



Batley Girls' High School
Visual Arts College

Achievement • Respect • Transformation

Careers Education, Information and Guidance

Batley Girls' High School – Visual Arts College

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Policy Statement

This policy was developed in collaboration with C&K Careers and school staff.

Attendance at Careers Association meetings and Network meetings is encouraged where possible to keep up to date with current thinking in Careers Educations & Guidance (CEG) and Information, Advice & Guidance (IAG) and Quality Standards (QiCS).

Annual review of this policy will be promoted and in the light of legislation and guidance from the Government, current trends, school development plans and partnership activities, it will be amended and implemented.

Careers Leader maps interventions across all Key Stages throughout the academic year.

Development of partnership work between school, business and industry, HE/FE, parents and students on a range of careers activities.

Introduction

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their wellbeing and staying on in learning. Statutory Guidance requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13 (October 2018).

This policy links to the key areas/objectives of the school improvement plan, which centres on raising achievement and the quality of teaching and learning across the curriculum. It will link into other related policies to enhance the guidance process across curriculum and pastoral areas and will be used as a tool to develop school objectives and priorities on teaching and learning and aspire and achieve.

CEIAG should help students develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

Our Careers programme is in conjunction with the Gatsby Benchmarks set by the Government. These are effective from September 2018 - August 2020. Please refer to Appendix A for a copy of the benchmarks.

All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.

Guidance is the process of helping young people to be able to make choices about their personal, social, educational and vocational development. The school has a significant contribution to make, along with parents and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous and all staff contributes alongside external agencies working in partnership (reference Career Development Institute ACEG Framework for Careers & Work Related Learning April 2012).

It encompasses all aspects of school life and all staff who are involved in the personal, social and emotional wellbeing of the young person.

The Careers Education at Batley Girls' High School

The school aims:

- To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with and responsibilities towards other people, the community and environment.
- To develop the skills which will help them to make informed and realistic choices for their future.
- To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations
- To develop the skills, including communication and confidence that will be needed in new roles and situations.
- To encourage understanding and experience of the world of work through WRL and enterprise activities
- To promote equality of opportunity in respect of race, religion, sex and special educational needs and disability.
- To develop students' capabilities and to understand their own needs and abilities.
- To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities.
- To encourage students to implement their career plans.
- To review and evaluate in order to make improved decisions and manage the transition processes effectively.
- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances.

Best practice provision integrates careers guidance with a well-planned programme of careers education.

Statutory Requirements

Statutory guidance (October 2018), places schools under a duty to secure access to independent careers guidance for their students in school years 8 – 13 (from September 2013). This must be presented impartially and must promote the best interests of students. Whilst providing a programme of careers education is no longer statutory, the school sees it as good practice and uses the ACEG Framework for Careers and Work Related Education (April 2012) to guide its provision.

The guidance covers the following legislation:

- Sections 42A1, 42B and 45A of the Education Act 1997.
- Section 72 of the Education and Skills Act 2008.
- Schedule 4 (15) of the School Information (England) Regulations 2008

Expectation

In the light of the current changes in the world of work and the raising of the participation age, students should expect:

- to be told about key people who can help with education, career and any other personal, health or financial problem.
- to get information on the guarantee of an offer of further learning at key points.
- to be told about financial help they can get to stay in education (e.g. bursaries/student loans/grants).
- to know how to access information.
- to know where to get help after 19 years of age, 25 years if they have a disability.
- to be given opportunities to get involved in planning and improving information and advice services.
- To complete an exit interview where students move elsewhere at the end of Year 11 and 12.

Help should:

- be quickly and easily available.
- respect individual needs.
- be confidential.
- instil confidence in order to plan the next step.
- be impartial and all relevant options should be considered.
- signpost the National Careers Service and local websites where appropriate.
- be located in a central part of school (Careers LRC) and accessible to all students/CEIAG team & relevant staff.

To ensure quality and demonstrate it meets robust national standards the school will work towards achieving the C&K Quality Standard for CEIAG validated against the “Quality in Careers Standard”. This includes the Information Standard which ensures access to impartial information in careers.

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, internet and e-mail also allows current information to be given to parents.

Organisation and Content

The careers education programme is delivered through a structured programme in Key Stages 3, 4 and 5. This programme is published and available on the school website.

Key Stage 5 Provision

As part of the PSHE period the sixth form receive talks by outside speakers on all aspects of University life, preparation for personal statements and UCAS forms, interview skills and all aspects of progression. Each student has access to the Careers Resource Area and can request interviews with the Careers Adviser. The role of the form tutor is also crucial in the sixth form. The CEIAG team work with the head of sixth and the sixth form team to ensure students are following appropriate study programme. Additionally there is the employability programme for students who prefer the work based routes.

School Improvement Plan

The yearly Career Plan/Service Delivery Agreement is put together in consultation with staff, Careers Advisers and senior management. The focal areas are driven by the whole school improvement plan. These are then identified in the department improvement plan alongside the focal points identified by the whole school priorities and through review and monitoring cycles.

Cross-curricular links

These are made with appropriate departments and enhanced by work related learning/enterprise activities.

All students are encouraged to develop an understanding and awareness of equality in relation to sex, race, religion, disability, age and sexual orientation.

The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

Provision for Learners with Learning Difficulties and/or Disability (LLDD)

Close links with the Coordinator (SENDCo) ensure that equal opportunities and inclusion are addressed. Reference should be made to the SEND Code of Practice from January 2015. Learning support staff support identified students and suitable material is provided. The Careers resource area also has appropriate, differentiated and personal material. The careers advisers is involved in transition reviews for SEND students in Year 8, 11 and Key Stage 5.

Targeted support for vulnerable and disadvantaged young people

The importance of high expectations and horizon widening activities are highlighted in a section for alternative provision and attention is drawn to the 16 to 19 Bursary Fund. This is available to support young people in defined vulnerable groups, who may receive yearly bursaries of up to £1,200 and/or discretionary payments to help those who are also in financial hardship.

Key Personnel

CEIAG Delivery

The Careers education programme is delivered through the PSHE programme. Group work sessions are delivered and led by **CEIAG team** with form tutors in support where appropriate. The Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

The Careers Leader maps intervention across Key Stages throughout the academic year and this mapped with all the Gatsby Benchmarks.

The CEIAG team work with key school and external partners to promote KS3 focus events. These are developed on a rolling programme with the aim of raising awareness of progression opportunities in specific sectors. These activities will also include parents to participate.

There are regular links with identified personnel to ensure individual needs are met. Key pastoral staff such as progress leaders/form tutors, pastoral support workers and Learning Support team feed in information to support the guidance process. Careers advisers are invited to contribute to Year 9 and Year 11 student review. Overall responsibility is given to the Careers Leader to ensure the CEIAG programme is updated and developed. The Careers Leader has the overview and line manages the CEIAG team and links to the identified careers governor.

Partnership Activities & Support for Calderdale & Kirklees Quality Standard (nationally validated against Quality in Careers Standard)

C&K Careers service support the school in enhancing the CEIAG provision through INSET, network meetings, advisory sessions and consultancy e.g. support for the C&K Quality Standard. An annual service delivery agreement is drawn up between the school and C&K Careers. Links with employers and training providers enhance the programmes where possible.

Destination Data

Recent results from our students' destinations are published annually on the school website and can be found [here](#).

Resources

There is an annual allocation of money for careers and careers resources. Relevant resources are available. Professional development is emphasised and provided in line with the school's commitment to CPD. In-house training is ongoing for newly-appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

Staffing and Staff Development

The Careers Leader attends Progress Leaders meetings on a regular basis and updates staff on current trends. Current careers strategies will inform the nature and frequency of in-service training.

Assessment, Review and Evaluation

Monitoring and Evaluation

The Careers Leader is responsible for annual review of CEIAG.

Review and evaluation is carried out termly on an informal basis between the Careers Leader, the Co Head with responsibility for Careers and the Careers Adviser in line with the Service Delivery Agreement. The Careers Leader attends Progress Leaders meetings on a regular basis. Feedback from staff, students and year teams also helps in evaluating the CEG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEG programme. Departmental monitoring forms part of the whole school monitoring system, focusing on termly focal areas. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Careers team to update the Careers Enterprise Compass tool every term to meet the 8 Gatsby Benchmarks by 2020.

Student voice is encouraged through the use of the website and school council and focus groups.

To ensure quality, the school will actively work towards the C&K Quality Standard, nationally validated against QiCS.

Bibliography

Websites:

www.cegnet.co.uk

www.thecdi.net

www.careersengland.org.uk (for information on QiCS)

www.education.gov.uk (for information on Raising the Participation Age)

www.ofsted.gov.uk Ofsted Thematic Review of Careers Guidance, Going in the Right Direction?

Publications:

DfE Statutory Guidance on Careers Guidance in Schools (October 2018)

Career & Work Related Education Framework ACEG (April 2012)

National Careers Service 'The Right Advice at the Right Time' Department for Business Innovation & Skills (April 2012)

Destinations Data Good practice for schools (October 2018)

Appendix A - Gatsby Benchmarks

<u>Benchmark</u>	<u>Summary</u>	<u>Description</u>
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, parents, teachers and employers.	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</p>
Learning from career and 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 the best use of available information	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</p> <p>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
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.	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p> <p>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</p> <p>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</p>
Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject	By the age of 14, every pupil should have had the opportunity to learn how the

	teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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 opportunities including visiting speakers, mentoring and enterprise schemes.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
Experience of workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
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.	By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.