



Careers Education, Information Advice
& Guidance
Policy (CEIAG)



Date Reviewed:	September 2021
Review Frequency:	Annually
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Governor Signature:	

Our Ethos:

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

Careers Education, Information, Advice and Guidance (CEIAG) Employability Learning Policy.

Overview

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, South Somerset Partnership School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

South Somerset Partnership School will work in partnership with external agencies to ensure all students access education, employment or training at the relevant transition points. As a part of this process, SSPS will provide.

- A programme of activities to which all students from Years 7 – 11 are entitled, which will help them to plan and manage their careers
- A plan for each Key Stage
- IAG which is impartial, unbiased and is based on pupil needs.
- All Year 11 pupils will be offered one to one guidance with an impartial IAG careers officer
- A CEIAG and Employability programme that follows local, regional and national frameworks for good practice and other relevant and statutory guidance, as well as guidelines from Ofsted and the Gatsby benchmarks for good career guidance.

Students are entitled to CEIAG that meets professional standards of practice and is both personalised and impartial. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme is will be structured to deliver explicit learning outcomes, raise aspirations whilst challenging stereotyping and promoting equality and diversity.

The Gatsby Benchmarks and the relevant statutory career guidance will be integrated into the curriculum and be reported on using the Compass tool and through membership of the local Careers Hub.

The careers programme is designed to meet the needs of the students at SSPS and to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at South Somerset Partnership School aims to provide students with the skills, knowledge and understanding to allow pupils

- To develop themselves through careers, employability and enterprise education
- To learn about careers and the world of work.
- To develop their career management and employability skills.

The CEIAG programme will provide pupils with a wide range of experience and information to help them progress effectively through their education and on to successful careers.

Following career-related events, we will assess whether students have met the above learning outcomes. Learning outcomes are to be shared and revisited to assess whether they have been achieved across the year.

Overall leadership sits within the designated role of a member of SLT. Management Responsibilities are held by the Deputy Headteacher who is the Careers Leader and has an oversight of CEIAG. He will work with the Pastoral Leads within each centre to plan, co-ordinate and evaluate the careers programme. They will also plan and implement any required work experience for pupils. Subject leaders and teachers will be consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in subjects across the school. All subjects should have a focus on and link to career development and employability learning. This is co-ordinated through the work of the Careers Leader.

All staff contribute to CEIAG through their roles as tutors and subject teachers. Pastoral Leaders liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisor.

The CEIAG Programme

The careers programme includes careers education sessions, careers lessons (within the school's PSHE programme), career guidance activities (group work and individual interviews), information and research activities, employability learning and individual learning activities.

All students receive at least one careers interview with the Careers Advisor during KS4 and additional intervention strategies are introduced for those students who may find progression and choices particularly challenging.

The Careers Advisor is central to providing guidance to students on routes beyond school. Those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. Year 11 pupils at risk of not being in education, employment or training post-16 are identified and have additional meetings with the Careers Advisor and Careers Leader.

The Careers Advisor also provides an important contribution to the planning, design and delivery of all aspects of our careers education, including careers days. Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work. An annual

partnership agreement is negotiated between the school and the designated careers service who provide the external, independent Careers Advisor.

Information is shared with pupils about available apprenticeships via the Careers Advisor and within tutorial sessions. In addition, employers offering apprenticeships may visit the school to facilitate work-related learning and speak to pupils about opportunities within their companies and sectors. Strong links also exist with local Further Education colleges, who often come into school to speak with pupils and visits are arranged to each of them. Any provider wishing to request access should contact the Careers Leader in the first instance.

Resources Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Deputy Headteacher with oversight of CEIAG is responsible for the effective deployment of resources, this will include

- Annual review of any partnership activities and agreements
- Lesson and tutor observations within PSHE/ SMSC lessons
- Identification of development activities.
- Feedback on the effectiveness of the CEIAG programme through student and parent feedback.
- Review of the school's adherence to the Gatsby Benchmarks through an online self-evaluation tool for schools.

The school will ensure that pupils are provided with independent careers guidance and that there is an opportunity for a range of education and training providers to access all pupils for informing them about approved technical education qualifications or apprenticeships. There will be number of opportunities available to all pupils as appropriate in each year group from years 8 to 11.

The independent careers guidance provided is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option it includes information on the range of education or training options, including apprenticeships and technical education routes and is guidance that will promote the best interests of the pupils to whom it is given. Where pupils have EHC plans, their annual reviews must, from year nine at the latest, include a focus on NEXT STEPS, including employment and good careers guidance.

South Somerset Partnership School will ensure that young people are clear about the requirement to stay in education until 18 and what it means for them, but young people are not required to stay in school. They can choose how to participate, which might be through full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study.

The governing body will 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. This will include information on the range of education or training options,

including apprenticeships and technical education routes and is guidance that will promote the best interests of the pupils.

Education and training providers will have access to pupils, and to ensure that this happens there will be a procedural requirement to liaise with the Careers Leader and there will be approved grounds for granting and refusing requests for access. Details of premises or facilities will be provided to organisations or persons who are given access. Access to a full range of providers will be available to all pupils and details of this will be placed as required on the school website.

SSPS will obtain evaluation feedback from students, parents, employers and teachers and these forms will be available on the school website.

There will be a whole staff audit on the provision of careers across the curriculum within subject areas and a bespoke curriculum.

Appendix 1: Summary of provision

In order to provide young people (and their parents and carers) with effective career support

South Somerset Partnership School will.

1. Ensure that all students understand the range of career routes open to them and how to access information necessary to underpin informed choices
2. Make available face-to-face guidance to all pupils in year 11 with careers guidance opportunities from year 7.
3. Have links with employers who are able to contribute to pupils' education by raising their awareness and giving insights about the range of careers open to them
4. Have access to high-quality and up-to-date labour market intelligence (LMI) and information about all education and vocational education training routes post-16. This will include access to a selection of UK headline data relating to pay, weekly hours of work and future employment prospects for different occupations, as well as description of different occupations. This will be available to students and parents through the SSPS website
5. Help young people develop competences to be able to transfer their knowledge and skills, be resilient and adaptable within changing sectors and economies
6. Work with parents to raise awareness about career routes and to challenge stereotypes. This will be done through parent meetings and information sharing activities.
7. Have access to quality-assured careers providers and professionally qualified career development professionals to provide face-to-face guidance. Each year 11 student will work with an independent careers adviser with regular advice and guidance meetings.
8. Ensure that all leavers have a planned progression route which will be discussed with parents in the summer term.
9. Integrate career management skills into a broad and balanced curriculum. This will be embedded within subjects. There will be regular careers based events including a careers day in the autumn term.
10. Ensure that there is an opportunity for a range of education and training providers to access all pupils in year 10 to year 11 for informing them about approved technical education qualifications or apprenticeships.

Appendix 2: Gatsby Benchmarks.

Benchmarks	GATSBY STATEMENT
1. A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers
2. Learning from Career & Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the Needs of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking Curriculum Learning to Careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career paths.
5. Encounters with Employers & Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of Workplaces	Every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with Further and Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace
8. Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided that they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs

Appendix 3: SSPS Student entitlement statements

KS 3 – KS4

The school careers plan sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

Careers education does not just mean informing students about their options after school, but also how their school career will affect their futures. It is our statutory duty to ensure that all students receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students and their parents and carers with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

Year 7

Students identify personal traits, strengths and skills, develop confidence and have high expectations of themselves. The students are encouraged to set goals and aspirations and look at how they can achieve them. These are reviewed regularly with staff.

Students work on their Career Action Plan completing set tasks and actions

By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.

Year 8

Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.

Students think about what they might like to achieve after school when selecting subject choices for Year 9. Students should begin to think about GCSE options in terms of career pathways and plan

Students work on their Career Action Plan completing set tasks and actions

Students are encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 9

Students are encouraged to reflect on skills and qualities for life beyond school, to build participation, team work and community engagement and develop confidence and independence enhancing Students' CVs.

Students should begin to think about GCSE options in terms of career pathways and plan their future and careers and their options post-14, 16 and 18.

They are encouraged to think about employability skills that employers look for.

Students work on their Career Action Plans.

They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.

Year 10

Students begin to explore further education options.

Economic awareness is developed and students are encouraged to think about employability, which careers appeal, and to identify and set themselves realistic future goals.

Students are encouraged to attend careers talks, fairs, college open days and taster days.

Students work on their Career Action Plan.

Students agree personal action plans during a careers and employability interview with designated staff and identify what specific action is required to achieve goals.

Students complete work on their CV, they are also encouraged to use the careers resources available and informed where to find out more about specific courses/careers.

Year 11

Students visit local colleges and training providers.

Students are helped with post 16 choices and encouraged to consider all their options including further study at further education colleges and apprenticeships.

Students complete their Career Action Plan with staff support.

Students should use 1:1 careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected

Specific mock interviews for those considering apprenticeships are used where appropriate.

Students are encouraged to attend careers talks, fairs, college open days and taster days.

Students are assisted further with CV writing.

Students are kept up to date with post 16 deadlines.

Students have access to independent and impartial advice sessions with careers officer. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.