



**CANSFIELD**  
ACHIEVING EXCELLENCE TOGETHER

# Careers Education, Information, Advice and Guidance Policy

<u>Approval Date</u>	12 <sup>th</sup> September 2024
<u>Policy Review Date</u>	September 2025
<u>Chair of Governors</u>	<i>Lachar</i>
<u>Headteacher</u>	<i>N Daniel</i>

## 1. Introduction

Through a planned programme of Careers Education, Information, Advice and Guidance (CEIAG) activities Cansfield High School seeks to help all pupils 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 pupils and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

Cansfield will purchase a professional package of support services from Lifework Careers, a recognised professional Career Service Company to enable us to fulfil our statutory responsibilities.

## 2. Statutory Duty: Key Points

The Government produced statutory guidance in March 2015, updated in January 2018, it was updated in July 2021 and again in January 2023 for schools in relation to their careers guidance offer. The key points are highlighted below:

- All schools must provide a planned programme of activities to which all pupils from Years 7 to Year 11 are entitled, which will help them to plan and manage their career.
- All schools must provide CEIAG which is impartial, unbiased and is based on the needs of their pupils.
- All schools must ensure that the CEIAG programme 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)*
  - Guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.
  - *Include the statutory guidance for schools and colleges which was updated and published by the DfE on Thursday 15th July 2020. In line with our statutory responsibilities under the 'Baker Clause: we will "act impartially, in line with our statutory duty or contractual requirement, and not show bias towards any route, be that academic or technical. We will promote a full range of technical options.' 'we will open our doors to other education and training providers'.*

We will continue to review, monitor and evaluate our CEIAG offer by speaking and listening to firstly our pupils the parents / careers, teachers and our external partners. The Headteacher, Governors and teachers will hold ourselves accountable to pupils and parents through robust monitoring and outcome-based evidence such as our annual destination Data and we will report all outcomes through our Governing Body.

The Careers guidance and access for education and training providers Updated July 2021 now has a dedicated section for governors which is as follows: "The governing body must make sure that independent careers guidance is provided to all 12- to- 18-year-olds and students aged up to 25 with an education, health and care plan, and that it is: presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; includes information on the range of education or training options, including apprenticeships and technical education routes; guidance that the person giving it considers will promote the best interests of the students to whom it is given". The Careers team will meet termly with Cansfield career Governors to ensure we are meeting this expectation.

Our Statement of Entitlement further outlines the CEIAG offer the pupils can expect to receive from us (Appendix 1).

## 3. Entitlement

The careers programme is designed to meet the needs of the pupils at Cansfield High School. To prepare our students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment;
- Helping students to follow courses that are appropriate to their needs;
- Improving understanding of the world of work;
- Ensuring appropriate provision and guidance;
- Successful transition to the next stage of education and employment;
- Empowering students to plan and manage their own futures;
- Offering a responsive service that allows time for face to face guidance;
- Providing comprehensive and unbiased advice and guidance; and
- Actively promoting equality and challenging gender stereotypes.

Specifically, impartial and independent IAG is provided to students through a number of ongoing delivery methods:

- All year groups will have timetabled modules within their Life Studies and Global Citizens lessons.
- Pastoral Heads of Year and SLT in assemblies and everyday interaction with pupils
- Through all curriculum areas in their lessons where appropriate.
- Through form period activities with form tutors.
- Face-to-face guidance with a qualified Level 6 Career Guidance practitioner.
- Through a Careers Fair, Apprenticeship Fair and offsite trips.
- Students will complete visits to workplaces to get a feel for the world of work, build confidence, identify their own strengths and weaknesses and improve their employability skills.
- Year 10 will have taster days at various colleges.
- Year 10 and 11 will have visits to the school by staff from local sixth forms and colleges.
- Year 10 and 11 pupils will also be encouraged to attend sixth form and college open days, which will be advertised weekly on form slides, by parental information letter and on the school website.
- Assemblies and group activities for specific pathways (Apprenticeships).
- Display boards across school to promote careers linked to faculty areas.
- University Links.
- Opportunities with Greater Manchester Higher to raise aspirations.
- Year 7, 8 and 9 to take part in the National Careers Challenge.
- Opportunities with Bridge GM and our Enterprise Coordinator to promote awareness and understanding of work, industry, the economy and community.

A summary of our Careers framework can be found in Appendix 2.

The primary aim of the CEIAG programme is 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.
- Ensure that, wherever possible, all young people leave the school with employment, further education or training.

CEIAG at Cansfield aims to provide pupils with the skills, knowledge and understanding to support the three core aims of the Career Development Institute (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 pupils are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

#### **4. Assessment**

Through evaluation following career-related events we assess whether pupils have met the above learning outcomes. Within timetabled Life Studies lessons learning outcomes are shared and revisited at the end of lessons to assess whether they have been achieved. We review our careers provision three times a year against the Gatsby benchmarks using the Compass Tracker.

#### **5. Implementation: Management**

Responsibilities are spread between the Lead for CEIAG and the Careers Advisor. They plan, coordinate and evaluate the careers programme. Heads of Faculty and Heads of Year are consulted to ensure appropriate coverage of careers themes in the Life Studies 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.

#### **6. Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. The Life Studies team delivers specialist sessions. Heads of Year liaise with the Head of Enrichment to address the needs of all pupils, including support from teachers and external agencies, such as the independent Careers Advisor. Careers information is available in the Careers Library which is within the school Library.

#### **7. Implementation: The CEIAG Programme**

The careers programme includes careers education sessions, careers lessons (within the school's Life Studies programme), careers guidance activities (group work and individual interviews), information and research activities, employability learning and individual learning planning/ portfolio activities/CV writing workshops.

All pupils receive at least one careers interview with the Careers Advisor during Key Stage 4. The Careers Advisor is central to providing guidance to pupils on routes beyond school and those pupils who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. We have a referral process, which staff and students can complete if they would like an interview with our Careers Advisor.

The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our careers education, including Careers Days, allowing for current labour market intelligence to inform these processes. The Careers Advisor runs a weekly lunchtime drop-in session where pupils from all year groups are able to access information and guidance. Year 11 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 Academic Head of Year and implemented well before any pupil at this risk is due to leave the school. The Careers Lead will liaise with the SENCO to ensure there is a career development plan identified in each pupils EHCP. When appropriate the Careers Advisors will attend transition EHCPs to support appropriate target setting in relation to learning, future employment and independence.

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

#### **8. External Partnerships**

An annual partnership agreement is negotiated between the school and Lifework Careers who provide the external, independent Careers Advisor.

Firm links have been established with Bridge GM and our Enterprise Coordinator for Wigan who helps arrange

partnerships and a range of employers, particularly through the provision of work placements. Employers visit the school to run work-related activities with pupils, they will speak to pupils about a range of employment sectors and offer mock interviews.

There have been recent developments with employers offering apprenticeships and information is shared with pupils about available apprenticeships via The Growth Company, Waterside Training and the Careers Advisor. 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 and Further Education Colleges, who come into school to speak with pupils. Any provider wishing to request access should contact the Careers Leader in the first instance.

## **9. Monitoring, Review, Evaluation and Development of CEIAG**

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader:

- Annual review of partnership activities with our Enterprise Coordinator for Wigan.
- Lesson and tutor observations within Life Studies lessons and form period activities as part of the learning walk programme, the Student Parliament, the Parent Advisory Group and questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- The Careers Advisor will arrange suitable interviews with Year 11 and update the spreadsheet available in Office Shared for staff to share and track interviews and monitor progress.
- The Careers Advisor will produce a working arrangement document that states how they will deliver their services to school on a termly basis.
- Destination figures for school leavers will be produced by the Careers Advisor.
- Review of the school's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools.

### **Appendix 1: Employability Learning and Careers Education, Information and Guidance: Statement of Entitlement**

As a pupil at Cansfield 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 have preparation for the opportunities, responsibilities and experiences of adult life.
- To develop an understanding of their own and others strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.
- Help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions.
- To develop skills and qualities to improve your employability.
- To develop enterprise skills.
- Help you investigate opportunities for further learning and employment, make decisions and manage transitions across the three stages at 14+, 16+ and 18+.
- Information about the world of work and how the labour market is changing.
- Information about further and higher education, training and apprenticeships and employment routes.
- To develop and strengthen your personal presentation skills for selection processes.
- Ensure that, wherever possible, you leave the school with employment, further education or training.
- Develop enterprise and other skills valuable in the world of work.
- Not to have limitations imposed on your aspirations based upon your social, economic or ethnic background.
- Access to a qualified impartial and independent careers adviser for personalised advice and guidance.

By the end of Key Stage 3 you should be able to:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Identify which subjects you are good at and your learning preferences.
- Discuss your strengths and weaknesses with your tutor.
- Make realistic choices about what subjects you can study at Key Stage 4 and know the implications of your choices on your future learning and career options.
- Discuss your choices with tutors, Senior Leadership Team members and parents / carers.
- Recognise stereotypical images of work and be able to challenge such stereotyping.
- Take part in the Year 9 Choices event where you can access information about different 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 Advisor.
- Be able to access careers resources via the Library and the careers website.

By the end of Key Stage 4 you should:

- Be able to confidently plan for your options at Post 16.
- Know the options available to you and where to get impartial information.
- Know which subjects, skills and qualities are useful for career options that you are considering.
- Know your strengths and weaknesses and learning preferences.
- Discuss your choices with tutors, Senior Leadership Team members, independent advisors and parents / carers.
- Know how to set challenging, realistic learning goals related to your learning and future work.
- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills.
- Have been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options.
- Devise an action plan towards your career goals.
- 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.
- Developed presentation and interview skills.
- Be able to access careers information and resources via the Library and the Careers Website.
- Have visited or spoken to representatives of further or higher education institutions, such as universities, colleges or apprenticeships.

### 11. Appendix 2: Careers Framework

This table shows the careers theme/focus for each year, the content, the outcomes and how student their experiences will develop as they progress through school. All year groups have a drop down day that includes the careers programme Xello from Greater Manchester Apprenticeship and Careers Service.

Year Group	Content	Objectives	Measurable Outcomes
<b>7</b> <b>Explore the world of work...</b>	Timetabled lessons: <ul style="list-style-type: none"> <li>- All about me</li> <li>- What is work?</li> <li>- Skills vs qualities</li> <li>- Understanding personal strengths and weaknesses</li> <li>- Stereotyping</li> <li>- Virtual work experience</li> <li>- Future aspirations</li> </ul>	<ul style="list-style-type: none"> <li>- To discover their own skills and qualities.</li> <li>- To understand how skills and qualities can assist students when considering job choices</li> </ul>	<ul style="list-style-type: none"> <li>- To identify qualities and skills</li> <li>- To complete a basic personal statement</li> </ul>
<b>8</b> <b>What are my careers options and its place in this world?</b>	Timetabled lessons: <ul style="list-style-type: none"> <li>- What do I want from work?</li> <li>- Local Market Information (LMI)</li> <li>- Progression Routes (education, training, apprenticeships)</li> <li>- Entry requirements</li> <li>- Employability skills</li> <li>- Research job roles</li> </ul>	<ul style="list-style-type: none"> <li>- To explore routes and pathways available</li> <li>- To relate these pathways to their decision making</li> </ul>	<ul style="list-style-type: none"> <li>- To identify different pathways, post 16 and post 18</li> <li>- To understand the routes available</li> <li>- To begin to research into different jobs</li> </ul>
<b>9</b> <b>Transferrable skills and employability</b>	Timetabled lessons: <ul style="list-style-type: none"> <li>- Explore employability</li> <li>- Explore transferrable skills/audit</li> <li>- CV writing</li> <li>- Option choices</li> </ul>	<ul style="list-style-type: none"> <li>- To develop their understanding of transferrable skills</li> <li>- To be aware of all routes available</li> <li>- To be prepared to make appropriate option choices</li> </ul>	<ul style="list-style-type: none"> <li>- To select options relevant to their needs</li> <li>- To gain experience of all subject choice before making decisions</li> <li>- To understand the routes available</li> </ul>
<b>10</b> <b>Forging my path and gaining an edge.</b>	Timetabled lessons: <ul style="list-style-type: none"> <li>- Preparing for work</li> <li>- Developing key skills: communication; problem solving; resilience; self-confidence; time management; working with others</li> <li>- Mock interviews/constructive feedback from a professional</li> <li>- Experience of a workplace</li> </ul>	<ul style="list-style-type: none"> <li>- To plan their future by focussing their decisions</li> <li>- To develop their key skills</li> <li>- To prepare and participate in a mock interview</li> </ul>	<ul style="list-style-type: none"> <li>- Complete preparation sessions</li> <li>- Interviews</li> <li>- Complete work place logbook</li> </ul>

<p><b>11</b> <b>Preparing for life after Cansfield.</b></p>	<p>Personal Guidance:  <ul style="list-style-type: none"> <li>- Interviews with careers advisor</li> </ul> Timetabled lessons  <ul style="list-style-type: none"> <li>- Preparing a personal statement and applications</li> <li>- Receive constructive feedback</li> </ul> </p>	<ul style="list-style-type: none"> <li>- To decide what they are going to do post 16 and apply for this</li> <li>- To prepare and write a personal statement</li> </ul>	<ul style="list-style-type: none"> <li>- Careers advisor interviews</li> <li>- Applications to education, apprenticeship or training course</li> </ul>
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