

SCHOOL POLICY



<p>CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE POLICY (CEIAG)</p>
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Our commitment

At Kelvin Hall we are committed to ensuring that our pupils are effectively prepared for life after school. We ensure academic rigour supported by excellent teaching, and aim to develop in every pupil, the values, skills and behaviours needed to progress in life. Our pupils follow a programme of classroom and extra-curricular activities that cultivates a range of valuable employability skills, such as self-management, teamwork, business and customer awareness, problem solving, and application of literacy, numeracy and IT. The development of those skills combined with an emphasis on resilience and grit provides our pupils with the ability to make successful transitions into education, employment and training.

Kelvin Hall School is committed to fulfilling our statutory duty to provide CEIAG to students in Years 8 to 11 and to ensuring that all students have access to impartial and inspirational careers, information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and March 2015 Statutory Guidance.

This policy is based on the most recent OFSTED review of CEIAG in September 2013 “Going in the Right Direction” and the new statutory guidance for governing bodies, school leaders and school staff published by the DfE in March 2015, Careers Guidance and Inspiration in Schools” and non-statutory guidance “Careers Guidance and Inspiration in Schools”.

The careers programme is differentiated and personalised to meet the individual needs of our pupils. Activities are designed to inspire and motivate pupils and support progression into Further / Higher Education, training and work. Our model for CEIAG is based on the eight Gatsby Benchmarks detailed in the Good Career Guidance Report 2014.

1.	A Stable Career Programme
2.	Learning from our career and labour market information
3.	Addressing the need of each pupil
4.	Linking curriculum learning to careers
5.	Encounters with employers and employees
6.	Experiences of workplaces
7.	Encounters with further and higher education
8.	Personal guidance

The policy is communicated to:

Governors

Staff through the policy folder on the Intranet

Parents / carers via the website

Students through careers development days

Ethos

We believe that effective careers guidance contributes to raising aspirations, improving motivation, and overcoming barriers to success. Kelvin Hall is committed to delivering high quality CEIAG which empowers pupils to make informed career decisions. Our goal is to equip our pupils with the necessary skills to adapt to an ever changing economic climate, inspiring them to become life-long career learners.

Aims

A comprehensive Careers Education Programme provides the opportunity for pupils' in years 8-11 to:-

- Develop *self-awareness* (a greater understanding of their strengths, current limitations, personal qualities, interests and values).
- Learn about *opportunities* (engage in career exploration of the local, regional, national, and international education, training and employment opportunities. Participating in work experience and work related learning; increasing exposure to a range of lifelong learning and career opportunities to support pupils to make effective decisions about their future).
- Develop *decision making skills* (understand and evaluate the pros and cons of the options available to them and taking responsibility for decision making).
- Acquire the necessary career management skills to make a successful *transition* from school to further education, training or employment (preparing a CV, taking part in mock interview sessions, developing job search and employability skills and developing resilience).

Roles & Responsibility

Headteacher: It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.

SLT lead for CEIAG: The SLT will advise on and oversee the management of CEIAG. S/he will ensure that correct procedures are followed and that all pupils, parents and professionals involved have fully understood the school's role and what strategies will be implemented.

Education, Employment & Training Manager: The school employs an Education Employment & Training Manager whose responsibility it is to co-ordinate CEIAG and work experience, and to facilitate impartial careers guidance for pupils. The EET Manager is also a qualified Careers Adviser and provides one to one career counselling to pupils.

Careers & Work Experience Support Officer: The Careers & Work Experience Support Officer supports the EE&T Manager to organise work experience placements, careers events and taster days, liaising with pupils' parents and employers to enhance opportunities for pupils.

Careers Adviser: The school provides access to an additional qualified careers advisor, brokering the services of Connexions (Hull City Council), an independent careers provider which has been accredited with the national Matrix Standard for information, advice and guidance (IAG). The Careers Adviser will work with individual pupils, and deliver group sessions, to ensure smooth transition throughout the key stages, raising aspirations and signposting pupils to further support services where appropriate.

All teaching staff: There is an expectation that CEIAG is linked to all curriculum areas; all teachers and tutors are responsible for signposting pupils to additional sources of information, advice and guidance.

Governor with responsibility for CEIAG: The Governor with responsibility for CEIAG should aim to familiarise the school's governing body with the CEIAG policy and ensure that school staff follow statutory guidelines. It is also the role of the CEIAG Governor to ensure that sufficient time and resource are allocated to CEIAG to fulfil the policy.

Consultation: Reviews involving all stakeholders will be held annually with a view to scheduling further meetings if required.

Provision

Equality & Diversity: Kelvin Hall works consciously to prevent all forms of stereotyping in the advice and guidance we provide, ensuring that all pupils consider the widest possible range of careers. We aim to actively encourage pupils to consider non-traditional occupations involving pupils in regional projects such as girls into engineering.

Careers Education: Careers education is embedded into the curriculum and off timetable days are held throughout the academic year.

Year 8: – Why Careers? / Self-Awareness Part 1 - Encourages pupils to think about why career is important, focusing on the development of values and goals and considering how we make career decisions. Part 2 – Focuses on self-awareness, understanding how we learn about ourselves, identifying strengths and weaknesses and challenging pupils to try new experiences before making career decisions. The objectives of this programme are achieved by developing life maps, discussing role models, taking part in group activities, and using Cascaid careers software.

Year 9: – Opportunities – focuses on learning about careers, LMI, education and training opportunities and developing networks and entrepreneurial skills. Pupils are encouraged to evaluate sources of careers information and draw conclusions about their reliability, but also to recognise and pursue opportunities as they arise. The objectives of this programme are achieved by group activities, with external support from local employers, Hull University, Young Enterprise, local colleges and training providers.

Year 10 – Transition Learning – is concerned with helping pupils gain a realistic understanding of what will come later in their career development, and to acquire the coping skills they will need to make the transition successfully. Year 10 therefore focuses on the development of employability skills, and preparation for, and participation in work experience. The objectives of the Year 10 programme are achieved through group activities led by external providers (KCom, Armed Forces, HETA, NHS Trust & KUHCC), college and apprenticeship taster visits, and a two week block work experience placement with a local / regional employer. A parents evening is also held to highlight the work experience process to pupils and parents.

Year 11 – Decision Making & Implementing Plans – Pupils are supported to review decisions and make applications in Year 11. Pupils apply for college and apprenticeships during careers lessons using the Common Application Process and the Find an Apprenticeship website, in conjunction with individual provider and employer websites. Sessions also focus on interview and CV preparation. The objectives of the year 11 CEIAG programme are met through activity based sessions involving on-line applications and CV preparation and mock interviews. The activities are supported by Hull City Council's 14-19 Team, Connexions, a wide range of local employers (including STEM Ambassadors), and local recruitment agencies.

The above activities are enhanced by additional careers event such as girls into engineering, BAe Systems Roadshow, Ace Day, Teen Tech, NHS Lectures and Careers Events, Bloodhound, Your Future LMI Event, and Pixl. Mentoring programmes are also in place for High Flyers and PPI pupils.

Careers Information: Pupils are introduced to careers software and a wide range of websites that can be utilised to obtain impartial careers information and are guided to ensure they are able to successfully sense and sift careers information, assessing its relevance and applying what they have learnt to their career decisions. Pupils and parents are invited to a careers evening which includes a presentation on Post 16 Options (delivered by Kelvin's Education, Employment & Training Manager, representatives from the local FE & 6th form college, training providers and the University of Hull) and a careers fair with a wide range stands from FE, 6th Form, HE, and training providers in addition to local employers. The event enables pupils and parents to obtain further impartial advice and guidance regarding their options.

Careers Guidance: The school ensures that careers guidance is impartial through employing a dedicated careers professional and also contracting additional guidance services from the local authority. Action plans demonstrate that the advisors are supporting pupils to manage their progression needs and signposting to a variety of opportunities and pathways. Support for pupils is targeted at certain key strategic points to meet individual pupil needs (including GCSE options, Post 16 choices, and GCSE results day). In addition to this the following groups are prioritised for guidance appointments:

- Pupils with Additional Learning Needs (provided with additional guidance and are fully supported in transition);
- Looked After Children;
- High risk of NEET;
- EAL pupils;
- School refusers, persistent non-attenders and pupils with low attendance;
- Young Carers; and
- PPI

Monitoring, reviewing and evaluation: Careers lessons, individual guidance appointments, taster sessions, work experience, off timetable days and careers evenings are evaluated from a range of perspectives including pupil, parent, teacher, employer, and provider input. Feedback is sought using feedback forms, work experience diaries, and evaluation forms. The evaluations are then utilised to develop the following years programme.

Destinations data is monitored and evaluated to identify improvements needed in CEIAG provision, as well as pupil attainment and progression into FE, HE, training and employment.

The CEIAG provision is evaluated annually and reviewed termly.