



Thorpe St Andrew School and Sixth Form

**Careers Education: Information, Advice and
Guidance (CEIAG) Policy**

including Policy Statement on Provider Access

February 2018

Rationale

Careers Education, Information, Advice and Guidance (CEIAG and referred to as such throughout the policy document) helps prepare students for the opportunities and responsibilities of adult working life and, as such, makes a vital contribution to the school's aims of working closely with employers, further and higher education providers and the local community to support students in making the most realistic choices about their next steps and future employability.

Thorpe St Andrew School and Sixth Form uses relevant frameworks to ensure that careers provision takes account of statutory guidance and meets the needs of the students. In particular, the following guidance from The Department for Education (DfE) and OfSTED, is adhered to.

DfE (2018): 'Careers Guidance and Access for Education and Training Providers' Statutory guidance for governing bodies, school leaders and school staff:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

The government Careers strategy and its adoption of the Gatsby Career Benchmarks, calls on secondary schools to have a curriculum that has/is:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
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

- <http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Thorpe St Andrew School and Sixth Form is a current holder of the Career Mark Award. The eight Gatsby Career Benchmarks are addressed within the Career Mark success criteria.

- The Ofsted Inspection Framework:

<http://post.ofsted.gov.uk/resources/school-inspection-handbook>

Organisation

Thorpe St Andrew School and Sixth Form is a successful 11-18 school serving the eastern side of Norwich and the adjacent rural communities. Teachers have pastoral and academic mentoring responsibilities as Form Tutors to vertically-grouped form groups in Years 7-11 and mixed Year 12-13 form groups in the Sixth Form. The Form Tutor, Head of House or Head of Sixth Form are the first points of contact for all parents. Student voice is developed in the school through Personal, Social, Health and Economic Education (PSHEE) lessons, active House Councils, Team 6 (our Sixth Form Council) and the Senate (our School Council).

A below-average proportion of students are supported by the Pupil Premium and the 16-19 Bursary Fund, which provides additional funding for students who are in local authority care, from armed services families or known to be eligible for free school meals. The proportions of disabled students and those who have special educational needs supported through additional support is broadly average. The proportion supported with an Educational Health and Care Plan is well below average. The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

Thorpe St Andrew School and Sixth Form provides a very positive environment for learning which successfully supports the excellent academic and personal development of the students. They feel very safe, are considerate and respectful, and have very positive attitudes to learning.

Careers Education, Information, Advice and Guidance (CEIAG) is an integral part of Thorpe St Andrew School and Sixth Form's Tutorial programme, which is delivered by PSHEE teachers, Form Tutors and members of the Sixth Form staff. Particular emphasis is placed on making effective career decisions in Years 9-13.

The Aims of Our CEIAG Policy

The CEIAG Policy has the following aims:

- To help students learn to understand themselves and develop their capabilities.
- To develop an understanding of the range of opportunities available at 14+, 16+ and 18+.
- To raise students' self-esteem and encourage them to have high aspirations which allow them to achieve economic well-being.
- To support students in making informed and realistic career decisions.
- To help students manage transitions through education and into work.

Objectives

The CEIAG programme is designed to meet the needs of students at Thorpe St Andrew School and Sixth Form. It is differentiated to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development. The school supports all students, whether they aspire to studying Level 3 courses within the Sixth Form; up to and including Level 3 courses and apprenticeships with other local further education providers or employers; Level 4 courses and above at institutions of higher education. Students are supported throughout their scholastic career: Form Tutor and Heads of House mentoring; Work Experience Drop-In sessions; Applying for Apprenticeships workshops; and Oxbridge and Russell Bridging Intervention Team (ORBIT) for Year 11 students and Sixth Formers aspiring to competitive universities, or academic training in Medicine, Law or Engineering; as well as lunchtime and after-school Careers Talks led by local Employers and Training Providers.

Although Work Experience is no longer statutory, Thorpe St Andrew School and Sixth Form fully supports the importance of this within its curriculum, by offering up to a week's Work Experience for Year 11 students in the middle of the Autumn Term, and a week's Work Experience for Year 13 students at the beginning of the Autumn Term.

Students have open access to the careers library and careers resources within the school and Sixth Form library, as well as online information on our school website and through Google Classroom and Google+ Sixth Form blogs.

Statutory requirements for work-related learning, which came into force in September 2004, are addressed through the PSHEE programme, Enterprise Days, Work Experience and vocational courses.

Meeting Statutory Requirements

Advice and Guidance

A partnership agreement is on-going with Norfolk Children's Services, detailing the contributions to the programme that each will make.

Other links with local 14-19 providers are made when required as are links with the local Enterprise and Business Partners, post-16 and -18 destinations. Links with parents / carers are maintained using a variety of methods (parental leaflets, letters, emails, options evenings, Post-16 evenings, school website).

The CEIAG Curriculum

The CEIAG curriculum is provided to all students, who are encouraged to follow career paths that suit their own particular strengths, skills and interests without stereotyping. All students are given the same opportunities and diversity is encouraged and celebrated. The model of delivery is through a planned block of PSHEE lessons (Life Skills in Year 7) and Tutorial Time in the Sixth Form

- In Year 7, CEIAG is delivered within several Life Skills lessons by the Ethics and PSHEE staff. The focus is on personal skills and qualities (within the Who Am I? module); and using an online Careers resource, such as the National Careers Service's Job Profiles for researching Heroic Careers (within the Heroes module).
- In Year 8 PSHEE, the focus is on key elements within jobs: considering what people look for in their ideal job; the need for a healthy work-life balance and how to deal with stress; and using an online Careers resource to investigate 'stressful' jobs and evaluate the salary being offered and the skills and qualifications needed. Students take part in a role-playing activity called 'The Real Game' whereby students explore a particular job and lifestyle choices.
- In Year 9 PSHEE, the focus is on personal ambition and social attitudes that can hinder this; the difference between Career Sectors and Jobs, including learning about local growth opportunities; research into post-14 subject preferences; and using an online Careers resource to research one of their own possible future careers in terms of skills, qualities, qualifications, salary. Opportunities to explore personal skills, qualities and interests in relation to CVs are offered. Students in Year 9 also attend special assemblies where they are informed on the post-14 preferences procedures and are guided through the conversations they will need to have with parents, teachers and each other.
- In Year 10, the foci are: introducing students to the various post-16 options; on preparation for the optional October Work Experience placement in Year 11 including the planning and preparation through an assembly presentation.
- In Year 11 PSHEE, the focus is on post-16 options and applying for those options: how to sell yourself through application (in writing and at interview) and being aware of the competition; Further Education and Apprenticeship opportunities are considered, as are thoughts given to post-18 university applications both here and abroad; and the importance of employment rights and responsibilities including health and safety are researched and discussed.
- In the Sixth Form, the focus is to widen students' horizons both in terms of getting them ready for when they leave Sixth Form but also to teach them to be more aware of the world around them; topics including discrimination, mental health, ethical issues are the basis of many open discussions during the students' tutorials. Students are also offered the opportunity to organise their own Work Experience placement for the start of the Autumn Term.

Science, Technology, Engineering and Mathematics (STEM) departments work together to support the school developments within the STEM curriculum, coordinated by the Assistant Principal – Curriculum Enhancement.

Methodology

Delivery methods encompass a full range of learning styles, building in flexible, active learning methods:

- Suitable effective start and end strategies;
- High order questioning;
- Target setting; using career aspiration as a focus for tutor reviews
- Decision making;
- Teamwork;
- Information gathering and sharing;
- Problem solving;
- Understanding others points of view and influences;
- Considering feelings and using imagination;
- Reflection, review and evaluation;
- Using various ICT opportunities.

Assessment, Recording and Reporting

Career learning outcomes have been identified and a framework for assessing what students have achieved is being developed for all groups, starting with Year 7 Life Skills, PSHEE (Years 8-11) and Tutorial Time (Years 12-13). Students have opportunities to undertake self-, peer- and teacher assessed Assessment for Learning tasks in PSHEE, developing their skills with the Seven Cs: Confidence, Curiosity, Collaboration, Communication, Creativity, Commitment and Craftsmanship. We fully support the development of the Five Ps: Participate, Perfect, Prepare, Prioritise, Perform.

Work is assessed and marked through self- and peer-assessment and by teaching staff. In Years 11 and 13, it is recognised by successful completion of Work Experience and by successful self-evaluation; and by a zero Post-16 and Post-18 (Not in Education, Employment or Training) NEET figure.

Achievement is recorded by delivery staff on a central database and reported to parents annually in a full school report.

Student Entitlement

All students are entitled to CEIAG that is impartial and confidential. CEIAG is delivered with all students from Years 7-13. It is integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme promotes equality of opportunity and inclusion, particularly for those students from disadvantaged backgrounds or those who have special educational needs, learning difficulties or disabilities, who might have difficulty making successful transactions.

Entitlement will reflect the provision in place to support students in making realistic and informed decisions. It will outline the focus for each year group. This entitlement is provided in an electronic format on the Careers section of the website: <http://thorpestandrewschool.org.uk/careers/>. Parents will also have access to the entitlement from this format.

Staffing

All staff are expected to contribute to the CEIAG programme through their roles as tutors and subject teachers.

All staff will be briefed on a basic understanding of the CEIAG provision to ensure they are aware of their role in relation to this. Key staff, for example, Form Tutors and staff delivering Careers education within PSHEE will receive InSET training for CEIAG (through Curriculum Area Planning Time (CAPT) and additional training opportunities) to allow them to carry out their role effectively.

The Pathways Guidance Coordinator provides specialist Careers Information, Advice and Guidance to an identified group of students in Years 9 to 13, based on individual needs by liaising with the Pupil Premium Mentor.

Staff training needs for planning and delivering the careers programme are identified in the PSHEE, Citizenship and Careers Departmental Development Plan and the Sixth Form Development Plan as well as in the Partnership Agreement with Norfolk Children's Services, and activities will be planned to meet them. Funding is accessed from the school staff development budget.

Resources

Funding is allocated in the annual budget. The Curriculum Leader - PSHEE and Student Guidance is responsible for the effective deployment and preparation of resources for students in Years 7-11. The Head of Sixth Form is responsible for the effective deployment and preparation of resources for students in Years 12-13. Resources are maintained centrally.

Information and Implementation

i) Careers Office in the Learning Resource Centre (LRC)

- A wide range of materials and access to ICT.
- Open throughout the school day.
- Situated in the Learning Resource Centre.
- Sixth Form Learning Resource Centre for university resources.

ii) Pathways Guidance Coordinator

- Available to all students at breaks, lunchtimes and after-school.
- Available for individual interviews with Year 11 and 12 students and other identified students throughout the year.
- Available at Parent Consultation Evenings.

iv) Parents' Evenings

- Pathways Guidance Coordinator and Curriculum Leader - PSHEE and Student Guidance are available at Parent Consultation Evenings, Open Evenings and Preference Evenings for Years 9-13.

v) Information Technology

- A range of software products are available for students to use. These include:
 - National Careers Service, UCAS, National Apprenticeships website, the Apprenticeships Norfolk Network website, Norfolk's Help You Choose website
 - Online video clips from Developing Norfolk's Future Workforce
 - Barclay's LifeSkills, iCould, Careersbox.

The School's Information Advice and Guidance (IAG) Group

The Assistant Principal - Enrichment and Head of Sixth Form are jointly responsible for coordinating the CEIAG programme Pre-16 and Post-16 respectively, monitored by the Leadership Team. The IAG Group, comprising of the Deputy Principal - Curriculum, Assistant Principal - Enrichment, the SEN Coordinator, the Head of Sixth Form, Curriculum Leader - PSHEE and Student Guidance and our Pathways Guidance Coordinator meet regularly to plan, discuss and evaluate school Careers initiatives. Student guidance with post-14 and post-16 options is led and managed by members of this group.

The role of the school's IAG Group is to assist young people's career learning, planning and development by leading and managing the development of careers education, information and guidance (CEIAG). The group develops the careers programme, organises resources and secures high standards of teaching, learning and guidance.

Key accountabilities:

- To support the development of effective and continually improving careers education, careers information and careers guidance for young people
- To support students and parents through the delivery of high quality careers guidance
- To facilitate the contribution of colleagues and a range of partners to young people's career learning, planning and development
- To select and provide curriculum resources, activities and services to meet young people's career needs
- To ensure continuing professional development for staff and others to secure high standards of careers teaching, learning and guidance.

Monitoring, Review and Evaluation

Teaching of CEIAG-related topics and the learning outcomes are monitored and evaluated by the PSHEE and Sixth Form Teams through observation of lessons and learning walks.

Schemes of work and modules of work are reviewed annually by the Curriculum Leader - PSHEE and Student Guidance and the Head of Sixth Form in liaison with delivery staff, curriculum leaders, the Leadership Team and students, to ensure that the objectives are suitable to meet the outcomes.

The review and evaluation process will be used to recognise and share good practice, identify areas for further development and thus facilitate the continuous improvement of CEIAG, and will include information gained from all students.

Student destinations will be used to assist the evaluation process. This will help to ensure that student outcomes are met by tracking student progress in making well-informed and realistic decisions.

Handling Sensitive and Controversial Issues

The nature of CEIAG means that sensitive and controversial issues may arise. Any issues arising should immediately be reported to the named Designated Safeguarding Lead within school and dealt with in line with the relevant school policies and approaches. Referrals will be made only by the named member of staff and must be dealt with sensitively by all parties involved.

Partnership Working

A partnership agreement is on-going with Norfolk Children's Services, detailing the contributions to the programme that each will make. Thorpe St Andrew School and Sixth Form also works in partnership with our Enterprise Business Partners. The school maintains positive and effective links with Norwich City College, Easton College and the University of East Anglia, Cambridge University along with other local course providers; and is a member of the Apprenticeship Norfolk Network.

Quality Standards

Thorpe St Andrew School and Sixth Form is a current holder of the Career Mark Award which recognises excellence in careers education, information, advice and guidance provision through a process of self-evaluation and external verification. It is important, as the school wants students to achieve high standards, see the value and relevance of their learning, both to themselves and the working world, and to make good choices that are successful for them. Using Career Mark enables the school to deliver the best possible careers education and employability skills development programme, which is sophisticated, integrated and effective. The award is valid for two years from November 2017 and after this period of time, a re-assessment will take place.

Related Policies

CEIAG is underpinned by all of the current policies held within the school. These include Child Protection, Equal Opportunities, Racial Equality, Anti-bullying, Inclusion, Special Needs and Staff Development.

Consultation, Dissemination and Review

Careers Education is monitored and evaluated annually.

The programme is reviewed annually by the IAG Group. Changes and improvements to the programme are entered into the PSHEE, Citizenship and Careers Departmental Improvement and Development Plan (DIDP) and the Sixth Form Development Plan along with timescales for completion.

When reviewing the programme, the School Improvement and Development Plan (SIDP) is used to ensure that 'Careers Education' is fully supporting whole school aims.

Appendix 1: Policy Statement on Provider Access

Thorpe St Andrew School and Sixth Form: Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to students 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.

Student Entitlement

All students in Years 8-13 are entitled:

- to find out about technical education qualifications and apprenticeship 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

Procedure

A provider wishing to request access should contact Graham Fish, Careers Leader.
Telephone: 01603 497711; Email: careersadvice@tsasmail.org.uk

Opportunities for Access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers. Examples include:

	Autumn Term	Spring Term	Summer Term
Year 8			
Year 9		Key Stage 4 Preference Evening	
Year 10		Year 10 Parents' Work Experience Briefing	Year 10 Summer Careers Workshops (Technology Time)
Year 11	Post-16 Opportunities Careers Fair		
	Working Lunches for Year 11 ORBIT Group		
Year 12		Post-18 Opportunities Careers Fair Apprenticeship Assembly by AIM Apprenticeships	UEA HE Convention
Year 13	Students' Finance Evening	UEA <i>Next Step</i> Talk for University Applicants	

For students in all years and held throughout the year: Providers' Talks, as part of the Apprenticeship promotion programme, where training providers come to school to talk to invited students about pathways in their specific employment field.

Please speak to our Careers Leader to identify the most suitable opportunity for you.

Premises and Facilities

The school will make the classrooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all 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 other relevant course literature at the Careers Office in the Learning Resource Centre, which is managed by the Pathways Guidance Coordinator. The Resource Centre is available to all students at lunch and break times.