



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

Date:	
Date approved by Management Committee:	March 2019
Signature of Chair of Management Committee	Sue Cain
To be reviewed:	Annually

This policy articulates Bishopton's Careers Educational Information Advice and Guidance policy. Using the Gatsby Benchmarks we believe every child should leave school prepared for life in an ever changing modern society. We therefore provide academic rigour supported by quality teaching and learning to develop every young person's values, skills and behaviours that they will need to get on and success in all aspects of life. This policy should be read in conjunction with the PSHE, SMSC, Provider Access, Teaching and Learning, Equal Opportunities and British Values policies.

Introduction

Bishopton has a statutory duty of to secure independent careers guidance for all year 7 to 11 pupils (Education Act 2011/Careers Guidance and Access for Education and Training Providers 2018). Our vision is as follows:

"We believe every child should leave our school prepared for life in an ever changing modern society. We therefore provide the academic rigour supported by quality teaching and learning to develop every young person's values, skills and behaviours that they will need to get on and succeed in all aspects of life"

The statutory duty requires schools to ensure that all registered pupils at the school are provided with independent* careers guidance. And that the independent careers advice is:

- Presented in an impartial* manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Does the guidance given promote the best interests of the pupils to whom it is given?

*Independent is defined as external to the school.

* Impartial is defined as showing no bias or favouritism towards a particular education or work option.

Aims of CEIAG (Careers Education, Information, Advice and Guidance)

- Provide good quality independent careers advice to pupils which inspires them and motivates them to fulfil their potential;
- Provide personal advice and guidance which is in the best interests of, and meets the needs of all pupils;
- Be based on the Gatsby Benchmarks for Good Careers Guidance;
- Contribute to the raising of pupil achievement by encouraging pupils to develop high aspirations and consider a broad and ambitious range of careers;
- Provide opportunities to work in partnership with employers, training providers, local colleges and others;
- Provide opportunities to inspire pupils through real-life contact with the world of work;
- Develop enterprise and employability skills including skills for self-employment;
- Support inclusion, challenge stereotyping and promote equality of opportunity;
- Encourage pupils to see career development as a life-long process;

- Develop pupils' skills and knowledge of careers including career management skills and knowledge of the local labour market (Local Labour Market Information LMI);
- Ensure pupils are aware of the full range of academic and technical routes available at each transition point so that pupils have the necessary knowledge to make successful transitions;
- Provide opportunities for meaningful encounters with employees, employers, further and higher education and experiences of workplaces;
- Support social mobility by improving opportunities for all pupils, especially those from disadvantaged backgrounds and those with special educational needs and/or disabilities;
- Be embedded into subjects across the curriculum including PSHE

Commitment

Career guidance can include employers talks, inspirational speakers, mentoring, talks from colleges and other further educational establishments, Apprenticeship providers and Universities as well as access to online information. External speakers are coordinated by the Careers Lead in Bishopton and supported by key members of staff.

Independent advice & guidance in Bishopton is currently offered through Youth Directions who begin working with our pupils in year 7. The advisers are suitably qualified and bound by the CDI code of ethics. It is presented in an impartial manner, showing no favouritism towards a particular industry, provider or institution. The guidance covers a full range of post 16 options and is pupil focused based in their needs, wants and aspirations.

Bishopton is committed to providing a stable and structured programme of education, advice and guidance. Based on the Gatsby Benchmarks for Good Career Guidance this is differentiated to suit the needs of each pupil. Bishopton Career Programme can be found in Appendix A.

Each pupil is entitled to:

- Independent and impartial careers guidance
- Access to external sources of information on the full range of education and training options
- A stable programme of advice and guidance delivered by individuals with appropriate skills, experience and qualifications
- Opportunities to engage with a range of employers, education and training providers, covering the full range of academic and technical routes available at each transition point
- At least one meaningful encounter with an employee or employer each academic year (at least one of which will be STEM employers)
- Have access to good quality LMI and be supported to use this data to inform their decisions
- At least one careers interview by the age of 16 with a Careers Adviser
- At least one experience of a workplace by the age of 16

Bishopton has been recognised as delivering good quality CEAIG and has achieved the Quality in Careers Standard in December 2017 and remains committed to keeping that quality mark in December 2020.

Curriculum

Key Stage 3 Provision:

- Subject areas promoting careers within curriculum areas
- Tutor time
- PSHE – Living in the Wider World (Careers and Work and Personal Finance) summer 1 & 2
- Access to impartial advice and guidance sessions with Youth Directions
- Access to online packages e.g. National Careers Service and KUDOS
- External visits
- Internal talks
- CASTLE Days – Aspirations and Self-Belief
- Access to careers and IAG enrichment and extra-curricular activities and events
- Careers Events

By the end of KS3 pupils will have:

- A better understanding of their strengths, achievements and areas for development
- A better understanding of the full range of 14 – 19 opportunities for progression
- An understanding of the qualities, attitudes and skills needed for employability
- Used online careers resources to research opportunities included to support them with KS4 options.

Key Stage 4 Provision:

- Subject areas promoting careers within curriculum areas
- Tutor time
- PSHE – Living in the Wider World (Careers and Work and Personal Finance) summer 1 & 2
- Access to a Work Experience opportunity
- Access to a vocational placement as part of their weekly timetable
- Apprenticeship Awareness talk
- Access to impartial advice and guidance sessions with Youth Directions
- Access to online packages e.g. National Careers Service and KUDOS
- External visits
- Internal talks
- CASTLE Days – Aspirations and Self-Belief
- Access to careers and IAG enrichment and extra-curricular activities and events
- Careers Events

By the end of KS4 pupils will have:

- Enhanced their career management and employability skills

- Used online packages and other sources of information, advice and guidance to investigate and explore progression routes
- The opportunity to experience the world of work through a vocational placement, work experience and workplace visits.
- Be given direct access to employers, colleges and training providers
- Be given independent impartial external one to one advice on post 16 destinations
- Developed an Employability Folder which includes a CV, personal statement and evidence of a mock interview with feedback.
- Produce a challenging but realistic plan by relating their abilities, attributes and achievements to the goals they have set themselves.

Roles & Responsibilities

All Bishopton staff have a responsibility for CEIAG through their roles within the school.

Management Committee Lead for CEIAG –

Careers Lead – Sophie Johnson , responsible for the provision and monitoring of planned CEIAG Programme.

Bishopton is supported on a strategic level by a Careers & Enterprise Adviser.

External Partnerships

Bishopton works effectively with a range of external stakeholders including vocational provision and has developed a number of partners to offer:

- Careers events
- Work Experience
- Career talks
- Mentoring
- STEM visits
- Workplace visits
- Visits to FE and HE institutions
- Apprenticeship visits and talks
- Inspirational Speakers
- Access to off-site vocational provision as part of KS4 educational offer
- Enterprise activities

Bishopton provides opportunities for informing pupils about technical educational qualifications or apprenticeships and has a published statement setting out arrangements for provider access.

Bishopton actively promoted parent/carer involvement through CEIAG events, new letters, the website and consultation evenings. The school have also invested in SchoolZine as another way to promote effective communication and encourage parental involvement.

CPD

Training needs are identified through Performance Management and through CEIAG based audits of need. CPD is offered to relevant staff as they arise. Information from CPD sessions are disseminated to staff through weekly team meetings. Staff attend networking event locally and nationally.

Monitoring and Evaluation

Bishopton's progress towards the Gatsby Benchmarks is evaluated using the online Compass Tool this is carried out on a termly basis and informs the CEIAG Strategic Action Plan.

Feedback from pupils and all key stakeholders are obtained and subject to scrutiny, they are analysed by the careers lead with actions fed back to whole school in team meetings.

External provision is monitored and evaluated through the Bishopton's Quality Assurance Framework and includes pupil voice, this is fed back every 6 weeks to the Head teacher via an Analysis Document.

The effectiveness of Bishopton's CEIAG is reflected in the number of pupils who successfully transition into post 16 destinations and remain in education, training and or employment including self-employment. Destination Data is collated approx. every 6 weeks and tracks the past 3 years leavers, this is fed back to the Head teacher and Management Committee.

The Partnership Agreement with Youth Direction is reviewed termly and Youth Direction provide 6 weekly reports and updates regarding pupils.

Quality of teaching, learning and assessment is monitored as part of the school's internal Quality Assurance Framework undertaken by the Head Teacher, Deputy Head and on occasion School Improvement colleagues from the Local Authority.

When reviewing the programme, the School Development Plan is used to ensure that the CEIAG is fully supporting whole school vision, ethos, values and objectives.

CEIAG policy is reviewed annually and ratified by the Management Committee.

Equal Opportunities

In support of the school's Equal Opportunities Policy the careers education and guidance will ensure that:

- Lessons cover Equality of Opportunity.
- Carefully selected non biased or stereotypical posters and other media material.
- Pupils are encouraged to prepare to support themselves financially.
- Pupils are encouraged to consider all options including non-traditional careers/roles.
- There is an avoidance of the use of gender and gender specific job titles.
- Offer as free a choice as possible for Extended Work Experience.
- Boys and girls have equal opportunities to speak, offer opinions and answer questions in lessons.
- All pupils have equal access to information.

School Website

The school has a Careers page on its website which has a number of links to organisations that can offer impartial advice and support with a range of different areas e.g. interview techniques, CV writing and online training to support young people into making choices. This will be kept up to date and pupils will be given weekly opportunities to access this page at school and undertake certain tasks. Parents and carers will be encouraged to access this webpage as well to support their child and perhaps find some useful information themselves.

UNICEF - UNCRC

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

Articles directly relating to this policy are:

- Article 2 (Non-discrimination)
- Article 12 (Respect the views of the child)
- Article 13 (Freedom of expression)
- Article 17 (Access to information from the media)
- Article 28 (Right to education)
- Article 29 (Goals of education)
- Article 31 (Leisure, play and culture)

Core Careers Programme









Key Stage 2	Pupils will begin to consider future career paths and what skills may be needed PHSE lessons on setting goals, identifying personal strengths and building resilience
Years 7 & 8	Pupils will develop self-awareness and skills discovering what skills are matched with what careers through dedicated Careers & Work PSHE lessons and school events: Introduction to Skills for Employability Jobs Lab Curriculum matched employer talks Youth Direction careers events
Year 9	Pupils will recognise and discuss aspects of the world of work in general and personal to their own aspirations and goals: Options for Alternative Provision (vocational) Opportunities in KS4 Work Experience Further and Higher Education Fair North East Region Labour Market Information Youth Direction one to one impartial IAG sessions Kudos – Careers exploration software Inspirational Speakers
Years 10 & 11	Pupils will explore their potential through a personalised experience based on their interests, skills and aspirations: Enterprise project Work Experience Alternative Provision Youth Direction one to one impartial IAG sessions Mock interviews Employer talks Job searching skills Apprenticeship Provider Talks Post 16 preparation College & University visits Inspirational Speakers CV and Application Forms workshops

INVESTING IN FUTURES

OUR VISION

We believe every child should leave our school prepared for life in an ever changing modern society. We therefore provide the academic rigour supported by quality teaching and learning to develop every young person's values, skills and behaviours that they will need to get on and succeed in all aspects of life.

THE BENCHMARKS

 <p>A STABLE OFFER</p> <p>Strong, embedded and resourced Careers Programme which is written down and articulated to:</p> <ul style="list-style-type: none"> • Parents/carers • Pupils • Staff • Employers • Management Committee <p>The Programme is subject to ongoing monitoring and evaluation of its effectiveness and has a strong backing by the Management Committee and SLT.</p>	 <p>HORIZONS</p> <p>Every pupil and their parents/carers has access to good quality information about future destinations and labour market information with the support from appropriately qualified and informed advisers to make best use of available information.</p>	 <p>UNIQUE QUALITIES</p> <p>Every pupil and their parents/carers have access to personalised guidance to ensure they know all the career paths and helpful information open to them.</p>	 <p>MAKING THE LINK</p> <p>Careers and enterprise is part of and included in pupils' standard lessons, linking curriculum to real-world career paths.</p> <ul style="list-style-type: none"> • English • Maths • Science • PSHE 	 <p>CLOSE ENCOUNTERS</p> <p>The majority of pupils will have had at least one meaningful encounter with employers and employees every year they are with us, which result in a better understanding of the workplace and the potential career paths open to them.</p>	 <p>MAXIMUM EXPOSURE</p> <p>By the end of year 11 all pupils will have had experience of a work place and understand the context which they could one day be working.</p>	 <p>GO FURTHER & HIGHER</p> <p>Pupils will have encounters with organisations that offer further and higher education as well as professions. By year 11, pupils will have had meaningful encounters with:</p> <ul style="list-style-type: none"> • Sixth form colleges • A full range of Apprenticeship opportunities • FE colleges • Independent Training Providers • Universities 	 <p>GUIDANCE FOR ALL</p> <p>Every pupil will have an interview with a professional and impartial careers adviser by the end of year 11.</p>
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