stage 4.
- ❖ Investigate different jobs linked to subjects.
- ❖ Pick the subjects they will study in years 9 to 11.
- ❖ Meet employers and discover what is important to them.
- ❖ Meet representatives from colleges, universities and other post-16 providers and start to find out about their options for after they leave school.

Year 9 pupils will:

- ❖ Create a cv that will be developed throughout key stage 4.
- ❖ Use Kudos to analyse their skills and research careers.
- ❖ Learn about labour market information and why it matters.
- ❖ Meet employers and discover what is important to them.
- ❖ Meet representatives from colleges, universities and other post-16 providers and start to find out about their options for after they leave school.

Year 10 pupils will:

- ❖ Use Kudos to investigate careers.
- ❖ Learn about the different types of qualifications.
- ❖ Organise a work experience placement and have a week-long experience of work.
- ❖ Meet employers and discover what is important to them.
- ❖ Meet representatives from colleges, universities and other post-16 providers and start to find out about their options for after they leave school.

Year 11 pupils will:

- ❖ Find out about different post-16 options including local colleges, Universities and the National Citizen Service through weekly assemblies.
- ❖ Learn about apprenticeships.
- ❖ Apply for colleges and/or apprenticeships.
- ❖ Attend interviews for courses they would like to take.

Responsibilities

Management: The leadership team will:

- ❖ Support the delivery and development of CEIAG across the academy.
- ❖ Encourage faculties to include elements of careers education in their curriculum and clarify the relationship of careers education to other areas of the curriculum.
- ❖ Support staff in delivering activities linked to National Careers Week held in March each year.
- ❖ Provide adequate physical and financial resources for the implementation of the programme, including the employment of a careers adviser (0.8 fte) and a TLR payment for the Career Lead.
- ❖ Monitor the provision of the academy's statutory responsibilities including information provided on the academy website and access to information for year 11 pupils.

The Career Lead will:

- ❖ Advise SLT and the Governors on policy and approaches to careers and promote support for the programme.
- ❖ Evaluate the effectiveness of the Careers programme annually using Compass <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool> , sharing the results with staff, SLT, Governors and the TVCA Adviser and prepare documentation to allow the Academy to achieve the Careers Standard; Investors in Careers as soon as possible.
- ❖ Lead on the development of the Careers programme identifying, or developing, quality resources that enable staff to deliver the required objectives and outcomes in their lessons.
- ❖ Using/updating Tracker <https://tracker.careersandenterprise.co.uk/> as appropriate to support developments.
- ❖ Ensure that the information on the Careers area of the school website is current and accurate and revise the careers offer annually and issue to parents/carers and pupils each September.
- ❖ Work with the Careers Adviser, SENDCO, PSHCE Coordinator and other teaching staff to develop the teaching of careers, within the programme of PSHCE and other lessons.
- ❖ Be responsible for the maintenance of accurate careers records and use the information held about pupils to prioritise activities and resources by need, as well as updating the database of employers who have worked or who offer to work with pupils.
- ❖ Ensure that the World of Work and College days run smoothly and deliver the required results, evaluating their success and making any necessary improvements.
- ❖ Develop a programme of assemblies to allow pupils to access information from a variety of sources to enable them to make informed decisions about their future.
- ❖ Organise the annual Careers Convention, held in September and work with other agencies to identify quality learning experiences for pupils.
- ❖ Help to identify staff development needs and organise suitable training.
- ❖ Present Careers updates to staff in briefing sessions at least once every half term, to ensure that all staff are up to date with the latest developments in Careers.
- ❖ Manage the work of the Careers Adviser.

The Careers Adviser will:

- ❖ Work with other members of staff eg. KS4/5 Transition Coordinator, SENDCO, Year Leaders, Designated Safeguarding Lead (DSL) to achieve the best possible outcomes for pupils.
- ❖ Provide quality one to one impartial advice and guidance to every pupil, whenever significant study or career choices are being made.
- ❖ Keep accurate records using school systems.

- ❖ Liaise with parents, recording information on CPOMS as appropriate.
- ❖ With the KS4/5 Transition Coordinator, support the teaching of Careers lessons and develop systems to assess, record and report on the effectiveness of CEIAG.
- ❖ Liaise with the local authority regarding support for vulnerable pupils making transition to post-16 education, working with our DSL to make best use of the EHA referral system.
- ❖ Work closely with local post-16 providers to ensure pupils are correctly placed in a post-16 provider of their choice.
- ❖ Support the delivery of the annual careers offer.
- ❖ Collate data for the annual destinations survey, monitoring the accuracy of information provided by the local authority. Share relevant data with SLT and Governors.
- ❖ Work with professionals from other agencies eg. TVCA, Inspire2Learn, Foundation4Jobs to ensure that pupils have a variety of experiences.

The DSL/Health and Safety officer will:

- ❖ Lead the Work Experience programme.
(Appendix 1 is a checklist for organising Work Experience with roles and responsibilities clearly defined)
- ❖ With other members of staff, ensure that all pupils and parents have access to the information needed about Work Experience.
- ❖ Chair meetings of SENDCO, the year 10 Year Leader and the Careers Adviser to consider the safeguarding aspects of work experience and ensure that all pupils are able to have a safe and meaningful experience.
- ❖ Liaise with employers to ensure that all statutory aspects of H&S and safeguarding are met whilst pupils are on work experience.
- ❖ Update the year 10 careers database with details of placements and generate job descriptions, ensuring that deadlines are met.
- ❖ Update the employer engagement database.

The teaching staff will:

- ❖ Take an active part in delivering the careers elements of the PSHCE programme.
- ❖ Support the work of the Careers Adviser and KS4/5 Transition Coordinator.

Curriculum Delivery

The curriculum will be delivered in a variety of ways; taught sessions, assemblies and workshops, themed days, work experience for all in year 10, research activities and careers guidance activities.

For 2018-19

	Taught programme		Events and enrichment	
Year 7	All about me	4 hours in term 3	World of Work day College day	1 hour 1 hour
Year 8	Skills and qualities Research skills	5 hours in term 1	World of Work day College day	1 hour 1 hour
Year 9	LMI and research Writing a cv	5 hours in term 2	World of Work day College day Work experience launch	1 hour 1 hour 1 hour

Year 10	Research skills CV	5 hours in term 1	World of Work day College day Work experience	1 hour 1 hour 25 hours
Year 11			Weekly presentations Careers Convention College application	13@ 15 min each 1.5 hours 1 hour

Staff Development

All staff delivering the CEIAG programme are entitled to training and support to enable them to discharge their responsibilities to a high standard. Staff should make their individual training needs known to the KS4/5 Transition Coordinator who is responsible for organizing any necessary training and support.

Half-termly briefings by the KS4/5 Transition Coordinator are used to ensure staff are informed about relevant developments in Careers.

Partnerships / Service Level Agreements

We work in partnership with a wide variety of post-16 providers, local universities and other local schools through the CEIAG network meetings.

A memorandum of understanding (MOU) exists between Longfield Academy and Tees Valley Combined Authority which outlines the roles and responsibility of each party. This will be reviewed for 2018-19 when work restarts with our adviser.

Business Links

The KS4/5 Coordinator is responsible for maintaining a database of employers/businesses with an interest in supporting our careers programme. The Careers Adviser and Health and Safety/DSL also work closely with local businesses as part of the Work Experience procedures and promote the advantages of working with pupils to the businesses they contact.

Resources

Funding for careers is allocated in the annual budget process. Funds will be prioritised annually in support of core activities and/or to support the objectives identified in the Academy Self Evaluation Document.

Monitor / Review and Evaluation

The taught elements of the careers education programme are reviewed annually and updated, ready for the start of the new academic year.

The effectiveness of the Careers programme is reviewed annually using Compass <https://www.careersandenterprise.co.uk/schools-colleges/compass-benchmark-tool> , and the results shared with staff, SLT, Governors and the TVCA Adviser as appropriate.

Appendix 1

Checklist for organising Work Experience

Abbreviations used

DSL	Designated safeguarding lead	SENDCO	Special needs coordinator
HSM	Health and safety manager	CL	Careers lead (KS4/5 transition coordinator)
CA	Careers adviser	YL	Year leader
FT	Form tutor		

Date	Action	By Who	Completion date
Jun of year 9	Safeguarding meeting to identify vulnerable pupils who need a bespoke programme	DSL HSM YL SENDCO CA	
	Review WEx documentation from previous year, update and publish on website	CL CA	
Jul of year 9	Work experience launch P1: 9am assembly for all year 9 pupils Work experience workshop P2: 9A, 9B P3: 9L 9B P4: 9R 9S P5: 9T 6pm Parents meeting for year 9 parents/carers	DSL, CA and CL CL and CA CL DSL	
	Contact parents of pupils on "bespoke programme" and discuss. Identify one member of staff to link between home and school (link person) Keep in contact with parents as bespoke programmes are developed	Either SENDCO or CA Link person	
Sep of year 10	FTs remind pupils to return forms FTs/YL identify pupils struggling to find placements who need guidance and refer to GS	FTs	
Sep onwards	Individual guidance for pupils needing help	CA	
Nov	Deadline for forms to be returned	FTs to remind	
Dec	Safeguarding meeting Safeguarding lead/H&S officer Year leader SEN Careers adviser - review suitability of all placements	DSL HSM YL SENDCO CA	
Jan	Deadline for checks on all placements	DSL	
Feb	Produce all job descriptions - mail merge from data base	DSL	
End Feb or start Mar	Compile folders containing - job description - work experience diary - clear absence / safeguarding procedures	CL (with office support?)	
Mar	Issue job description folders to pupils Parentmail/post job descriptions to parents Pupils contact employers as requested	CL & FTs Reception staff CA to support	
Mar	List of placements on display in staff room for staff to sign up for visits in gained Y10 time – staff must have business use on insurance	CL	
Mar	Work experience week Pupils complete Work Experience diaries First day safeguarding phone calls made to every employer Staff visit placements- simple ticklist form to be completed on their return (or electronically)	DSL Staff volunteers	
On return	In Form Time Reflection on Work Experience	FTs	