



CAREERS EDUCATION, IMPARTIAL ADVICE AND GUIDANCE POLICY

Crofton Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Date of Policy: September 2018
Date of Review: September 2021



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CAREERS EDUCATION, IMPARTIAL ADVICE AND GUIDANCE **POLICY** **‘Guidance/Counselling/Coaching/Care’**

Vision and Entitlement statement

Crofton Academy believes that:

- pupils will be motivated to raise their aspirations, attainments and attendance if they are offered quality and impartial information, advice and guidance about their future training and career choices;
- pupils have an entitlement to a CEIAG programme which empowers them to take control over the decisions they make relating to career pathways;
- pupils have an entitlement to CEIAG support that ensures that they all get a good start and are well prepared for the next stage in their education, training or employment;
- pupils should be taught a range of employability skills, so that they are well prepared for the next stage of their education, employment, self-employment or training;
- clear strategies and personalised support must be provided to all pupils, in order to ensure that their aspirations are high and that the paths they take suit their academic needs; and
- advice must be transparent, impartial, shared and understood by parents (and their carers) so that informed and genuine choices can be made by the pupils and so that their destinations strongly support their career plans.

Principles Underpinning CEIAG

- Pupils are treated without prejudice and have an entitlement to CEIAG, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Pupils have equal access to accurate, up to date and impartial information free from bias and stereotyping.
- Pupils’ personal aspirations are the most important factor in any activity and should be treated with respect.
- CEIAG is an integral part of the whole guidance programme. It is a vital part of our Values curriculum.
- Also CEIAG should underpin and run through the whole curriculum.
- Crofton Academy endeavours to follow the DfE document ‘Careers Guidance and Access for Education and Training Providers Statutory guidance for governing bodies, school leaders and school staff (January 2018 – updated annually) and other relevant guidance.

Key expectations from the DfE state:

From September 2018, every school should:

- Appoint a named person to the role of careers leader. He/she may be a teaching or non-teaching member of staff [Appendix A]
- Publish details of their careers programme [Appendix B]

From January 2018, every school has a **legal duty** to:

- Ensure that there is an opportunity for providers of approved technical qualifications and apprenticeships to visit the school to speak to students in years 8 to 13 [Appendix B and D]
- Set out the above arrangements in a policy statement published on the school's website [Appendix C]

We have met these requirements at Crofton Academy.

The Gatsby Benchmarks

Also the DfE states that there is an expectation that all schools begin working towards the Gatsby Benchmarks now and meet them all by 2020. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties.

Our 2018-2020 Action plan documents how we intend to meet the eight Gatsby benchmarks. We are working with the Careers and Enterprise Company to ensure that our provision is appropriate. [Appendix D]

Aims

CEIAG has an important role to play in achieving the overall 'School Priorities'. As part of a broad and balanced education, it helps individual pupils to build the skills, knowledge and values needed for the management of their lifelong learning and career development. CEIAG will enable all pupils to:

1. be aspirational and realise the need to attain relevant qualifications, so that they can progress to the next stages of their education and onto courses that will lead them into jobs will meet local and national needs;
2. develop knowledge of strengths, weaknesses, personal qualities and have a balanced view of their self-worth and potential;
3. raise awareness of education, training and career opportunities, thus enabling pupils to make informed choices about their progression, post 16 and beyond;
4. realise the choices available to them for their 16-19 study programme and secure independent guidance on the full range of education and training opportunities, including apprenticeships and vocational pathways;
5. develop employability and key skills' by providing opportunities to evaluate and reflect in order to recognise personal qualities and set goals;
6. understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life;
7. access support and guidance in overcoming their barriers to success and
8. develop as confident and responsible individuals, who are successful in accessing and using information to plan for their future.

Objectives

To enable the above aims to be carried out opportunities will be made to ensure students will:

1. be familiar with up to date materials and access opportunities to make use of relevant information e.g. Mock Interviews, Post 16 Careers Events, use of internet and school web page etc;
2. experience the Values programme covering a broad range of career related topics;
3. understand the changing patterns of employment and progression opportunities;
4. investigate the world of work at first hand;
5. have access to a progression interview with an independent careers advisor and
6. understand how educational achievements are linked to maximising their potential future choices.

Curriculum

Access/Equal Opportunities

CEIAG will promote the school's policy on equal opportunities by:

- providing a range of resources which match individual needs;
- helping students to understand the importance of Equality of Opportunity in working life;
- monitoring resources to ensure the absence of stereotyping;
- providing additional support for pupils with learning difficulties;
- ensuring that all pupils have full access to CEIAG resources, information and opportunities by assessing and meeting their individual needs and circumstances (e.g. Pupil Premium, LAC, More able, FSM, SEN etc.)
- close consultation will take place regarding CEIAG with the school's Inclusion Manager;
- lesson plans can be modified or adapted to suit the needs of the class during Values lessons. In some instances differentiated materials will be available, particularly for children from the VI Unit and those with severe learning difficulties;
- annually Y9 pupils who are identified by the Inclusion Manger/YGM as being 'vulnerable' or having a EHCP, will be offered early impartial careers advice access and
- ensuring that Work Experience placements are suitable for the individual attending's needs and that these needs are made clear to the placement provider.

Teaching and Learning

A variety of teaching and learning styles will be employed. There will be opportunities for individual research, group activities, drama activities, web based activities, speakers, visits etc. Frozen timetabled days will also be employed.

Differentiation will be provided through the variety of resources used, tasks provided and through support to individuals and small groups.

Assemblies play a part in the development of the CEIAG in particular self-development and career and training choices. Also mock interviews enable pupils to learn how to present

themselves and use of the personalised feedback from this ensures improvement and builds confidence.

Off –site provision enables personalised routes for pupils and is of a very high standard.

Provision (Resources and personnel)

The quality and appropriateness of resources will be monitored by the school's Careers Leader and SLT link. Necessary amendments will be made to ensure that pupils and parents receive up to date and suitable support.

Current resources include:

- Web based resources
- Electronic lesson resources and plans, including clips
- Worksheets, posters
- Use of published booklets, school notice boards and TV screens
- Visitors into school
- Independent, impartial Careers Advisor
- Crofton Academy school website

Content & Organisation

A programme of CEIAG, appropriate to pupils of all abilities will be provided as follows:

- a planned programme of education related to progression will be delivered as part of the Values lessons, other timetabled subjects, the tutorial programme and block timetabled events;
 - opportunities to access appropriate information in a range of forms;
 - individual, impartial advice and guidance from impartial Careers Advisor;
 - experience of work in a one week placement (and through off-site provision for some pupils)'
 - involvement in widening participation activities e.g. Sheffield Achievement Award etc.;
 - visits to enable pupils to make informed choices about their future career and education needs e.g. taster days, career workshop events etc.
- and
- reflection on skills, qualities and achievements eg use of Record of Achievement and evaluations in Values lessons.

[Appendix B]

Opportunities to access information

- Options evenings and Parents' evenings
- Careers conventions and trips
- Careers information via GT, on display boards and via the web site
- Distribution of free useful materials to pupils and parents at key times;
- Use of College Prospectuses
- Display in school
- Access to CEIAG advice 'careers library'
- UCAS Progress
- 1-2-1 CEIAG meetings with our impartial Careers Advisor (targeted referrals – pupils/parents/YGM/Inclusion manager and follow up)

Individual Advice and Guidance

Careers guidance is part of the counselling system running in school. It begins in Y7 and runs through a 5 year programme, that is always being amended to enable pupils to access the most appropriate and up-to-date information.

In KS3, academic option choices are fully supported. Pupils, parents/carers and staff discuss future opportunities and how pupils can be best equipped for future training needs and choices. This supports the decision making process. Our impartial careers advisor is also pivotal in these discussions for some pupils.

In KS4 pupils explore a range of opportunities and have experiences that enable them to improve their chances eg mock interviews.

Throughout Y7 – Y11 all staff (teaching staff, support staff, learning mentors, YGM etc) work together to support all pupils to face the challenges and requirements necessary for them to move successfully onto appropriate next stages regarding their training and career choices.

NEET Prevention

Obviously NEET prevention is a vital and integral part of all CEIAG work. The school's Careers Leader works closely with our Impartial Careers Advisor to provide personalised support and to ensure that appropriate routes are undertaken by all pupils once they leave Crofton Academy. Statutory requirements to tell the authority if a 16/17 year old leaves education are met by ourselves working closely with the Connexions service. Early identification, intervention, support and advice and monitoring take place through a variety of strategies and methodology. The impact of CEIAG work in this area is evaluated and its impact is judged in yearly documentation and through destinations data.

CEIAG as part of other timetabled subjects

There are many ways other subjects contribute to the CEIAG:

- Displays of career routes in classrooms
- Tutorials lead by group tutors e.g. Options info
- Speakers from industry
- Visits to workplaces
- Production of information regarding careers opportunities in subject areas

Assessment

The purpose and process of assessment in CEIAG support the whole school assessment policy. Assessment will chiefly be in the form of pupil self-assessment supported by discussion with tutors, teachers and our Careers Advisor.

Pupil self assessment forms part of the CEIAG SOW integrated into the Values curriculum. Group Tutors will assess and monitor this, sharing any concerns with the school's Careers Leader. This work is also monitored by the Career's Leader.

Responsibilities

Governors

To ensure a high quality CEIAG impartial programme is in place for years 8-11 pupils. The programme must meet the statutory guidance as outlined in January 2018 DfE 'Careers Guidance and Access for Education and Training Providers' (updated annually)

Headteacher

The Headteacher will have overall responsibility for CEIAG in the school

Deputy Head (Curriculum)

The Deputy Head is responsible for the curriculum planning and support of CEIAG through timetable opportunities for the Values lessons

Assistant Headteacher

The Assistant Headteacher is responsible for the strategic planning of how CEIAG can form part of the school's Values curriculum and drive on Character and Culture. Support provided for Careers Leader/Careers Advisor linked to statutory requirements and data analysis.

Values Co-ordinator/Careers Leader

To lead on statutory requirement and ensure that this role is fulfilled in line with the current Careers Leader job specification.

Careers Advisor

To fulfil the requirements of the two day role as outlined by school in our current agreement.

YGM

Review of the units of work with Group Tutors. Support for tutors and pupils throughout the delivery of the units related to careers. Share information and support at JCM.

Staff Development

Every member of staff involved has an entitlement to CEIAG training. At key times Careers Leader and Connexions advisor will ensure that this takes place.

Partnerships

The School will work in partnership with:

- pupils
- the Connexions Service who support and complement careers education and provide guidance to individuals as well as training;
- local Industry and Business who will be involved in curriculum projects, Work Experience placements and work place visits;
- the Careers and Enterprise Company;
- Institutions of Further Education, to exchange up to date information and advice and
- parents and carers, to exchange information, enrich the CEIAG programme by contributing where appropriate and helping to evaluate the provision.

Links with FE & HE

- Information about Open Evenings is made available to Y10 and Y11 pupils through letters, displays, the school web site, assemblies and GT in registration time.
- Taster Days are organised for Y10 pupils at Wakefield College, Barnsley College and NEW College. Pupils are able to spend time finding out about courses which are available to them Post 16.

- Colleges are invited to attend the Careers Convention held collaboratively 'Choice@16'
- The most popular colleges are invited into school to speak about Post 16 courses during assemblies and other colleges are promoted through GT/Values lessons
- Work towards the Gatsby benchmarks means that we are looking to forge new relationships, alongside keeping our ties with Sheffield Universities Achievement Award scheme.

Monitoring and Evaluation

The CEIAG policy and programme will be regularly monitored and evaluated through a variety of techniques to ensure as far as possible:

- its relevance to the students needs;
- links with other school developments
and
- effective response to local and national change.

There is a school action plan which focuses on CEIAG. CEIAG will be reviewed annually as part of our new Values curriculum which commences September 2018. As part of the annual review process, a CEIAG development plan, which identifies priorities for the following year, will be drawn up in consultation with the HT.

The Careers Leader is responsible for the monitoring of the delivery of the CEIAG programme, in line with the current job specification and the statutory requirements of the DfE January 2018 DfE 'Careers Guidance and Access for Education and Training Providers' (updated annually)

Appendix A

Sharon Lord is our Values Co-ordinator and part of her role is to manage careers advice for Y9, Y10 and Y11. She is our **Careers Leader**. Contact Sharon at sharon.lord@croftonacademy.org.uk

Peter Beane is our Lead Teacher of Values and part of his role is to manage careers advice for Y7 and Y8. Contact Pete at peter.beane@croftonacademy.org.uk

Tracey Chapman is our **Independent Careers Adviser**. Contact Tracey at tracey.chapman@croftonacademy.org.uk

Kate Ashton is SLT link for Values. Contact Kate at kate.ashton@croftonacademy.org.uk

Appendix B

2018-2019 CEIAG Programme



- ✓ Guidance
- ✓ Counselling
- ✓ Coaching
- ✓ Care

This is a live document and will be adapted throughout the year as new opportunities for our pupils arise.

Term 1	Term 2
<p>Y9 Values lessons: CEIAG focus – finding out about opportunities and preparation</p> <p>Y11 Values lessons: CEIAG focus - making the right future choices – exploration of post 16 options and how this links to the future; preparation of personal statements</p> <p>3rd October Skills Yorkshire trip: CEIAG link Y10/11</p> <p>Choices@16 all Y11 pupils: 25th September</p> <p>A range of assemblies linked to progression choices</p> <p>Y9-11 CEIAG information and engagement event 23rd October P5 & 4pm-7pm</p>	<p>Y11 Values lessons: CEIAG focus - application process for post 16 progression (and beyond). Returning to lessons about the importance of resilience and organisation linked to positive mental health; critically think about the nuance of communication and how this can relate to their future.</p>
Term 3	Term 4
<p>Y8 Values lessons: Option choices support. Eg : reflect on decision-making thought processes to ensure a positive approach to future choices.</p> <p>Y11 check applications.</p>	
Term 5	Term 6
<p>Y7 Values lessons: CEIAG introduction (provisional – work with the Army)</p> <p>Y8 Values lessons: Enterprise (TBC) and the real world/money.</p>	<p>Y7/8/9 Values lessons linked to aspirations.</p> <p>Y10 Values lessons: Aspiration :What might the future hold for me? Progression routes and preparation for mock interviews at the beginning of Y11. Also work recognising that logic and empathy contribute to strong personal performance; learn to reflect and re-charge.</p> <p>College Taster Days.</p> <p>NB 1-5 July Careers – ‘The Day’</p>

Appendix C

Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

Pupils in Years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

A provider wishing to request access should contact Sharon Lord (Co-ordinator of Values) on 01924 862985 or by email: sharon.lord@croftonacademy.org.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents. The events are often planned well in advance so providers should contact us early in the academic year to be involved in our planning, however all year round we do welcome offers of support and are eager to explore genuine opportunities for our pupils to receive impartial, correct and appropriate advice.

Our Values curriculum is a live document, which has some flexibility within it for new opportunities, but in principle CEIAG is taught through this plan:

<p>Term 1 Year 9 : Opportunities and Preparation lessons Year 11: Choices@16 event 25th September Year 9-11: 23rd October CEIAG event Year 10 : skills Yorkshire event Year 11: assemblies and lessons linked to Progression</p>	<p>Term 2 Year 11 : application process for Post 16 and beyond</p>
<p>Term 3 Year 8 : support and lessons linked to Option choices</p>	<p>Term 4</p>
<p>Term 5 Year 7 : introduction to CEIAG and decision making (event TBC) Year 8 Enterprise work (event TBC)</p>	<p>Term 6 Years 7/8/9 – Aspiration Year 10 – what might the Future hold? (lessons and activities); taster days and mock interview preparation</p>

Lesson time and assembly time is used to support our CEIAG provision.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to our pupils. Requests from providers will be supported if possible but will not be granted in the following circumstances:

- Access cannot be fitted within the CEIAG remit of our Values programme;
- Repeated access is requested;
- Access will compromise another aspect of careers education.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations.

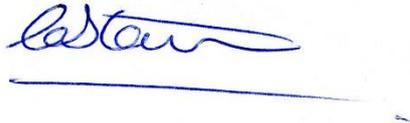
This will all be discussed and agreed in advance of the visit with the Careers Leader (Sharon Lord) or a member of their team.

Providers are welcome to leave copies of their prospectus or other relevant course literature at Reception, and it will then be shared with pupils through our Values curriculum.

Approval and review

Implementation; September 2018

Next review: July 2019



Signed:
Carole Stevenson - Chair of Governors



Signed:
Peter Walker - Headteacher

Appendix D:CEIAG Action Plan (& work towards Gatsby benchmarks) 2018 -2020 Used Compass Self-evaluation tool **JULY 2018: K ASHTON**

<u>Action</u>	<u>Present situation</u>	<u>To do</u>	<u>How</u>	<u>Year group</u>	<u>Expected impact</u>
Appoint careers Advisor	TCh Tues and Thurs	Introduce to staff and pupils	Assembly for Y11 & pop into all forms Y7-10 in September Staff: INSET by KAs 2 July (career advisor role outlined)	All	Understand that TCH is the expert for careers advise etc. Understand her role and support. Know how she will work with us
Appoint Careers Leader	SLO and 2 i/c PBE SLT link KAs	Introduce to staff and pupils	Roll over assemblies and staff inset 2 July	All : new Y7 in September	Understand their roles and support
B1: Web page Name careers leader; action plan to meet Benchmarks & policy statement for provider access PLUS careers programme (make website links clear in newsletter)	Careers programme and key staff for this year + support materials are available	Update and make ready for Webpage September Better and clearer updates for parents: an evening to discuss this too on the calendar. MUST have info on T levels (level 4/5 technical qualifications)by 2020. Signed up for Local Enterprise Partnership (pg 14 Stat guidance)	KA with TCh and Andrea (TCh is checking out details on there at the moment) SLO/PBe/KA/TCH: news letter, specific mail shots and an evening to show parents how to support their child Y10 and Y11 (invite colleges, apprentices, technical people etc)	ALL	Better support and applications are more informed

B3 Record of what we have done	Y9-11 are tracked: continue this	Add SOW and Y7/8 & Build alumni	KA	ALL	Info available for all years
B1 By 2020 we should have access to an Enterprise Advisor		Signed up for Local Enterprise Partnership (pg 14 Stat guidance)		All	NB All school will have access to an Enterprise Advisor by 2020!
B2 Use LMI (via National Careers Service) & inform parents	Parents informed via webpage and newsletter	Improve communication and look at 'LMI for All' & 'Job centre Plus 'Support for Schools' programme Pg 15 stat guidance Investigate STEM 2019/2020		All	
B3 & B5 Build alumni network		TBC		All but mainly Y10/11	
B8 All pupils see TCH (can be in a group)	Pupils seen based on YGM etc info linked to NEET indicators and pupil/parent request + parent evening for Y11 and Options eve	ALL seen at key points	Need to discuss with TCh how this can/should work. Increased TCH work with us to 2 days	ALL	
B1 POLICY STATEMENT on webpage		Access to providers of technical education and apprenticeships	Can be an assembly (1 hr) covering multiple opportunities	All	

<u>Action</u>	<u>Present situation</u>	<u>To do</u>	<u>How</u>	<u>Year group</u>	<u>Expected impact</u>
B7 Encounters with FE & HE	Taster days and assemblies X2. Choices@16 Apprenticeship company in assembly At Options eves	Visits from approved Technical providers & apprenticeships Y8+. From a Studio School; University Technical College KS4&5 choices; apprenticeships and technical options to speak about KS4/5 and post 18 choices Info beyond immediate future!	In the school day so no restriction on attendance!	Y8+ (possibly y7) Y7 definitely need aspirations work early and this has been put into Values programme	
B3 Support disadv pupils (& SEND)	We work with Prospects to check out pupils once they have left and offer support & share data. Differentiated work in the classroom. We MUST notify LA when a pupil leaves education or training TCH oversees this. Info shared linked to EHCP reviews	Make sure parents know how to find out about 16-19 Bursary (Pg 18 Stat Guidance) SLO/TCH to check appropriate support provided for right pupils. From Y8 EHCP reviews must have a focus on adulthood, including employment.	Specific newsletter to appropriate year group Targetted support in school TCH Work with new SENCO and agree strategies.	From Y8 for support in school Y11 reg bursary (early on)	

<u>Action</u>	<u>Present situation</u>	<u>To do</u>	<u>How</u>	<u>Year group</u>	<u>Expected impact</u>
B5 Encounters with employers and employees – at least 1 per year	Work experience Choices@16 for all Y11 Skills Yorkshire for some Y9/10 Y10 mock interviews	Identify enterprise advisor Need one meaningful encounter (at least) a year	See pg22/23 of stat guidance Sign up for Local Enterprise Partnership (pg 14 Stat guidance) Jobcentre Plus 'Support for Schools' Programme pg 23	All	
B6 By 16 at least one experience of workplace	Work experience	Does not need to be traditional work experience. Workplace visit; job shadowing; career-related volunteering		TBC	
Values: Ensure that our programme is live and meets the needs of our pupils B4 link to STEM	Programme Y7-11 that is varied and impartial/informative Investigate STEM opportunities	Improve in line with Gatsby benchmarks	Look at amazing apprenticeship page 27 Improve parent info Wider range into school	All	See CEC document in Values folder!

