



**Croft Community School**

# **Policy for Careers Education Information and Guidance**

**(including enterprise education and work  
experience)**

## **CEIAG POLICY**

This policy will be reviewed annually and should be read in conjunction with the CEIAG and Enterprise action plans.

**DATE OF POLICY: September 2019**

**DATE OF REVIEW: July 2020**

**Member of staff responsible for Policy: R.Davison**

# **ENTERPRISE, CAREERS EDUCATION INFORMATION, ADVICE AND GUIDANCE (CEIAG), AND WORK EXPERIENCE POLICY**

## **Statutory duties**

1. Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).
2. The governing body must ensure that the independent careers guidance provided:
  - 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;
  - is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.
3. The Technical and Further Education Act 2017 inserts section 42B into the Education Act 1997 and came into force on 2 January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in year 8 to year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships.
4. The proprietor must prepare a policy statement setting out the circumstances in which education and training providers will be given access to pupils, and to ensure that this is followed. The policy statement must be published and must include:
  - any procedural requirement in relation to requests for access;
  - grounds for granting and refusing requests for access;
  - details of premises or facilities to be provided to a person who is given access.
5. The proprietor may revise the policy statement from time to time. The proprietor must publish the policy statement and any revised statement. It is expected that a policy statement will be published for each academy within a multi-academy trust.
6. The School Information (England) Regulations 2008 require schools to publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:
  - the name, email address and telephone number of the school's Careers Leader
  - a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
    - how the school measures and assesses the impact of the careers programme on pupils
  - the date of the school's next review of the information published

## **Croft Community School – CEIAG**

Croft Community School is a local authority school, for young people with moderate learning difficulties and or Autism Spectrum Conditions. Our pupils attend from across North Durham, with a number from further afield.

At the heart of the school ethos is the notion of creating a positive learning environment where students have a sense of belonging to the school and wider community, and they develop a healthy respect for themselves and that community.

The curriculum at Croft Community School will enable students to access a wide range of opportunities that allows them to develop the confidence to make the most of their abilities.

As a school we have a responsibility to prepare students for the time they enter the wider community either through employment, further training or continued education. A key element of this preparation comes through the delivery of a coherent Careers Education Information, Advice and Guidance Programme.

The delivery of this programme will support not only the central aims of the school, but will reflect the growing awareness amongst parents, students, staff, colleagues in the support agencies, employers and the wider community that the years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work and life-long learning.

CEIAG provision is targeted to the specific needs of all learners, group sessions are either led by internal knowledgeable staff members or experts external to the school, in all cases the information, advice and guidance will be impartial and will meet the needs of the young people.

Croft Community School work in partnership with impartial, external and expert careers guidance providers, most notably the Improving Progression team, to ensure pupils get good advice on the full range of post-16 options.

The statutory guidance makes it clear that face-to-face careers guidance can help pupils, particularly those from disadvantaged backgrounds to make informed choices and successful transitions.

All students in key transition areas such as year nine and year eleven will have 1:1 interview sessions both with a member of school staff and with a member of the Improving Progression Team. All students will have interaction with external careers experts through assemblies, class sessions and small group activities. Students also receive independent careers advice from staff in school, whose role it is, is to support and encourage students to follow a route that will help them fulfill their potential. These sessions reinforce work that has been undertaken during CEIAG lessons and in their interviews with Improving Progression case worker.

A young person's career beyond school is broad and diverse and reflects the progress they make in learning and work throughout their lives. It is part of the vision and ethos of Croft Community School that all learners receive a planned programme of activities to help them choose 14-19 pathways that are right for them and to enable them to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

The school endeavours to follow best practice guidance from the Department for Education and other expert bodies such as Ofsted and The Department for Business Innovation and

Skills, professional bodies and other published research as it is available.

Croft Community School is committed to working towards a Quality Award for Careers Education, Information, Advice and Guidance. We will use the Gatsby benchmarks to measure the success of CEIAG across the school. We will also be using Compass to ascertain the level of provision that currently exists within school.

## Implementation

The Careers Coordinator will manage the careers education programme and be responsible to the Assistant Head of Key stage four. CEIAG is supported by a link Governor:- Mr R.Patel.

Work experience is planned and implemented by Assistant Head of the Secondary Department and the Head of School in conjunction with the Tri-Work project. These two members of staff work in conjunction with the member of staff responsible for Health and Safety to ensure procedures are in place and safe practices are followed.

All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered through the curriculum at Key Stage 3 and 4.

The CEIAG programme is planned, monitored and evaluated by the Careers Subject Leader in consultation with the senior leadership team. As part of the drive to improve CEIAG all staff will have had an input into schemes of work to include how their subject relates to future skills and careers. They will also have identified how their subject can have an effect on the development of students employability skills and also how their subject relates directly to a range of different careers.

## Aims

Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be integrated into the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

In the light of initiatives and most importantly the National Quality Standards for IAG there is a need to make the school position clear. The Careers team has established three broad aims that run through the CEIAG programme.

1. **Self Development** – to understand themselves and the influences on them
2. **Career Exploration** – to investigate opportunities in learning and work
3. **Career Management** – to make and adjust plans to manage change and transition

Implementation of the Gatsby benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum to careers
5. Encounters with Employers and Employees
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance.

## **How does the School intend to implement these benchmarks?**

Undertake an Action Plan and audit that will be reviewed on an annual basis.

Plan both long term and medium term lessons as part of PSHCE that will examine labour market information and guide students accordingly.

Ensure that Careers guidance is person-centred and that individual aspirations and ambitions are supported and achievable.

Ensure that medium term plan curriculum plans feature work related and employability skills that will enable the students to succeed.

Arrange appropriate work experience and encounters that enable students to meet and develop their knowledge of employability.

Arrange visit, both in groups and individually to support students with transition to further education establishments.

A more detailed annual action plan can be viewed and read in conjunction with this document.

## **Guiding Principles**

The school recognises the following principles, that CEIAG :

- is not just about finding a job but is concerned with preparation for life.
- should be long term and continuous.
- should be educative in nature and have clearly defined aims.
- should be a developmental and positive process which allows for the individual development of our students.
- should encourage students to ask, "Who will I be?" *not* "What will I be?"
- should be an essential and integral part of the school's curriculum and be given the time and space for effective delivery.
- should help to motivate students by helping to make school and the education process more meaningful.
- should be impartial and be in the best interests of the students and should not seek to promote the interests of the school above those of the students.

## **Careers Education Information, Advice and Guidance Provision**

The provision and support for students is provided to students from Years 7 – 13. and becomes more focused at specific times relevant to choices and decisions that need to be made. The development and delivery is coordinated by the Careers Subject Lead with support from the SLT. As a matter of policy this is a flexible and personalized approach, each year resources will be monitored and feedback sought from learners and tutors to drive continual improvement.

The scheduled procedures for students within each Key Stage are as follows:

### **KS3 Provision**

The Statutory Duty to provide CEIAG starts from year 8, and at Croft Community School this is done through the delivery of ASDAN Key Steps and ASDAN Careers and Experiencing Work. Furthermore to support option guidance there is a Year 9 choices evening where students and their parents can explore the courses available at Key Stage Four and where they are invited to attend an individual interview to help to manage the choices process.

## KS4/ Provision

Careers is delivered through a discrete timetabled lesson where students will complete the AQA Personal and Social Education qualification. This qualification includes modules on:

- Personal action planning
- Making informed career choices
- Applying for jobs and courses
- Relationships, behaviour and practices in the workplace

In addition to curriculum based activities students will be given opportunities for the following:

- Group talks with external experts on action planning, career path development and interview preparation.
- Individual interviews arranged by the tutor and/or KS4 team for specific students.
- All students in key stage three and four have the opportunity to complete a “pupil questionnaire” document which enables them to take full part in their person-centred review and helps professionals to identify outcomes that will help individuals to work towards their aspirations.
- Students are supported to develop their understanding of local and national labour market information.
- Pupils are taught how to produce and maintain a good CV during lessons and during employability week.
- Pupils are supported through application and interview preparation.
- School provides information about the various options available, Sixth form, college, traineeship, apprenticeship etc.
- In the future School will host and facilitate a Careers Evening which is attended by all local providers including social care and alternative provision organisations.
- Students have a 1:1 Interview with the Improving Progression team prior to transition.
- School will identify an Enterprise Adviser appropriate for the school, An Enterprise Adviser is an experienced business volunteer who can support the school to connect to the labour market.

Every year from the age of 11, pupils should participate in at least one meaningful encounter with an employer – this means at least one encounter each year from years 7 to 11. Different encounters will take place during and for each academic year group. But essentially this will entail

- alumni activity

- business games and enterprise competitions;
- careers fairs;
- employer encounters with parents;
- employer involvement in the curriculum;
- employer mentoring;
- employer talks;
  - mock interviews;
- CV workshops;
- mock assessment centres;
- speed networking/careers carousels

## **Work Experience**

Work Experience opportunities exist for students at Croft in Year 10 and Year 11. Work Experience for Year 11 is flexible and can be either on a regular basis (eg. one day a week) or a block placement during the year depending a number of external factors. . The work experience placements can be internal or external. These could consist of 1 or more of the following:

- internships and holiday placements; •
- job shadowing; •
- part-time work; •
- work experience in school; •
- volunteering; work experience (less than 1 week); •
- work experience (1-2 week block); •
- work experience (regular/weekly commitment); •
- workplace visits.

A record of all student's work experience is kept in school. This information is used to support students during transition to further education placements.

## **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, citizenship, work related learning and enterprise, special educational needs and disability, equality and diversity, gifted and talented, looked after children and PSHE, there are also links with the CEIAG access arrangements policy.

## **Professional development**

The Careers Subject lead; has undertaken suitable training and professional development to ensure that they are able to manage their responsibilities. The Careers Subject lead will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings and staff training.

There are annual updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. Staff training needs relating to CEIAG are identified by the Careers Subject lead in conjunction with the PSHE Subject lead or by individual request. The school endeavours to meet

training needs within a reasonable period of time.

### Resources

Funding for running costs is allocated in the annual budget planning round. Funding for curriculum team activities comes from the curriculum team allocation, funding for WRL and EE comes from the school budget and is allocated accordingly depending upon need.

### School Links

The table below shows how links with a variety of organisations enriches the CEIAG, Enterprise and Work Related Learning programmes in school.

<b>Organisation</b>	<b>Examples of how partnerships/links will be strengthened/developed</b>
Local Businesses/Employers/Organisations	Building up a database of businesses and organisations that are willing to become work experience placements organisations and also are prepared to contribute to the extended work experience programme.
Other partner schools and colleges	Business and Enterprise activities/events with partner schools/colleges focussing upon WRL and EE. Various visits to careers fayres and visits to further education establishments as well as taster sessions at college.
Improving Progression team	Increased collaboration between school and the Improving Progression team in order to ensure the transition and careers advice to students is bespoke and personalised. 1:1 interviews with students and attendance at EHC plan review meetings
Bishop Auckland College New College Durham Houghall College Derwentside College	Frequent liaisons and meetings between school and college to transfer valuable information to further education providers. Data sharing agreements with local and further education providers.

**Long Term Planning**

CEIAG has changed significantly in recent years in schools and Croft Community School aims to be at the forefront of any future developments.

Initiatives from national and local government have meant that schools have to reconsider the nature, timing and priority of their CEIAG in the curriculum. An audit has been completed to ascertain what career related learning is taking place across the curriculum. The Careers Subject lead will carry out an audit annually which will inform the action plan to ensure that CEIAG is person centered and will meet the aspirations of all our learners.

The Careers Subject lead will pursue excellence in CEIAG as part of the action plan. The long term goal of Croft Community School is to gain the benchmark award in CEIAG provision, this is a three year programme and is designed to ensure that the advice and support that our students are provided with is outstanding at every level.

**Key Staff**

- Head of School: Mr Lee Davis
- Link Governor: Mr R Patel
- Careers Coordinator: Miss Rebecca Davison
- PSHE Coordinator: Miss Lucy Herkes
- Special Education Needs and Disability Coordinator: Miss Vanessa Elcock
- Head of Key Stage Four: Mrs Nicola Beckham
- Work Experience Coordinator: Miss Rebecca Davison

**Approvals**

- Head teacher: .....
- Link Governor: .....
- Careers Co-ordinator: .....
- Date of next annual review September 2019

