

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY

MISSION STATEMENT

The Risedale family is committed to a positive future for all through a personalised learning journey.

Aims

- ❖ Celebrate success, learn from mistakes
- ❖ Build resilience, accept challenge and strive for excellence
- ❖ Shape curriculum to discover, explore and build aspiration

STATUTORY DUTY

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered pupils at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds). The governing body must 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;
- includes information on a range of education or training options, including apprenticeships and technical education routes;
- is that the guidance that is given, will promote the best interests of the pupils to whom it is given.

The Technical and Further Education Act 2017, 42B came into force from January 2018. This new law requires the proprietor of all schools and academies to ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 8 to Year 13 for the purpose of informing them about approved technical education qualifications or apprenticeships. (See Appendix 1).

AIM

Our aim is to enable pupils to develop the skills, attitudes and gain the knowledge that will help them to make career and other decisions wisely throughout their lives. We are currently working towards an Investors in Careers award incorporating guidelines from the Gatsby Benchmarks (see Appendix 2 below) and the Career Development Institute (see Appendix 3 below), Department of Education, Careers and Enterprise Company and Ofsted recommendations (see Appendix 4 below).

PROVISION

The Careers Education, Information, Advice and Guidance (CEIAG) programme is a vital part of every pupil's education. It is mainly delivered through Social Study lessons but also linked to subject lessons and the morning tutorial sessions and assemblies. Professional careers guidance is provided through an impartial Careers Adviser available to all pupils and parents. Pupils are also encouraged to learn from experiences of work, other projects and the reviewing and recording of achievement in developing the skills they need for their future career choice and development.

PRINCIPLE GUIDELINES

The Careers Leader is responsible for consulting with the other partners in the development, delivery and Quality Assurance of CEIAG in the school, and for ensuring the programme is up-to-date, impartial, and appropriate for the age and wide range of aspirations & abilities of the pupils. The Careers Leader also ensures that parents and pupils are made aware of their entitlement (see Appendix 4 below).

As a school we have a responsibility to raise the aspirations of, and prepare pupils for the time they enter the wider community, either through employment or into further training and education. A key element of this preparation must come from the delivery of a coherent Careers Education, Information and Guidance (CEIAG) programme. The delivery of this programme must not only support the central aims of the school, but should reflect the growing awareness amongst parents, pupils, staff, colleagues in the support agencies, employers and the wider community. The years spent in secondary education are no longer just concerned with the acquisition of qualifications, but are increasingly about the preparation for the world of work, awareness of transferable skills and lifelong learning.

The Careers / CEIAG programme and aims are to develop the foundation skills, through a progressive programme that complies with all the school's policies from Year 7 to Year 11 of:

Self – Development – to understand themselves and the influences on them

Career Exploration – to investigate opportunities in learning and work.

Career Management – to make and adjust plans to manage change and transition

The provision and support for pupils will have a particular focus at specific time points, relevant to choices and decisions that need to be made. The Senior Manager responsible for CEIAG is the Assistant Headteacher and SENCO who is responsible for ensuring that this policy is implemented, that adequate resources are available and that the tasks identified in the development plan for CEIAG are completed and a link Governor represents the Governing Body on matters relating to CEIAG.

The school regularly seeks feedback from parents and pupils generally and CEIAG forms part of this evaluation. The results are reported to Governors as well as Senior Management and the Careers Co-ordinator.

The school is committed to delivering a high quality CEIAG programme and offers training to staff on a regular basis as they prepare to deliver key components of the programme.

Careers information is available to all pupils on open access in the Library and other dedicated rooms, via the school's computer network and Google classroom.

Policy Review Dates

Review Date	Changes made (Y/N)	Responsibility	Approved by Governors	Next Review Date
September 2020	Y	HPo	06 October 2020	September 2021

Appendix 1

Risedale Sports and Community College Provider Access Policy

Reference – Department of Education – Careers Guidance and access for education and training providers – Statutory guidance for governing bodies, school leavers and school staff.

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose 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

All pupils in year 8 -13 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 events, assemblies and 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

The provider wishing to request access should contact;

Mrs. H. Porritt

Careers Leader

Tel:- 01748 833501

Email – porritt.h@risedale.org.uk

Opportunities for access

A number of events, integrated into the schools careers programme, will offer providers an opportunity to come into school to speak to pupils and /or their parents/carers. Please speak to Mrs H Porritt, Careers Leader, to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will be discussed and agreed in advance of the visit with the Careers leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or any other relevant literature at The Careers Café, which is managed by the Careers Leader. The Careers Café is available to all pupils at lunch and break times.

APPENDIX 2

The Gatsby Benchmarks

1	A Stable Careers Programme	Every School and College should have an embedded programme of careers education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
2	Learning from career and Labour Market Information	Every pupil, and their parent 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 future career paths.
5	Encounters with employers and 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 experiences of the workplace through work visits, work shadowing and/or work experience to help with 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, university and the workplace.
8	Personal Guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided 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

The Careers Development Institute Framework

Developing yourself through careers, employability and enterprise education	Learning about careers and the world of work	Developing your career management, employability and enterprise skills
Self- awareness	Exploring careers and careers development	Making the most of careers information, advice and guidance
Self- determination	Investigating work and working life	Preparing for employability
Self- improvement as a learner	Understanding business and industry	Showing initiative and enterprise
	Investigating jobs and labour market information (LMI)	Developing personal financial capability
	Valuing equality, diversity and inclusion	Identifying choices and opportunities
	Learning about safe working practises and environments	Planning and deciding
		Handling applications and selection
		Managing changes and transitions

Ofsted's Common Inspection Framework identifies the following requirements:

Effectiveness of leadership and management

28...the extent to which leaders, managers and governors: successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.

Personal development, behaviour and welfare

31...the extent to which the provision is successfully promoting and supporting children's and other learners':

- Choices about the next stage of their education, employment, self-employment or training where relevant, from impartial careers advice and guidance
- Where relevant, employability skills so that they are well prepared for the next stage of their education, employment, self-employment or training

Outcomes for children and other learners

3.2...the extent to which children and learners:

- attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher-level qualifications and into jobs that meet local and national needs.

APPENDIX 4 – PUPIL ENTITLEMENT



Pupil Entitlement Statement

for Careers Education, Information, Advice and Guidance

at Risedale Sports & Community College

By the time you get to the end of Year 7 you will have:

- Had opportunities to *reflect* on your personal qualities and the way you relate to your peers
- Begun to identify your strengths and how you can make the best use of them
- Started finding out about different career areas and qualification routes that might interest you in the future.
- Taken part in activities to improve your career related skills.

By the time you get to the end of Year 8 you will have:

- Built upon the self-development skills you worked on in Year 7
- Started to develop your financial management skills, including budgeting and banking and learned about rights & responsibilities at work, discrimination and stereotyping.
- Used your developing knowledge of yourself and various career pathways to help you choose GCSE options.
- Had optional access to impartial information, advice and guidance from the Shine Professional Careers Adviser at a Parent's request.

By the time you get to the end of Year 9 you will have:

- Continued with your career exploration and self-development by taking part in careers sessions delivered through the Social Studies timetable. Particular sessions will focus on developing transferable skills; choosing a career; recognising what is important to you in a career and rights and responsibilities at work.
- Developed an understanding of Enterprise and Entrepreneurs.
- Completed a careers software questionnaire such as Plotr, Kudos or similar to identify your skills and interests related to the world of work and explore career ideas that might interest you.
- Had optional access to impartial information, advice and guidance from the Shine Professional Careers Adviser.
- Completed 2 days as a Pupil Receptionist
- If you are looked after or have additional needs a one to one interview to discuss post 16 options.

By the time you get to the end of Year 10 you will have:

- Taken part in workshops with local employers. This will help you to understand the world of work and develop your employability skills such as problem solving, team work, working with budgets, creativity and innovation, presentation skills and working to deadlines.
- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics including apprenticeships, higher level and degree apprenticeships, colleges and Training Providers.
- Had the option to complete a Careers Software package such as Plotr or Kudos to identify your abilities and aspirations, and possible career areas that might interest you.
- Used the National Careers Service website to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- You have begun the process of having an individual careers guidance interview with the school's Shine Professional Careers Adviser as part of your entitlement to receive impartial information, advice and guidance. This will continue in year 11.
- Received a written Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these
- Completed a Work Experience programme with a local employer.
- Had additional optional access to impartial information, advice and guidance from the school's Shine Professional Careers Adviser.
- If you are looked after or have additional needs a one to one interview to discuss post 16 options.

By the time you get to the end of Year 11 you will have:

- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics.
- Used the National Careers Service website to research jobs, skills, entry requirements, training and pay for a variety of jobs.
- Produced a CV and cover letter that focuses on your skills and qualities
- Had instruction on how to complete application forms for courses and vacancies.
- Been made aware of all the Post-16 Choices available to you, through presentations in assembly, invitation to the Careers Fair
- Informed about the different levels of apprenticeships including the benefits of Higher Level Apprenticeships.
- Had an individual careers guidance interview with the school's Shine Professional Careers Adviser as part of your entitlement to receive impartial information, advice and guidance.
- Received a written Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these
- Made your application for Post-16 courses through the area prospectus www.ucasprogress.com following preparation sessions in school to guide you through the process.
- Had additional optional access to impartial information, advice and guidance from the school Shine Professional Careers Adviser.
- If you are looked after or have additional needs a one to one interview to discuss post 16 options. You will receive additional support to help you apply.