

	Policy Statement for Careers Education, Information, Advice and Guidance (CEIAG)
Person(s) Responsible	
Approval	Governing Body
Headteacher	Gary Edmunds
Careers Leader	Julie Washington
Date Approved:	November 2020
Date of Review:	November 2023

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 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.**

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

1. 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, governors and employers.

2. 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 best use of available information.

3. Addressing the needs of each pupil.

Pupils have different career needs at different stages. Opportunities for advice and support need to be tailored to each pupil. A school's careers programme should embed equality and diversity throughout.

4. Linking curriculum learning to careers.

All teachers should link curriculum learning with careers. STEM subjects 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 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, universities and in the workplace.

8. Personal guidance.

Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal 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.

Spring Hill High School through this policy endeavours to meet the current OFSTED Inspection Framework (updated September 2019), but more specifically these relevant criteria:

Intent

The provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Impact

Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study.

Personal development

The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents

At each stage of education, the provider prepares learners for future success in their next steps.

Leadership

Leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services.

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.

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
- 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
1 <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, Gary Edmunds is responsible and accountable for resources in relation to CEIAG. Julie Washington is responsible for the planning and provision of careers education, work-related learning and work experience, which is overseen by site leaders.

Julie Washington is responsible for advice and guidance to students, and transition to future opportunities.

Two hours a week are put aside as part of the Careers Leader contract to ensure that this policy is implemented.

4. Development and Review of Policy

This policy was developed and is reviewed bi- annually through discussion with the Headteacher, Senior Leadership Team, Team Leaders, SENCO, the school’s Careers Leader/Advisor, Advisory staff and external partner Tony Quinn, Ex-Headteacher and Consultant.

5. Links with other Policies

The policy is underpinned by the school’s policies of: SEND, Teaching and Learning; Equal Opportunity and Disability, More Able, Gifted and Talented, Educational Visits, Safeguarding, PSHE and Sex and Relationship Education.

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 must 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, ability 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.

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 and evaluation of activities.

8 Curriculum

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)

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

The STEPS careers programme and the Post 16 programme is mapped against the ACEG/CDI Careers Education framework.

Regular Planning meeting held between Careers Leader and Head of PSHE/Team Leader to monitor delivery of STEPS and Post 16 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 and 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.

9. 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 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 SENDCo
- b) To have information about proposed work experience and the opportunity to discuss work experience issues.
- c) Receive Children's Career Action Plans

10. Maintaining Links with Post 16/19 Providers

Working relationships with post-16/19 providers are maintained by regular texts, phone calls follow ups, emails and visits either to school or to the provider. Spring Hill High School promote open days and opportunities offered by post-16 providers to students and parents.

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:

- Birmingham Careers Service (liaise regarding potential NEETS)
- Local Authorities (EHC, LAC, PEP reviews)
- SENAR (EHC, LAC, PEP reviews)
- Social Workers (EHC, LAC, PEP reviews)
- FE and HE providers
- Many local employers
- Training Providers
- Princes Trust
- Specialist providers
- National Citizenship Service (NCS)
- National Careers Service
- Specialist Provision
- Careers Enterprise Company
- DWP
- Aim Higher
- Envirohort

- Progress Music Academy
- Birmingham Education Partnership
- YMCA

11. Implementation

Management

The Careers Leader is responsible for planning and co-ordinating the careers programme.

Staffing

All staff will contribute to the objectives of Career Learning through their roles as tutors and subject teachers, and in PSHE and Citizenship lessons. Careers Exploration and STEPS and Post 16 career Learning delivery is timetabled every Friday afternoon.

The headteacher is responsible for monitoring and evaluating the careers programme annually with the support from the Careers Leader. Specialist sessions are delivered as and when necessary by teachers and outside dedicated support agencies, supporting students to achieve a well-informed, realistic decisions.

12. Staff Development

Spring Hill High School is committed to supporting its staff to achieve the aims of the programme through Continuous Professional Development (CPD).

A Training Needs Analysis will be completed, and training is given to address gaps in knowledge.

Updates in information will be disseminated during SLT meetings, staff meetings, CPD sessions after school or on annual inset days. Examples of content are training on careers resources, UCAS Apply, Careers Software, STEPS delivery, EHC Plans, etc.

CEC has funded the Level 7 Post Graduate Award from Warwick University in Careers Leadership in Schools for the Careers Leader, now successfully completed.

13. 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) Student evaluations of career learning, work-related learning events, work experience, talks and visits.
- d) Evaluation of work experience placements (Employer evaluation form)
- e) Tutorials/ PSHE (half term plans)
- f) Termly Head teacher Review Meeting; regular contact with Headteacher.
- g) Destination reporting to Local Authorities are completed as required

- h) School newsletter provides opportunity for parents/carers to give feedback.
- i) Teacher feedback and evaluation of STEPS and Post 16 scheme of work.

14. Equal Opportunities/diversity/stereotypes and aspirations.

The school adheres to the Public Sector Equality Act of 2010 to

- a. Eliminate discrimination, harassment and victimisation.
- b. Advance Equality of opportunity between persons who share relevant protected characteristics
- c. Foster good relations between persons who share relevant protected characteristics and persons who do not.

The careers programme seeks to raise aspirations, support the school Equal Opportunity and Disability 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.

15. 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. Sources of external funding for activities are actively sought.

Careers has an annual budget. Selection, purchase, design, adaptation and development of learning materials is the responsibility of the Careers Leader/Adviser.

Staffing resources for CEIAG are provided by the Careers Adviser/Leader, Teachers, Tutors and the Headteacher's PA for administration from time to time.

16. Quality

Spring Hill High School is committed to achieving the new Quality in Careers Standard Award starting May 2020, delayed from December 2019 due to COVID-19 restrictions in Spring 2020. There is 2 years to complete this, during which Spring Hill High School is entitled to display the previous award.

An annual review of the Careers Leader contract and performance against expected outcomes contained therein is carried out by the Headteacher.
The Careers Leader is Level 7 PGA Qualified in Careers Leadership and holds the Level 6 Diploma in Career Guidance and Development. Quality is assured through 25 hours per year CPD which is required to maintain membership of the professional register.

Ratified by Governors:

Name: Barbara Scrivens

Role: Chair of Governors