



# HIGHFIELDS SCHOOL

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## 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 and help raise aspirations.

## 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 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 yourselves, 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 Wolverhampton Education Business Partnership (EBP), 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.

## 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 complete a unit of work in Citizenship on understanding themselves where they 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 in more detail in Citizenship on their future career aspirations by studying a range of different careers; looking at their skills and qualities and using the National Careers Service

website to explore job profiles, the qualifications needed and related working environments. They also cover a wide range of business-related issues such as the private and public sectors, taxation, borrowing, fair trade and the gender pay gap. This work is further developed in form time to prepare students for making good choices in their mini-course choice programme.

In Year 9 students complete a unit of work during form time looking at the options in both KS4 and beyond. They are supported by the Year 10 Guidance Buddies to analyse their strengths, develop good decision-making skills, consider their aspirations and make plans for the future.

In Year 10 Citizenship lessons students, as part of their work on Rights and Responsibilities, consider the rights of employers and employees and also their rights as a consumer. They also use form time to 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 students will study a range of relevant topics in Citizenship; the private and public sectors, the role of trade unions and the role of business and taxation in a socially responsible society. There is also a focused tutor programme that revolves around reviewing 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 students' school careers. Students are carefully tracked, monitored and supported with their applications to Sixth Form, Apprenticeships or Further Education providers.

The programme post-16 is largely delivered through an extensive assembly 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 National Citizen Service is promoted and is popular with students.

There is also an expectation that all subjects provide information to students on the careers and progression pathways related to those subjects. Many subjects, most notably the Sciences, Business and Economics, Law and Health and Social Care engage with a range of local employers and universities to contextualise students' learning.

## **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 Day and Careers Fair, Course Choice interviews
- Year 11: Work Experience, Staying in Learning Day and Careers Fair, Course Choice interviews
- Year 12: Presentation Evening / UCAS Convention
- Year 13: Post 18 Options Day / Higher Education Opportunities Event - Universities and Apprenticeships, Student Finance, UCAS applications and personal statements.

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.

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:

- External Careers Fair shows including the World Skills Show
- Jaguar Land Rover Apprenticeship Fair
- 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 Ten Pound Challenge and Idea
- Individual employer and school based projects

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 specialist careers advisors.

- Support for individual students is co-ordinated by the Heads of School and the Manager of Careers and Business Links.
- 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 9 and 11) to inform progression and are made 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 Guidance Managers and the Manager of Careers and Business Links at the beginning and end of the year where appropriate.

- Where appropriate, additional support is provided by the Connexions Service and the Connexions Personal Advisor planned and organised through a traded services agreement. The Advisor conducts one to one or group meetings with students focussed on career planning. Additionally, as part of this agreement they offer lunch time drop ins for students in the Communications LRC.
- The support of the Connexions Personal Advisor is carefully used with particular groups of students at risk of becoming NEET and are also available at GCSE and A level results days and key information events.
- LDD (Learning Difficulties and Disabilities) students receive Careers Guidance and support organised by the SENCO in collaboration with the Local Authority through Connexions.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one 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 should be developed and maintained by the Manager of Careers and Business Links 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, 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.

## **Partnerships**

The CEIAG programme is greatly 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 Education Business Partnership (EBP), Institutions of Further and Higher Education, parents and carers to achieve the best information, guidance and provision for students.

We are particularly looking forward to extending our links with local employers and services through our engagement with the Careers and Enterprise Company and also Jobcentre Plus.

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 also have the opportunity to speak to members throughout the year and at any Year 9 to 13 parental consultation or information event.

## **Monitoring, evaluation and development planning**

The CEIAG programme is reviewed annually by the Headteacher, the Manager of Careers and Business Links in liaison with Heads of School and the Head of Citizenship and Community.

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

Where ever 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:

- 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. 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 Date: September 2018