

 Spring Hill High School	Policy Statement for Careers Education, Information, Advice and Guidance (CEIAG)
Person(s) Responsible	
Approval	Governing Body
Headteacher	Sheraine Reid-Ferguson
Head of CEIAG	Julie Washington
Date Approved:	November 2019
Date of Review:	November 2021

## 1. Introduction

### Rationale for Careers Education, Information, Advice and Guidance (CEIAG).

The aim of this policy is to support and underpin the broad aims of the school by enabling students to increase their knowledge and develop understanding and skills relevant to life in a rapidly changing world.

This policy has been written in response to the DfE Statutory Guidance for schools document ‘**Careers Guidance and access for Education and Training Providers**’ -Statutory guidance for governing bodies, school leaders and school staff -published in October 2018. The DfE guidance refers to sections 42A and 45A of the Education Act 1997 ‘**all registered pupils at the school are provided with independent careers guidance during the relevant phase of their education**’. The statutory duty requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

Spring Hill High School follows the Government’s careers strategy by following the Gatsby Charitable Foundation’s benchmarks to develop and improve careers provision.

Spring Hill High School acknowledges that, as a specialist independent school for students and young people with Special Education Needs (SEN), still have a statutory duty to provide careers education in Years 7-11 (1997 Education Act, 2003 Education Regulations) and to give students’ access to careers information, education and impartial guidance (1997 Education Act, 2008 Education and Skills Bill). **Maintained schools and Pupil Referral Units (PRUs) have a statutory duty to ensure that all registered pupils, from year 8 to year 13, are provided with independent and impartial careers guidance.**

## 2. Commitment

Spring Hill High School is committed to the provision of high quality, impartial careers education (CE) supplemented by personalised information, advice and guidance (IAG) and to support students and young people to become everything that they can be.

The Careers Learning Programme is designed to meet the needs of students and through their development to strengthen their motivation, aspirations and attainment at school. The aims are to enable the students to:

- a) Understand themselves and the influences on them (Self Development)
- b) Investigate opportunities in learning and work (Career Exploration)
- c) Make and adjust plans to manage change and transition (Career Management)

Spring Hill High School endeavours to follow:

- a) Education Act 2011 and the statutory guidance  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/417895/Careers\\_Guidance\\_Schools\\_Guidance\\_March\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417895/Careers_Guidance_Schools_Guidance_March_2015.pdf)
- b) <http://www.publications.parliament.uk/pa/cm201213/cmselect/cmeduc/632/63207.htm#a21> - Copy available in Unit A - 'The Impact of the new duty on schools' file specific areas for our school see highlighted points' Accountability' regarding Destinations and Career programmes.
- c) **16 to 19 study programmes: advice on planning and provision all young people on a full-time post-16 study programme should do work experience** – Government guidelines for those  
[1https://www.gov.uk/government/publications/16-to-19-study-programmes-advice-on-planning-and-delivery](https://www.gov.uk/government/publications/16-to-19-study-programmes-advice-on-planning-and-delivery)
- d) Other relevant guidance from OFSTED that appears from time to time.

### **3. Roles and Responsibilities**

The Headteacher, Sheraine Reid-Ferguson is responsible and accountable for resources in relation to CEIAG. Julie Washington is responsible for careers education, information, advice and guidance support to staff and students, along with work related learning and work experience.

### **4. Development and Review of Policy**

This policy was developed and is reviewed bi- annually through discussion with the Headteacher, Senior Leadership Team, teaching staff, SENCO, the school's Careers Leader/Advisor, Student Council, parents, Advisory staff and other external partners.

### **5. Links with other Policies**

The policy is underpinned by the school's policies of: SEN; Teaching and Learning; Curriculum, which includes: Citizenship, PSHE, Work Related Learning and Enterprise, Equal Opportunities, Gifted and Talented, Health and Safety.

### **6. Objectives**

The careers programme is designed to work alongside the transition stages and meet the individual needs of students at Spring Hill High School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The objectives of career learning are:

- a) Communication – Students understand that a decision has to be made, e.g. student is equipped to make a timely decision at transition points
- b) Analysis – Understanding of self/options, e.g. student is fully informed of all entry routes into chosen vocation
- c) Synthesis – working out what needs to happen, e.g. student understands possible obstacles and solutions
- d) Valuing – Choosing between alternatives, e.g. student understands own values and applies them to alternative transition options
- e) Execution – Strategies for implementation, e.g. Student has an action plan

## **7. Student Entitlement**

Students are entitled to careers education and guidance that is person centred, impartial and confidential. It will be integrated into their experience of the whole curriculum and the programme will promote equality of opportunity and diversity, raise aspirations, challenge- stereotyping, inclusion and anti-racism.

Spring Hill High School recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, training providers, FE and HE courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

Through the STEPS careers programme, the Post 16 Careers programme, through meetings with the independent Careers Adviser, and via work-related activity with businesses and other institutions, students from year 7 to year 13 should:

- a) Learn about themselves and the influences on them
- b) Develop decision making skills
- c) Develop skills to help them manage transition
- d) Develop skills to use and research careers information
- e) Have access to up to date information about opportunities in learning and work, including Labour Market Information
- f) Have impartial, confidential and up to date guidance
- g) Learn about the world of work
- h) Experience the world of work where appropriate through a well planned work experience programme and work-related learning activities.
- i) Gain personalised support and guidance to help them manage their own learning and progression to the next transition
- j) Identify long- term goals and to plan the next steps to attain them
- k) Use careers information to assist them in making informed choices regarding learning options, career areas and progression routes (taking advantage of the specialist support available)
- l) Be prepared for the opportunities, responsibilities and experiences of adult life by engaging with the world of work.
- m) Have high career aspirations

## **8. Parents' and Carers' Entitlement**

Spring Hill High School recognises that parents and carers have a vital role to play in the positive decision making of their children and are therefore committed to parental consultation and sharing of information. The leadership team and deputies are always willing to discuss any concerns relating to careers issues.

A termly newsletter is sent to parents and carers to inform them of Careers news and request their views.

Parents/carers are entitled:

- a) To have access to information at transition points at 13 years, at 16 years and during Post-18 education via reviews, school meetings, parents evenings, and the annual parents Pathways and Transition workshop with the Careers Leader and SENCo
- b) To have information about proposed work experience and the opportunity to discuss work experience issues.

## **9. Maintaining Links with Post 16/19 Providers**

9. Working relationships with post-16/19 providers are maintained by regular texts, phone calls follow ups, emails and visits.

**Some links with the community, outside agencies and businesses are maintained by the Careers Advisor, among other school staff**

Spring Hill High School has good links with:

- Local Authorities
- SENAR
- FE and HE providers
- Many local employers
- The Creative Alliance
- Career Crowd
- Training Providers
- Princes Trust
- Specialist providers
- National Citizenship Service (NCS)
- National Careers Service
- Birmingham Children's Hospital
- Specialist Provision
- Careers Enterprise Company
- DWP
- Aim Higher

## **9. Implementation**

### **Management**

The Careers Leader is responsible for co-ordinating the careers programme. This is delivered by Tutors, Deputies and the Careers Leader.

Head teacher and SLT work in partnership with the impartial Careers Leader.

The Policy is reviewed bi-annually.

**PD Skills and school staff** deliver CEIAG, and transition support at Y8, Y11 and post 16.

The Careers Leader is responsible for developing whole school careers enrichment activities such as University/College/Employer/training provider visits, employment and career fairs, work related learning activities and work experience.

In addition, the impartial careers advisor devises and delivers careers information, advice and guidance programmes, an awareness of current developments in careers and higher education as well as having the ability to work and form effective partnerships with both internal staff and external agencies.

### **Staffing**

All staff will contribute to the objectives of Careers Learning through their roles as tutors and subject teachers and in PSHE and Citizenship lessons and tutorials.

The headteacher is responsible for planning, monitoring and evaluating the careers programme annually with the support from the Careers Leader and deputies. Specialist sessions are delivered as and when necessary by teachers and outside dedicated support agencies, supporting students to achieve a well-informed, realistic decision. Careers information is available in the library to be maintained by the deputy head of sixth form.

### **10. Staff Development**

Spring Hill High School is committed to supporting its staff to achieve the aims of the programme through Continuous Professional Development (CPD). Information will be disseminated during deputy meetings, Staff Meetings, CEIAG meetings and annual inset days i.e. Training on careers resources, UCAS Apply, Career Software, STEPS, EHC Plans, etc.

CEC is funding the Level 7 Post Graduate Award from Warwick University in Careers Leadership in Schools for the Careers Leader.

### **11. Curriculum**

Careers education is embedded within the PSHE / tutorial programme and includes sessions on skills development, Transition stage options, FE/HE choices, apprenticeships, traineeships, and information and research activities. Speakers such as employers, training providers are invited to speak to sixth form students.

Other focused events are provided from time to time including the opportunity for all students to attend Universities, careers fairs, local colleges, employer visits and training providers, etc. Guess My Job and Practice Interviews are built into the curriculum.

All students in school receive a minimum annual early careers ideas/careers action planning meeting resulting in an action plan or report. They can also self-refer through their tutor. These are carried out by the Careers Adviser.

Students have the opportunity to undertake work experience as part of their personalised curriculum at a time suitable for their needs. Students are actively involved in the planning, delivery and evaluation of activities.

## **12. Monitoring, Review and Evaluation**

This takes place through various methods such as:

- a) Lesson observations and Learning Walks (termly via SLT)
- b) Student Voice (discussion and comments through tutorials)
- c) Evaluation of work experience placements (Employer evaluation form)
- d) Tutorials/ PSHE (half term plans)
- e) Termly Head teacher Review Meeting; regular contact with EH (Executive Head teacher)
- f) Destination reporting to Local Authorities are completed as required
- g) School newsletter provides opportunity for parents/carers to give feedback.

## **13. Equal Opportunities/diversity/stereotypes and aspirations**

The careers programme seeks to raise aspirations, support the school Equal opportunities Policy and endeavours to implement it in the following way:

- a) To respect and value the rights, attitudes of each other regardless of age, gender, disability, race, sexual orientation and religion
- b) Careful selection of posters and display material in relation to Equal Opportunities
- c) By encouraging all students to prepare to support themselves financially
- d) By encouraging all students to consider all options including non traditional careers and self employment
- e) By avoiding the use of one gender and gender specific job titles. e.g. using he/she, son/daughter, waiter/waitress
- f) By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons
- g) By not arranging and by discouraging separate sex groups for group work
- h) Equal access to information for all students of all abilities
- i) Celebrate Black History, Eid, Christmas and other cultural and religious festivals.

## **14. Resources**

Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan is considered in the context of whole school priorities. A member of SMT is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought.

## **15. Quality**

Spring Hill High School is committed to achieving the new Quality in Careers Standard Award starting December 2019

Ratified by Governors:

Name: Barbara Scrivens

Role: Chair of Governors

Date:

Signature: