

THE ELTON HIGH SCHOOL



CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

POLICY AND PROCEDURES

Date Prepared	September 18th, 2021
Date agreed by Governors	
Date to be reviewed	September 1 st , 2023

1. Rationale

The Elton High School is fully committed to providing high quality careers education, information, advice and guidance to all students. CEIAG is accorded a high priority in effectively preparing students for the opportunities and challenges of adult working life and is seen as playing an instrumental role in motivating our students to maximise their academic and personal achievement.

There is in place a robust programme of careers education and access to providers for all students in Years 7 to 11, such that all students will leave our school with the skills and knowledge required to support their entry into further and higher education, traineeship or employment. Students' families are integral to this and are supported and encouraged to be so through access to information and events throughout the year. Parents and carers are encouraged to read the CEIAG programme that is in place (see below) and to feedback their views.

Our programme takes in to account the government's advice to schools, as outlined in their statutory guidance, dated January 2018.

2. Aims

- ***Ultimately***: all students will leave our school with the skills and knowledge required to support their entry to the most appropriate education, employment or traineeship pathway for them. This will be achieved in partnership with the students' families, whom shall also be encouraged to be involved in the guidance and advice process.
- To contribute to raising students' achievement and motivation, through raising their aspirations.
- To support inclusion, challenge stereotyping and to promote equality of opportunity.
- To support the school's commitment to fostering a high culture of expectation by encouraging every student to fully realise their potential.
- To support students to develop a positive self-image - regardless of gender or background - in relation to future learning and work based roles.
- To contribute to the development of more confident, enterprising, thus employable, young people.

3. Commitment

- Through the PHSCE schemes of learning, provide a CEIAG programme for students in years seven to eleven.
- To meet the training needs of staff responsible for delivering CEIAG.
- To provide all students in year eleven with at least one interview with a personal careers advisor.

- More vulnerable students (SEND, LAC, potential NEET) will be identified for enhanced access to the Connexions service.
- To continue to build on the successful links we have made with local FE providers; to explore links with other educational or traineeship advisors.
- To provide students and their families with the most current information about educational, training and vocational opportunities, including apprenticeships.
- To continue to work closely with the local authority service for 14-19 students, such that students continue to have access to quality IAG.
- To continue to use destination information to monitor and evaluate our school's success in supporting students to take up education or training that offers good long term prospects.
- To ensure that our students appreciate the value of high quality of literacy and numeracy to their future employability.
- To tackle stereotyping and promote equal opportunities through exploring the diversity of STEM careers.
- To regularly audit the CEIAG provision being offered to our students to ensure that it is of the best quality, starting with stage one of the Inspiring IAG Award and the Compass self-assessment tool.
- To continue to seek as many opportunities as possible to develop links with HE providers, both to widen the participation in this sector of disadvantaged students, as well as to raise the aspirations of our students more generally.
- To continue to explore enrichment and mentoring opportunities, that will ensure our students foster high aspirations, moreover, develop a positive self-image in relation to learning and employability.
- To ensure that our students are fully aware of opportunities outside of school that might help them to achieve their career aspirations such as the National Citizenship Service and The Duke of Edinburgh Award, as well as other voluntary and community activities.

4. Accessibility and entitlement

Every student is entitled to CEIAG that:

- meets recognised professional standards of practice;
- includes years eight to eleven;
- is person centred, impartial and respectful of students' personal information;
- is integrated into students' experience of the whole curriculum;
- recognises the value of their family in the CEIAG agenda;

Students with additional needs or disabilities, or who have disadvantaged backgrounds, will be supported by the school through:

- promoting high expectations and aspirations;
- engaging in multi-agency work that provides the best support possible for vulnerable students;
- offering independent and impartial advice on all mainstream education, employment or training opportunities, as well as specialist on provision, and to support students to access such provision;

- ensuring that students with an Education Health and Care Plan focus as part of this on preparing for adulthood, including employment, independent living and participation in society, in compliance with the SEND 0-25 Code of Practice;
- ensuring that children looked after by the local authority have enhanced access to the careers service and that their Personal Education Plan includes well planned IAG provision to prepare them effectively for adulthood and independence.

5. Staffing

All staff are leaders of CEIAG through their roles as student welfare and support leaders, form tutors and as teachers. Oversight of CEIAG provision is led by a member of the Senior Leadership Team.

Other organisations and colleagues in other agencies are integral to our CEIAG provision. These include, but are not limited to, the local authority SEND, LAC, 14-19 and behaviour outreach teams, local colleges, local businesses and Manchester Higher.

Specialist support is provided to our students through the connexions service.

6. Key Stage 3 Provision

By the end of Key Stage 3 all students will have:

- a better understanding of their strengths, achievements and weaknesses, to support how they might inform future choices in learning and work;
- a better understanding of the full range of 14-19 opportunities available;
- an understanding of some of the qualities, attitudes and skills needed for employability;
- used online career resources to research information about opportunities and apply their findings to help to make informed choices for Key Stage 4 options;
- received appropriate advice and guidance on Key Stage 4 options, and prepared an individual learning plan that sets broad learning goals for the 14-19 phase;
- had access to an external provider;
- engaged in a work shadow day.

This will be achieved through:

- careers education delivered through Student Development Days;
- access to online CEIAG information
- a guided options evening;
- information on KS4 courses, including a 'road show' led by subject ambassadors and information and guidance booklet;
- representatives from Post-16 providers in attendance at key guidance events, such as options evening;
- engaging in enrichment activities, including university campus visits, theatre visits and links with businesses.

7. Key Stage 4 Provision

By the end of Key Stage 4 all students will have:

- enhanced their self-knowledge, career management and employability skills;
- used ICT software and other sources of advice to investigate and explore future choices and progression routes;

- better skills to identify a range of post -16 pathways and careers advice and support networks that they can use to plan and negotiate their career pathways;
- the skills and ability to produce a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves;
- a clear and achievable destination post-16.

This will be achieved through:

- careers education delivered through Student Development Days;
- written a CV, personal statement and engaged mock interviews;
- attended a Post-16 pathways advice evening with their families;
- accessed a dedicated careers website with information, links and CEIAG staff contact details;
- participated in at least one taster day;
- accessed presentations led by local FE providers;
- had a least one careers interview with a personal advisor.

8. Monitoring

- Member of senior staff responsible for overseeing CEIAG in school.
- Staff and student voice will contribute to the future delivery of CEIAG.
- PHSCE SoLs reviewed by school leaders as necessary.
- Partnership with the Connexions service will be reviewed annually.
- Progression data reviewed annually and reported to parents and the governing body.

9. Links to other policies

- SEND
- Promoting the Education of Children and Young People in Care.
- Safeguarding Children in Education