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# CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

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AYLESTONE SCHOOL

## 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.

## 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

## 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 at school, all students can expect:

- the support they need to make the right choices in Y9 and YR11
- 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 Y7 to Y11 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 their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, 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.

## **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.

### **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 Y9, and also the Careers Convention for the whole school. This Careers Convention takes place in September each year.

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.

## **Delivery of the careers programme**

### **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. In addition to this, the students will be given the opportunity to work through a Careers Booklet within which the student is given the opportunity to be introduced to a wide range of careers, and to discuss such careers with their form tutor, and or guest visitors/speakers in school.

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 introduced will take place within the Careers Fortnight held each year at Aylestone School. 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. The student and their parents are then invited to the Options Conference at the end of Year 9. They will also have the opportunity to sit through focused assemblies on their careers and the options. Past students will be invited to in to help advise and guide students on their choices.

### **The key activities within KS4**

All students will 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 education 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 (small group or one-to-one) with a careers adviser

### **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 adviser but, in practice, Y10s and Y11s, are most likely to access the service. Students are identified for careers meetings based on need and through self-referral.

### **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 Y10, form tutors prioritise students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.
- Students complete their own careers questionnaire late in Y10 where they're asked about their career and post-16 ideas.

The outcome of all these activities allows the careers adviser 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 colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

## **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 adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors. The careers adviser 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.

## **Career information**

Career information is available in the Careers Office in the Student Services Block, 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 university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

<https://www.careerpilot.org.uk/>

<https://careerpilot.org.uk/adviser-zone/lmi-in-a-box>

## **External providers**

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

## **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 areas of need.

The Teacher in Charge of PSHE will also play a vital role in making sure Schemes of Work in both Key Stages, reflect the need for Careers advice and guidance to all years. Employability, and working with the Assistant Heads and Heads of Year is also of importance.

## **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.

## **Resources**

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

### **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.

### **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 adviser. The destinations of school-leavers are monitored and trends identified.

### **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.

Aylestone School is committed to achieving the Quality in Careers Standard, a dedicated quality award for careers programmes. The Careers Team are beginning the process of working towards this award.

### **References**

The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

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Ratified by Governors –

Next Review due – February 2020