

Federation Careers Education Information, Advice and Guidance (CEIAG) Policy

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For any further information regarding GDPR talk to our data protection officer (DPO):
Rebecca Kastania, Aylestone School, Broadland House, Broadland Lane, Hereford HR1 1HY
Tel: 01432 357 371 Email: bkastania@aylestone.hereford.sch.uk

1. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Aylestone School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life, it can help them to make decisions and manage transition from learners to workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Governors can expect from the careers programme.

2. Aims and Objectives

The Aylestone School careers programme aims to:

- Encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- Ensure students' readiness to take their next step in their learning or career.

Aylestone School follows the principles of the [Gatsby Benchmarks](#) (see references). The objectives for the careers programme are as follows:

- Helping students to understand the changing world of work.
- Facilitating meaningful encounters with employers for all students.
- Supporting positive transitions post-16.
- Enabling students to develop the research skills to find out about opportunities.
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work.
- Encouraging participation in continued learning, including further and higher education and apprenticeships.
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity.
- Contributing to strategies for raising achievement, particularly by increasing motivation.

3. Student Entitlement

All students are entitled to be fully involved in an effective Careers (CEIAG) Programme.

Students are encouraged to take an active role in their own career development and as such, the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time in school, all students can expect:

- The support they need to make the right choices in Year 9 and Year 11.
- Access to up-to-date and unbiased information on future learning and training, careers and labour market information.
- Support to develop the self-awareness and career management skills needed for their future.

- Career lessons during tutor time from Years 7 to 11 covering options after school, the world of work, the job market and the skills needed for the future.
- At least four meaningful encounters with representatives from the world of work, this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits.
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school.
- The opportunity to relate what they learn in lessons to their life and career beyond school.
- The opportunity to talk through career and educational choices with staff including form tutors and the careers team.
- Access to one-to-one guidance with a trained and impartial careers advisor, by appointment; this is available to students of any year group.
- The school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision making. Parents/carers can attend careers meetings, by prior arrangement.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

4. Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

5. Events for parents and carers

Parents/carers are invited into school to discuss their son/daughter's progress, on Parents Evening and Year Group Parent Information Evenings. Parents are encouraged to ask questions and engage in discussions with either the Form Tutor, Achievement Co-ordinator or Subject Teacher on their child's career aspirations.

In addition, we hold specialist events such as the Options Evening in Year 9 and also the Careers Evening for Years 9, 10 and 11.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters, texts and emails home, the school website and social media.

6. Delivery of the Careers Programme

6.1 The key activities within KS3

Form Tutors will be provided with specific Career Related activities to deliver with their tutor group. One of the activities will be introducing the students to the Kudos Programme. This is a Career Support programme that allows students to self-assess and find out Labour Market Information relevant to them.

On at least one occasion throughout each school year, every faculty will provide their students with an opportunity to see what careers are related specifically to that subject, and how those students could work towards a career in that subject. This usually takes place alongside the National Careers Week.

We understand the importance of students making the right choices towards the end of KS3 for their options when studying at KS4. We provide every student the opportunity to have an options interview with a senior member of staff, in which they discuss their interest and the possible options available to them. They will also have the opportunity to sit through focused assemblies on their careers and the options. Our Careers Advisor will also help advise and guide students on their choices.

6.2 The key activities within KS4

All students will have Tutor time and Empowerment activities in which they prepare for interviews, complete CV's and applications. Students will also learn how to write a personal statement for Post 16 applications.

Students will be given the experience of Mock Interviews with an outside provider, either from a workplace or further educational provider.

By the end of KS4, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV.
- Have the experience of a Mock Interview.
- Experience a taster day in a sixth form or college setting.
- Learn about the different Post 16 pathways.
- Use a range of sources of information (with support, as required) to explore Post 16 options.
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities.
- Apply for Post 16 options and back up plans, as necessary.
- Continue to develop the skills needed for a successful transition.
- Have at least one meeting with a Careers Advisor.

6.3 Career Guidance Meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the Careers Advisor but, in practice, Year 10's and Year 11's are most likely to access this service. Students are identified for careers meetings based on need and through self-referral.

6.4 Needs-based Referral

The referral procedure works as follows:

- Form Tutors, Achievement Co-Ordinators and the Student Services Team may identify students who would benefit from early intervention. For example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- At the end of Year 10, form tutors prioritise students based on their readiness to make Post 16 decisions and the support they might need through the Post 16 options process.
- Students complete their own careers questionnaire late in Year 10 where they are asked about their career and post 16 ideas.

The outcome of all these activities allows the careers advisor to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need. For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each

student. This support could include personalised curriculum in KS4, visits to college and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

6.5 Self-Referral

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Achievement Co-ordinator or via a member of the Student Services Team. An appointment with the advisor will then be arranged. Students are made aware of the Careers Advisor through assemblies and via form tutors. The Careers Advisor will record action plans. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

6.6 Career Information

Career information is available in the Careers Office (Room MP4) in Broadlands House, through relevant displays in school or is cascaded via form tutors or through year group assemblies. There is also a careers section within the library, which includes a range of college prospectus' career guides, apprenticeship and employer information.

6.7 External Providers

A range of external providers are invited into school to support the careers programme. These will include local colleges, universities, training providers, apprenticeship organisations and employers. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

6.8 Management and Staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Head Teacher. The Careers Lead will work closely with the Level 6 Qualified Careers Advisor.

All Tutors and Achievement Co-ordinators have responsibility to advise and support their tutees and Year Groups on career choices. This Pastoral Team will work closely with the Careers Team identifying any area of need.

6.9 Staff Development

Form Tutors are introduced to the concepts, aims and programme for CEIAG at Aylestone School during Inset days. This staff development is further enhanced at Year Team meetings. The Careers Advisor attends conferences and monthly network meetings to keep up to date with best practice and legislation. The Careers Lead and Careers Advisor also meet weekly.

6.10 Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

6.11 Employer Links

Links with employers, businesses and other external agencies continue to grow; by building on local community connections already acquired, but by reaching out to other agencies, keen to get on board.

6.12 Equal Opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore

options that suit their preferences, skills and strengths. The team work on early identification of students requiring additional support, with no limit placed on how many times a student might see a careers advisor. The destinations of school-leavers are monitored and trends identified.

6.13 Monitoring, evaluation and measuring success

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including;

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, mock interviews etc
- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures Post 16

Appendix 1 – Federation Careers Policy Statement on Provider Access

1. 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.

2. Pupil Entitlement

All pupils in years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeship 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 option events, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

3. Management of provider access requests

3.1 Procedure

A provider wishing to request access should contact Mr N Moores, Careers Lead and Assistant Headteacher. Telephone No: (01432) 357371. Email: nmoores@aylestone.hereford.sch.uk

3.2 Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Year 7	Opportunities in careers during the delivery of PSHE/Empowerment Life Skills : assembly and tutor group opportunities Assembly : Guest Speakers Employers Engagement : Guess my job Event
Year 8	Opportunities in careers during the delivery of PSHE/Empowerment Further and Higher Educational visits Life Skills : Assembly and tutor group opportunities Assembly : Guest Speakers
Year 9	Further and Higher Educational visits Careers Evening

	<p>GCSE Options Evening</p> <p>Life Skills : Assembly and tutor group opportunities</p> <p>Assembly : Guest Speakers</p> <p>Opportunities in careers during the delivery of PSHE/Empowerment</p>
Year 10	<p>Further and Higher Educational visits</p> <p>Careers Evening</p> <p>Life Skills : Assembly and tutor group opportunities</p> <p>Assembly : Guest Speakers</p> <p>Opportunities in careers during the delivery of PSHE/Empowerment</p> <p>Apprenticeship providers visits and talks</p>
Year 11	<p>Further and Higher Educational visits</p> <p>Careers Evening</p> <p>Life Skills : assembly and tutor group opportunities</p> <p>Mock Interviews</p> <p>STEM Club</p> <p>Hereford Sixth Form Taster Day</p> <p>Assembly : Guest speakers (including FE and apprenticeship providers)</p> <p>Opportunities in careers during the delivery of PSHE/Empowerment</p> <p>Apprenticeship providers Visits and Q&A sessions</p>

Please see table below on how we meet the Gatsby Benchmarks for all activities/events that students are involved in.

3.3 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 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 with the Careers Lead, Mr Moores or the Careers Advisor, Mrs Davies.

THE 8 GATSBY BENCHMARKS

The eight Gatsby Benchmarks are the foundation of the Careers Strategy and a statutory requirement for secondary schools and colleges. The benchmarks are put in place to ensure high quality careers guidance in schools and colleges, so that students can make well-informed decisions on their future. We complete a termly assessment with the Careers and Enterprise Service to ascertain how well we are doing and to identify any gaps we have in meeting the 8 Gatsby Benchmarks.

So what are the 8 Gatsby Benchmarks and how do Aylestone achieve them?

The table below outlines each of the benchmarks, what they mean and what Aylestone do to meet the benchmarks?

The 8 Gatsby Benchmarks	What does the benchmark mean?	What do we do at Aylestone to meet this Benchmark?
1. A stable careers programme	We should have in place a stable programme of careers education and guidance that is known and understood by students, parents, teachers and employers and is easily accessible via the school website.	<ul style="list-style-type: none"> • We have a written Careers {CEIAG} Programme which is updated each academic year. All career related activities and learning are outlined for each year group from years 7-11. This plan is tailored to the academic needs of the students and is appropriate to the different age groups. • The plan has the explicit backing and support from SLT. • Aylestone has a Careers Lead and a level 6 trained careers professional to take responsibility for the programme. • Careers is naturally embedded into subject lessons and all students are able to understand the importance of why they learn each subject area and where it can lead in the future. • The careers plan links into the CEIAG policy and Provider Access Policy. • It is easily accessible via the Aylestone website. • The programme is monitored and evaluation is in place to take place annually with feedback from pupils, parents, teachers and employers. • It is underpinned by good communication and advertising.

		<ul style="list-style-type: none"> It is approved by the board of governors and a termly and annual Governors report are produced to the Lead Careers Governor.
2. Learning from career and labour market information	All students and parents should have access to good quality information about future options, career paths and labour market opportunities to make well informed decisions, by making best use of the information that is available to them.	<ul style="list-style-type: none"> Visitors regularly attend Aylestone to speak about Career and Labour Market Information, inc. post 16 option assemblies, career related workshops during National Careers Week, Careers Fair, Mock interviews and employability workshops are also arranged throughout the year, as well as numerous trips through specific subject areas. All of the above provides access to Career and LMI from numerous professionals from either vocational or educational establishments. Year 11 take part in Mock Interviews with professionals from both industry and educational establishments and have the opportunity to complete a mock application form to prepare for this. Financial planning activities are also arranged within the academic year through ad-hoc career workshops. The Careers Tool Kudos is available for all year groups for further labour market information and personality matching to relevant jobs. Aylestone School website has a dedicated page for careers which includes ; upcoming events, photos, information for employers, parent information, LMI information and student information. Regular updates of career information and what is taking place is highlighted in the School Careers Newsletter. External visits to educational establishments, both FE and HE Parents are invited to participate in events such as the Careers Fair, Options Evenings etc.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. Equality and diversity should be embedded throughout and schools should actively seek to	<ul style="list-style-type: none"> All students from year 7 have access to careers related learning during lessons, workshops and assemblies and they are carefully tailored to suit each year group. From year 8, students have meetings regarding their future options with a member of SLT. Certain students may also

	<p>challenge stereotypical thinking and raise aspirations.</p> <p>Systematic records should be kept of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>Schools should collect and retain accurate destination data for each pupil.</p>	<p>talk to SEN Staff members and the Careers Advisor if needed.</p> <ul style="list-style-type: none"> • Years 10 and 11 have 1:1 careers meetings with a level 6 trained careers professional. • Year 11 have further careers meetings to help them completed their FE application forms. SEN students or those who are not considered to go into further education or training have specialised help with their next steps after school. • The careers tool, Compass Plus, is used to record all students attendance and engagement in any career related activities. There is an option to print out any students individual careers record from this. • A transition programme is in place for those students who may need additional support in years 10 and 11. This would include personal visits and tours of the local colleges. • Specific workshops held for students interested in certain sectors. • Destination data is collated and are sent to the Local Council within the allotted timeframe. • Year 9 students attend an Option Assembly delivered Aim Higher (Do GCSE’s matter and making smart GCSE choices). • Year 11 students attend a Uni Life/Finance assembly delivered by Graduate Ambassadors. • Year 11 students attend a Life Finance talk delivered by Graduate Ambassadors on ‘What we wished we knew about Life Finances’ eg NI, tax, credit scores.
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.</p>	<ul style="list-style-type: none"> • Subject teachers link careers to their subjects and advise students as to what types of careers they could potentially go into. • CPD ‘careers’ training for staff led by Careers Lead. • Noticeboards are visible in departments as to linking subjects to careers. • Specific subject related careers are also discussed within Assemblies, workshops and events. • Subject related career trips are also

		<p>arranged via specific departments and this is particularly visible in terms of STEM.</p> <ul style="list-style-type: none"> • Termly subject and careers related article in student / parent newsletter.
5. Encounters with Employers and Employees	<p>All students should have at least one meaningful encounter a year with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.</p>	<p>All year groups are exposed to at least 1 networking opportunity within the Academic Year. This includes;</p> <ul style="list-style-type: none"> • Year 7 - A fun and practical 'Guess my job' workshop to introduce them to careers. • Year 8 - Future Choice Options Evening. This provides students with information on their GCSE option choices. • Year 9 – Confidence, decision making and how the fear of failure can hold us back more than an experience of failure assemblies organised. • Year 9, 10 and 11 students speak with numerous professionals from a variety of industries during the Annual Careers Fayre. • Year 11 – Mock Interview process where all of our students have the opportunity to experience a real life interview with a professional employer and go through the full recruitment process. • Heineken visit to talk to all Year 11 students on the opportunities they offer ie Apprenticeship and Degrees Graduate Programmes. • The British Army, RAF and Royal Navy all attend to deliver Year 11 assemblies. • The National Citizen Service opens their programme to Year 11 students to engage in outdoor activities, volunteering and leadership/teamwork activities. • West Mercia Police deliver a talk to Years 8 & 9 students on what it is like on a typical day with an opportunity of a Q&A session after. • Hereford & Worcester Group Training are invited to bring along apprentices that are working in the accountancy, engineering and customer service sector, to allow students to find out more and ask questions about their jobs.
6. Experience of workplaces	<p>It is important for students to have a first-hand experience of the work place environment to</p>	<ul style="list-style-type: none"> • Throughout the transition plan, students have the opportunity to visit FE providers and attend taster sessions.

	understand the context in which they could one day be working.	<ul style="list-style-type: none"> • Speakers are invited in to speak to students about their workplace ie Guess my Job event, Heineken, Wye Cylinder Engineering, Acre Accountancy
7. Encounters with further education and higher education	All pupils should understand the full-range of learning opportunities available. This includes academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • The school has a strong network base with the local colleges, 6th forms, Local Enterprise Co-ordinator and local Universities. • Hereford Sixth Form College, Hereford & Ludlow College. Hereford College of Arts, Hartpury College, Hereford & Worcester Group Training and Riverside Training are all invited in to deliver their presentations to the Years 10 and 11 students. • Year 10 and Year 11 students have the opportunity to visit the local Colleges during the transitional programme and have a personal tour with a qualified member of College staff. • Visits from local colleges, 6th forms, local training providers and higher educational establishments to our Annual Careers Fayre, assemblies and support during the Mock Interview process. • Trips include visits to Universities. • FE Open Events are advertised throughout the year. • University Virtual Taster Days are advertised on our school website. • Apprenticeship providers, HWGTA and Riverside Training are invited in to talk to Year 10 & 11 students to explain what they offer and the application process. • Vicky Orsmond, HSFC Progression Leader talks to Years 10 & 11 students on the different progression routes.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with an appropriately trained level 6 Careers Advisor. They should be timed to meet the pupil's needs.	<ul style="list-style-type: none"> • By the end of the academic year, 100% of year 10 students receive an individual and impartial careers meeting. • Further meetings are held for Year 11 students to assist them with their FE application forms. • Meetings are held with Year 8 students regarding Future Options.