



Careers Education Information and Guidance Policy

Meeting the Gatsby Benchmarks

Approved	/ /
To be reviewed	/ /
Signed (Chair of Governors)	
Signed (Proprietor)	

Policy Statement :

Priory Park Community School is committed to providing a planned programme of Careers Education, Information and Guidance for all pupils in Years 7-11.

We believe that it is especially important for our pupils, that careers education information and guidance permeates the whole school and is of the highest possible quality.

The CEIAG programme will promote equality of opportunity, celebrate diversity and challenge stereotypes. The policy is developed and reviewed annually through discussions with Careers Leader, teaching staff, the Careers Advisor, pupils, parents, governors and other external partners. It is based on current good practice from the Careers Development Institute and is guided by the 'Gatsby' benchmarks, to ensure best practice and to conform to statutory requirements.

Context :

From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance.

Careers guidance under this duty will:

- Be presented in an impartial manner.
- Include information on the full range of post-16 education or training options.
- Promote the best interests of the pupils to whom it is given.

The DfE on 4 December 2017 also updated its statutory careers guidance for schools. Governing Boards need to ensure that the school has published a careers programme and clear advice and guidance which meets the school's needs. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.

The careers strategy can be read online at

www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents

The statutory guidance for school is available at

www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools

Baker clause – Schools and academies must give education and training providers the opportunity to talk to pupils in Years 8 to 13 about approved technical qualifications and apprenticeships from 2 January 2018. The DfE has issued 2 guidance documents: Technical Education and Apprenticeships: Raising Awareness in Schools and Example Policy Statement on Provider Access which sets out what schools need to have in place to meet the requirements of the amendment to the Technical and Further Education Act.

Aims and Objectives of the CEIAG program :

Self-development – to increase self awareness and gain confidence in making decisions and choices concerning education, training and work. Students need to be able to assess their strengths, limitations and potential to facilitate sensible decision-making.

World of Work – to access and examine sources of information so that they are aware of the range of courses and progression routes open to them at 16+. This will involve group and individual guidance and pupils will be encouraged to use a range of websites and use an online psychometric careers assessment tool from the fast tomato website.

Transition – students will be effectively supported to deal with the key career decision making transition points such as year 9 to 10, year 11 to post 16 and onwards.

World of Work/ Alternative Provision :

All pupils in school will have access to an Alternative Provision based on their individual needs and or chosen career path. The emphasis in Key Stage 4 is very much on the world of work with a focus on personal development and key skills such as punctuality and personal appearance. Pupils have access to individualised placements throughout the year as opposed to the 'traditional' two week block. Equality of Opportunity All teachers and staff involved in Careers Guidance have a responsibility to promote equality of opportunity, which ensures that all students have an entitlement and appropriate access to Careers Guidance regardless of race, gender, religion, ability, disability, social background or sexual orientation. All advice given will be impartial and confidential. Students will be helped to understand the importance of equal opportunities and be made aware of the risks of stereotyping and discrimination.

Safeguarding Whole School :

The school has a thorough and comprehensive Safeguarding policy which supports all areas of school life, ensuring that the educational experience of our students is the best it can be.

1. Title	Priory Park Community School Policy for Careers Education, Information and Guidance (CEIAG)
2. Introduction Rational for CEIAG	<p>From September 2013 the Education Act of 2001 placed schools under a duty to ensure that all registered pupils in Years 8-13 have access to independent, accurate and impartial information, advice and guidance.</p> <p>Careers guidance under this duty will:</p> <ul style="list-style-type: none"> • Be presented in an impartial manner • Include information on the full range of post-16 education or training options, • Promote the best interests of the pupils to whom it is given <p>The DfE on 4th December 2017 also updated its statutory careers guidance for schools. Governing Boards need to ensure that the school has published a careers programme and clear advice and guidance which meet the school's needs. The government also expects Governing Boards to ensure that the schools careers strategy is developed in line with the Gatsby Benchmarks and informed by the requirements set out.</p>
Commitment	Priory Park Community School are committed to providing a planned programme of careers education, information and guidance for students in years 7-11 in partnership with Connections, The Black Country Consortium and local businesses.
Development	This policy has been developed to be reviewed annually though discussions with teaching staff, the schools connections adviser, Enterprise co-ordinator, students, parents, governors, advisory staff and other external partners.
Links with other policies	CEIAG is underpinned by the schools policies for teaching and learning, assessment, recording and reporting, Learning4Life, Enterprise and work related learning, health and safety and special educational needs. The CEIAG programme will promote equality of opportunity, celebrate diversity and challenge stereotypes.
3. Objectives	The Careers Programme is designed and developed to meet the needs of our students, offering differentiation to ensure progression appropriate to the student's stage of career learning, planning and development, meeting all 8 of the Gatsby Benchmarks.
Entitlement	1. Careers Education, Information and Guidance that meets professional standards of practice.

	<p>2. A careers programme that will raise aspiration, challenge stereotypes and promote equality and diversity.</p> <p>3. Support in making well informed and realistic decisions.</p> <p>4. Access to impartial and independent information and guidance about the range of education and training options that are most likely to help pupils achieve their ambitions.</p>
4. Implementation Management	The Careers Lead works closely with our Connections advisor and The Black Country Consortium.
Staffing	All staff are expected to contribute to the Careers education, information and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Careers Lead in consultation with our Connections advisor and The Black Country Consortium; a specialist L4L team including Form Tutors then deliver the sessions. The Connections Personal Advisor provides specialist Careers Guidance for our students and is supplemented by the Careers section on the School Website.
Curriculum	The careers programme includes careers education lessons, careers guidance activities (group work and individual interviews), information and research activities, work-related learning, action planning and recording achievements. Careers lessons are part of the school's Personal Development programme. Other focused events, e.g. World skills Show are provided annually. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum. Careers focus week highlights all areas of the student's development and ends with Mock Interviews with real life employers.
Assessment	Students and or School to keep a record of any meetings with Connexions/prospective employers or college placements. Students will receive written Action Plans from Connexions Advisor during their 1:1 meetings, and these should be kept with their Tutor File and copies made to discuss with parents. Careers Lead to oversee all Careers Focused planning, along with L4L co-ordinator for lessons.
Partnerships	An annual Partnership Agreement is negotiated between the school and the Connexions Service identifying the contributions to the programme that each will make. This year we have also partnered with The Black Country Consortium, working closely with our advisor to ensure we

	meet The Gatsby Benchmarks and to strengthen our Careers offer by sharing good practice with other schools; through this partnership we now also have an Enterprise Advisor.
Monitoring, review and evaluation	The monitoring process for CEIAG is currently conducted on a termly basis with regular meetings with our advisors and The Management team. The partnerships agreement with Connections and The Black Country Consortium are reviewed annually by the Careers Co-ordinator and the advisors using The Gatsby Benchmarks and The Quality in Careers Standards to identify desirable improvements. Evaluations will also be carried out annually from 2021.

The Gatsby Benchmarks :

1. A stable careers programme

Website with information for students, parents and staff including statutory guidance

Resources allocated to careers – including access to funded training for Careers Leader

Clear careers programme/ Year plan written down and shared with progressive learning outcomes at each key stage

Careers policy approved by SLT and governors

Regular evaluation of interventions from teachers, students, employers, parents Careers

Lead with support of SLT

Strategic careers plan developed alongside Enterprise Adviser and supported by SLT and Governors and shared with all stakeholders

2. Learning from career and labour market information

Experiences of the workplace and employer encounters linked to LMI

Monitor destination data of students to inform programme and strategic career plan development

Displays in corridors and classrooms, information on website

Students supported to access and understand objective and up to date LMI to inform decision making

Mock interviews and CV building to gain employability skills

LMI is shared, understood and used objectively by teaching staff and parents

LMI and career related learning as part of discrete lessons such as PSHE to include financial planning and research skills

LMI – Curriculum teachers highlighting jobs in their subject areas based on LMI information

A range of education and training providers to access pupils in Year 8-13 to inform them about approved technical education qualifications or apprenticeships

3. Addressing the needs of each pupil

Systematic individual tracking of students careers activities
Destinations tracked for 3 years and data evaluated to inform future provision
Established and active Alumni to support tracking destinations and raising aspirations
Effective relationship with LA to support destination tracking and vulnerable students
Activities to support challenging stereotypes
Activities to support raising aspirations Identify and track vulnerable groups within career programme and related strategic career plan to ensure tailored support.
Compass+ and programmes to support students to record and track own learning

4. Linking curriculum learning to careers

Strategic commitment and priorities from SLT to support whole school cultural change
Purposeful co-curricular activities – external programmes, projects, challenges drop down days, etc.
Displays in corridors and classrooms referred to in lessons Employer visits/speakers as part of curriculum learning (one per term minimum)
Organising career learning through extracurricular activities – e.g. STEM clubs. Voluntary work, etc. – tracked and mapped into careers programme
Providing career learning as a subject in its own right through: dedicated sessions on careers/LIFE/PSHE
Curriculum bringing subject lessons 'to life' – careers clearly identified in each subjects scheme of work (once per term minimum), with subject teachers understanding the intended career learning outcomes
Regular student self-assessment of activities

5. Encounters with employers and employees

Effective use of alumni through employer encounters to raise aspiration and celebrate success
Encounters with employers linking curriculum learning in lessons
Opportunities for challenges, projects and master classes with employers
Clear plan to support encounters as a whole school/college approach
Planning and evaluation of all encounters to support future provision
Matched to an active and effective EA
Identify opportunities to engage parents in employer encounters
Teacher CPD programme in place to support building of employer relationships – may include attendance at employer groups in local area, specific sector links
Have a clear 'ask' of employers and ensure there is proper preparation and debrief for participants linked to meaningful encounters checklist

6. Experiences of workplaces

Meaningful experience of work – planned and evaluated
Pre and post work around experiences to cement learning and links to wider programme
Structured opportunities to reflect on their activities is the difference between 'having an experience' and 'learning experientially'
Work shadowing opportunity with specific outcomes and learning aims
Meaningful visits linked to option choices which include planning and
Meaningful individual placement in area of choice linked to future aspirations (internships, cadetships, etc.)
Employability days to develop skills and knowledge including visits

7. Encounters with further and higher education

A progressive approach to Benchmark 7, starting from transition from KS2/3
Encounters with universities to support understanding with clearly defined and progressive learning aims, outcomes & outputs
Several meaningful encounters and experiences with FE providers with clearly defined and progressive learning aims, outcomes and outputs
Meaningful encounters and experiences with apprenticeship providers
Staff and parental engagement activities to support understanding of all options
Effective use of alumni through Benchmark 7 to raise aspiration and celebrate success
Information on all pathway options at transition time from KS3
Statutory: every school must ensure there is opportunity for a range of education and training providers to access pupils in Year 8-13 to inform them about approved technical education qualifications or apprenticeships

8. Personal guidance

Ensure you have a sustainable approach to funding careers personal guidance and a clear ongoing accountability for management and review
Benchmark
Every school must ensure that pupils are provided with independent careers guidance from Year 8-13
Action plan regularly evaluated to support progression
Support around own skills and abilities and potential career pathways
Staff and parental engagement activities to support understanding of all options
Parental engagement in action plan and interviews to support next steps
Access to records around interview
Group sessions with an impartial, qualified careers adviser from KS3 around career progression
Choose Careers Advisers who hold a level 6 or higher careers qualification, such as the Qualification in Careers Development (QCD) or equivalent, or the work-based Diploma in Careers Guidance and Development, who subscribe to the CDI Code of Ethics and have a valid DBS check.

Meeting The Gatsby Benchmarks Year 7-11 :

Activity/Event	Gatsby Benchmark
CEIAG Policy	1
Comprehensive and Impartial careers advice	1,2,3,4,8
Connections sessions	1,2,3,4,8
The Wolves Foundation	1,2,3,5
Mentoring sessions	1,2,3,4,8
Tutor Time	2,3,4,8
Posters and Displays	1,2,4
Curriculum Links – Learning for Life, Enterprise, Core and Vocational subjects	1,2,3,4
Option choices	1,2,3,4
Duke of Edinburgh	4,5,8
Visiting Guests from industry	2,5
Website information	1,2,3,8
Drop down Days	2,4
Work Experience	2,3,4,5,6
World Skills Show Visit	2,5,6,7
What Careers Show	2,5,6
Big Bang Visit	2,5,6
Jobs Fair	2,5,6
Careers Fairs/Employment Events	2,5,6
National Apprenticeship Week	2,5,7
Higher Education Visits	2,5,7
Careers Focus Week	2,3,4,5,6
CV writing workshop	3,4
Mock Interviews	4,5
Parent Hub	1,2,3,4
Transition Week	3,4,5,6,7
Careers Assembly	2,4,7
Parents Evening	3,4,7,8
Graduation	4,7
Taster Days	2,4,5,6,7
Transition visits/support	3,4,5,6,7,8
Designated Transition Coach	3,4,5,8

Useful websites :

SEND Toolkit for the Gatsby Benchmarks

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_send_gatsby_toolkit_updated.pdf

Black Country Skills Factory

<https://www.blackcountyskillsfactory.co.uk/>

Careers and Enterprise Company

<https://www.careersandenterprise.co.uk/>

Black Country Labour Market Information

<https://www.blackcountyskillsfactory.co.uk/school-resources/local-labour-marketintelligence/>

National Careers Service

<https://nationalcareers.service.gov.uk/>

Job Explorer Database (JED)

https://www.careersoft.co.uk/Products/Job_Explorer_Database/

Icould website careers information and videos.

<https://icould.com/>

Success at school curriculum E books

<https://successatschool.org/advisedetails/1224/coronavirus-careers-resources-to-send-to-parents-and-students>

Careers in Context – A can do guide for providers

https://resources.careersandenterprise.co.uk/sites/default/files/2020-10/1413_Careers%20in%20Context%20Provider%20Guide_0.pdf

Barclays life skills for young people with SEND

<https://barclayslifeskills.com/educators/lessons/send-networking-skills-lesson>

Vocational profiles and planning for adulthood

<https://www.preparingforadulthood.org.uk/downloads/person-centred-planning/vocationalprofile.htm>