



HIGHFIELDS SCHOOL

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

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Rationale

A well planned and carefully structured Careers Education, Information, Advice and Guidance programme can play a major part in helping young people to make important decisions, choose 14-19 pathways that suit their interests, abilities and individual needs and help them to plan and follow a career path and sustain employability throughout their working lives. It can also help avoid disengagement, put school learning into a wider and more relevant context, raise aspirations and address social inequalities and differences in social and cultural capital.

Commitment

The school is committed to providing a comprehensive programme of CEIAG for all students in Years 7-13. This programme will be guided by the Gatsby benchmarks, the National Framework for CEG 11-19 in England (DfES, 2001) and other relevant direction from the DfE, QCA, Careers Enterprise Company and Ofsted and will conform to statutory requirements. It is designed to meet the needs of students at this school and is differentiated and personalised to ensure progression, through activities that are appropriate to students' stages of career learning, planning and development.

The school is committed to providing a CEIAG programme that is ambitious and aspirational for all students and will promote equality of opportunity, celebrate diversity and challenge stereotypes in an increasingly complex and diverse world. We will always put the interests of our students first and ensure that the information provided is timely, transparent, impartial and accessible.

Key Terms

For the purpose of developing a cohesive programme within school the term CEIAG is sub-divided into the following sections:

Careers Education (CE) refers to a planned programme of activities within the curriculum that helps young people to gain knowledge, understanding and develop the skills and confidence to make successful choices, manage transitions in learning and move into work.

Information, Advice and Guidance (IAG) enables individuals to use the knowledge and skills developed through Careers Education to make the decisions about learning and work that are right for them. It includes:

- Careers Information - accurate and up to date information on options in learning, progression routes, career opportunities and sources of help and support.
- Impartial Careers Advice - to help young people gather, understand and interpret information and apply it to their own situation.
- Impartial Careers Guidance - to help young people understand themselves and their needs, aspirations and influences on them and to make choices that are right for them.

IAG includes Information, Advice and Guidance on careers but extends to other personal well-being issues that young people face, some of which may present obstacles to progression and achievement in learning and work such as health, welfare and financial issues.

Aims

Students at Highfields have an entitlement to a range of career activities and interventions, the purpose of which is to help them feel more positive about themselves, improve their motivation, raise their aspirations and allow them to take responsibility for their own career planning.

Highfields CEIAG policy has the following aims to support students through this process:

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To provide a CEIAG programme, designed to meet the needs of all students in Years 7 to 13, that is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- To ensure the CEIAG programme meets professional standards of practice and is person-centred, impartial and confidential.
- To provide all students with access to up to date, independent and impartial Careers Information, Advice and Guidance.
- To raise aspirations and support students to achieve their full potential.
- To allow students to contextualise and appreciate the purpose of their learning.
- To ensure that CEIAG underpins and runs through the whole school curriculum.
- To contribute to strategies for raising student achievement.
- To encourage participation in continued learning including Higher Education, Further Education and Apprenticeships.
- To develop students' confidence, independence and resilience.
- To reduce 'drop out' and switching courses in education and training.
- To develop enterprise and employment skills.
- To ensure the CEIAG programme is integrated into students' experience of the whole curriculum and be based on a partnership with local businesses, outside providers including the Black Country Consortium, students and their parents or carers.
- To ensure all students are treated without prejudice and have an entitlement to CEIAG, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- To ensure that students leave school prepared for life in modern Britain.
- To contribute to the economic prosperity of individuals and communities.
- To involve parents and carers in their child's CEIAG provision and provide the opportunity for them to engage with employers, apprenticeship providers, FE and HE.
- To keep staff informed and involved in CEIAG across the school through CPD.

Careers Education Programme

The CEIAG programme includes Careers Education sessions from years 7 to 13, during Citizenship lessons, form time, assemblies, off-timetable days and other relevant areas of the curriculum.

In Year 7 students develop letter writing skills in English and work collaboratively for a group presentation in Citizenship. The unit of work allows students to self-reflect, looking at their strengths, qualities, skills, dreams and aspirations. This follows on from the self-review work they complete as part of the transition programme and is further reinforced in other curriculum areas such as Science where they explore the range of careers available in those subject areas.

In Year 8 students focus on a wide range of business-related issues such as the private and public sectors, taxation, borrowing, the hidden economy, discrimination cases in work, fair trade and the gender pay gap. This work is further developed in form time to prepare students for making good choices in their Foundations for the Future course choice programme for Year 9.

In Year 9 the focus for students is on choosing the right courses for Key Stage 4. As part of the Moving Forward event they use Xello, the Careers Education Company platform, during form time, to investigate the different courses and potential pathways in both KS4 and beyond. Students write a personal statement justifying course choices before an interview with a member of the senior leadership team. In Citizenship students focus on laws and how such laws protect the rights of individuals and that we can challenge the actions of employers at tribunals.

In Year 10 Citizenship lessons students, as part of their work on Rights and Responsibilities, consider the rights of employers and employees and how legislation protects such rights. Students also explore how immigration supports business in the UK and the social policy that can affect this. Xello is used in form time to help students understand the different opportunities presented by Apprenticeships, Further Education and Higher Education and make further use of the National Careers Service website. Students will use this information on the range of pathways and progression routes available to them to complete a covering letter and CV in their English lessons, focusing on the appropriate layout, structure and language.

There is also a programme of work experience preparation that begins in the Autumn term of Year 10 so that students may secure a suitable Work Experience placement for the first week of Year 11. Some additional targeted individual and group work may be delivered during form time through the Guidance Manager in Middle School.

During Year 11 form time, students review their work experience placement, planning for the future and ensuring effective progression beyond Year 11. There is focus on ensuring that all students understand the need to stay in education (and also the importance of a good GCSE grade in English and Maths), particularly since the raising of the participation age (RPA). Our Staying in Learning Day is vital for this process and a key event in the students' school careers. Students are carefully tracked, monitored and supported with their applications to Sixth Form, Apprenticeships or Further Education providers. Post-16 pathways and careers opportunities are promoted throughout the school year.

The programme at Post-16 is largely delivered through an extensive assembly and tutorial programme focused on the opportunities available post-18, including information from universities, on student finance and on apprenticeship pathways. Much of the guidance centres on the UCAS process and students are made aware of the importance of building their portfolios in the Sixth Form to enable them to produce an effective personal statement and secure the university course of their choice post-16.

The Sixth Form extra-curricular programme also provides valuable CEIAG opportunities for students. Guest speakers from a variety of careers and industries are invited into school to talk to students about the work they do and provide them with information about how they can pursue a related career pathway. In some cases, this also leads to work experience opportunities for Sixth Form students

Careers Information Events

The Careers Education programme at all key stages is supplemented by a series of additional off-timetable events which support students with their career exploration and planning at every stage of their school careers:

- Year 8: Course Choice session
- Year 9: Course Choice Evening and Careers Fair, Course Choice interviews
- Year 10: Getting Ahead Day
- Year 11: Work Experience, Staying in Learning Journey and Day and Careers Fair, Course Choice interviews
- Year 12: Presentation Evening / UCAS Convention / work experience
- Year 13: Student finance presentation / guest speakers on apprenticeships and other alternative pathways to university
- National Careers Week celebrated across the school

There are also events focused on developing the skills needed to make the next step or transition. Year 11 students, for example, also have a Plan to Succeed Day that focuses on the importance of planning, organisation and time management. Year 12 students complete a transition week to

prepare them for life in the Sixth Form, with increasing numbers of them completing an EPQ project which bridges the gap between Sixth Form and university, providing students with the necessary transitional skills to succeed. All of these events routinely incorporate guest speakers from the world of business and education.

Assemblies across year groups on university life, apprenticeships, further education, local market intelligence and employers.

Additionally, students are provided with a range of opportunities, including external visits, to explore a range of enterprise and career activities and contextualise their learning:

- Highfields Careers Fair in conjunction with Course Choice Evening
- National Careers Week
- External Careers Fairs including the World Skills Show and Wolverhampton Skills Show
- University visits, conventions and master classes
- STEM Careers Show and STEM Club
- STEM projects and visits such as the Big Bang Fair, Go 4 Set and the Engineering Education Scheme
- Enterprise competitions such as the Prince's Trust Enterprise Challenge, Ten Pound Challenge and Idea.
- Open Doors to Industry
- Individual employer and school based projects
- Alumni

These events provide students with 'real life' experiences of the World of Work and enable them to contextualise their learning in the curriculum, helping them better understand how the learning and skills they develop in the classroom transfer to the world of work.

Advice and Guidance

At Highfields, students are given the opportunity to explore career ideas through face-to-face discussions with a range of people including school staff, role models and inspiring individuals from industry and education, professionals from universities, colleges and apprenticeship providers and our specialist careers advisor.

- Support for individual students is co-ordinated by the Heads of School and the Guidance Manager.
- All students receive a face-to-face interview with members of SLMT and specialist guidance staff at key decision making points during their education (in Years 8, 9 and 11) to inform progression and make aware of all available learning pathways open to them. Information from these interviews is recorded centrally on a school database which is used to inform and plan the range of career activities and interventions offered to students.
- Individual guidance interviews are conducted by the Guidance Manager, Year Teams and the Senior Leadership & Management Team to every year group where appropriate and at key points in the year: Years 8 & 9 Options Process, Year 11 Post-16 Options Process.
- Where appropriate, additional support is provided by the independent careers advisors two days a week through appointments. Every student receives an independent careers interview by the end of Year 10.
- The support of the Connexions service is carefully used with particular groups of students at risk of becoming NEET (not in employment, education or training)
- The independent careers advisors are also available at GCSE and A level results days and key information events.

- Students with SEND and Educational Health Care Plans receive Careers Guidance and support organised by the SENCO in collaboration with the Local Authority through the Connexions service.
- Those most at risk of becoming NEET, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Volunteer mentors from local business (Prince's Trust- Mosaic) and organisations including the Department for Work and Pensions, offer individual CEIAG based mentoring to targeted groups in Years 8, 9 and 10.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one independent careers interviews.
- Disadvantaged students are also a priority group who will have a face to face meeting every year to review their progress and discuss their aspirations.
- The school organises information events for students and their parents to which all local providers of education and training are invited and actively engaged in offering advice.
- The school advertises the Open Days and evenings for local education providers to all students and their parents throughout education phases and transition between key stages and involves a number of them in its guidance events.
- Careers information and resources are available both in the Careers Resource Centre and online. These resources are developed and maintained by the Careers Leader and be accessible to all students. The National Apprenticeship Scheme and the National Careers Service are both promoted on the school website, alongside other relevant information for students and parents.
- Students who are 'moving on' to other learning environments such as College and Apprenticeships are provided with individual, advice, support and guidance on course exploration, completing applications and interview techniques.
- Students most at risk of disengagement, for example those educated off-site, in PRU provision or early leavers from the Sixth Form, are identified so that Connexions can continue to support and track them in the community.

Display

A range of displays provide students with an overview of their CEIAG journey through school and beyond. The displays include information on progression routes and pathways, job profiles, qualities and skills, options information and keynote events, in addition to the inclusion of role models and alumni to promote a range of careers. The purpose of these displays is to be both informative and aspirational. These displays will be both traditional and electronic and are updated regularly. Departments have subject specific CEIAG displays to put their curriculum in context of skills and associated careers.

Partnerships

We have a strong partnership with the Careers Enterprise Company (CEC) and engage regularly with the CEC Area Coordinator and CEC School Advisor. As the Lead School of Wolverhampton Wave 2 Careers Hub, we develop and share good CEIAG practice with local schools. In conjunction with our CEC Coordinator and Advisor, we self-reflect and evaluate our CEIAG provision regularly using Compass Plus. Evaluation against the Gatsby Benchmarks is significantly above national average. The process identifies areas in need of improvement and informs the CEIAG Development Plan.

The CEIAG programme is further enhanced through links with several partners who help ensure the students' learning is up to date and relevant. We are committed to developing strategic partnerships with local industry, the Black Country Consortium, the DWP and ASK, Institutions of Further and Higher Education, Aspire to HE, parents and carers to achieve the best information, guidance and provision for students.

These external partners can help to raise student aspirations, boost their attitudes and employability skills, inform them about the range of roles and opportunities available and help them understand how to make this a reality. It is also important that students' choices on their future are based upon a clear view of the current labour market and how opportunities may change in the future.

Parental involvement is encouraged at all stages. We recognise that parents and carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us; for example, in Year 9 with KS4 options decisions, in Year 10 with Work Experience placements, in Year 11 with post-16 choices and in Years 12 and 13 with UCAS and other applications. Parents are invited in to school to engage with employers, HE and FE and apprenticeship providers and to find out about the most up to date local market intelligence.

Parents also have the opportunity to speak to members of the Year Team Guidance Manager and the independent careers advisors throughout the year and at any Year 9 to 13 parental consultation or information event. Parental involvement with CEIAG at Highfields is an area we are looking to develop further.

Monitoring, evaluation and development planning

The CEIAG programme is reviewed annually by the Headteacher and the Careers Leader in liaison with Heads of School, Guidance Managers and the Head of Citizenship and Community.

A Link Governor supports the monitoring of this policy, meets with the Careers Leader regularly, reports progress on CEIAG to the Governing Body and advises on its future development.

Wherever possible, students are actively involved in the planning, delivery and evaluation of all careers programmes and activities. The effectiveness of all CEIAG activities are evaluated through:

- Compass Plus evaluation tool completed half-termly by Careers Leader and CEC Co-ordinator and School Advisor
- Voices exercises
- Attainment and achievement key indicators
- Students' engagement at KS4 and KS5
- Destinations of our students
- NEET figures remaining very low
- Audit of CEIAG

Funding and Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular CEIAG needs. Additional funding is provided by the Black Country Consortium through the Careers Hub, and further sources of external funding are actively sought. Staff training needs are identified as part of the school's CPD programme.

Links with other policies

Teaching, Learning and Assessment
Citizenship Education
Equality

Health and Safety
More Able
Special Educational Needs & Disability

Review July 2024