



Thorpe St Andrew School and Sixth Form

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

including Policy Statement on Provider Access

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Rationale

Careers Education, Information, Advice and Guidance (CEIAG and referred to as such throughout the policy document - see also Appendix 1 for Glossary of Terms) 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), Career Development Institute (CDI) and Ofsted, is adhered to:

DfE (2021): 'Careers Guidance and Access for Education and Training Providers'

Statutory guidance for Governing Bodies, School Leaders and School Staff:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.pdf

DfE (2021): 'Careers Guidance for Access for Education and Training Providers'

Statutory guidance for schools and guidance for further education colleges and sixth form colleges:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1002972/Careers_statutory_guidance.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. Experience of workplaces
7. Encounters with Further and Higher Education
8. Personal guidance

Refer to Appendix 2 for more information about the Gatsby Benchmarks and the website:

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

The CDI Framework, April 2021:

<https://www.thecdi.net/New-Career-Development-Framework>

The Ofsted Inspection Framework, October 2021:

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook>

Organisation

Thorpe St Andrew School and Sixth Form is a successful 11-18 secondary school serving the eastern side of Norwich and the adjacent rural communities, but also draws students, especially for Sixth Form, from further afield. Teachers have pastoral and academic mentoring responsibilities as Form Tutors to form groups in Years 7 to 11 and mixed Year 12 and subject-specialist Year 13 form groups in the Sixth Form. The Form Tutor, Head of Year 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, Sixth Form Tutorial time, Year Councils, Team 6 (our Sixth Form Council) and the Senate (our School Council).

A below-average proportion of students are supported by Pupil Premium and the 16-19 Bursary Fund monies that provide 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 (EHCP) is well below average.

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 to 13.

The Aims of our CEIAG Policy

Our CEIAG policy aims to help learners, through careers and work-related activities and employer interventions, to be able to:

Understand themselves and develop their capabilities in relation to future learning and employment opportunities.

Learn about and experience careers and the world of work

Develop an understanding of the range of opportunities available at 14-, 16- and 18-years-old.

Raise student's self-esteem and encourage them to have high aspirations that allow them to achieve personal and economic well-being.

Support students in making informed and realistic career decisions, developing their career management and employability skills.

Help students manage transitions through education and into work.

Objectives

Our 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 study 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 apprenticeships and above at institutions of Higher Education. Students are supported throughout their scholastic career: Form Tutor and Heads of Year mentoring; Work Experience Drop-In sessions; Applying for Apprenticeships workshops; and Oxbridge and Russell Bridging Intervention Team (ORBIT) for Years 7-13 students 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.

Thorpe St Andrew School and Sixth Form fully supports the importance of work experience within its curriculum, by offering a Work Placement opportunity during Key Stage Four and a week's Work Experience for Year 13 students at the beginning of the Autumn term. Statutory requirements for work-related learning, which came into force in September 2004, are addressed through the PSHEE programme, Work Experience and vocational courses. Please refer to Appendix 3 for the Policy Statement on Work Experience.

Students have open access to careers resources within the school and Sixth Form Library, as well as online information on our school website and through Google Classroom Careers Newsfeeds. Sixth Form students have access to relevant and up to date careers information and resources on FUTURES. This is a careers information website which is updated weekly and was created by staff for Sixth Form students.

Meeting Statutory Requirements

We will fulfil our statutory duties by:

Appointing a Careers Leader with strategic responsibility and publishing contact details on the Careers pages of the school website.

Publishing details of the Careers programme (on the Careers pages of the school website) that will be updated annually by members of the CEIAG Team.

Ensuring students have sufficient access to independent and impartial careers guidance. This will include, as necessary, employing a Level 6 CEIAG Specialist Advisor, and our own Careers Advisor and Facilitator whose post includes liaison with industry, training providers, and coordination of careers events, as well as 1-to-1 guidance with students.

Offering opportunities to learn about a range of Further and Higher Education and other training providers, employers and employer engagement providers.

Publishing the arrangements (on the Careers pages of the website) for training providers to offer information about further and higher education and training opportunities to students. Please refer to Appendix 3 for more details.

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 and Tutorial Time in the Sixth Form, offering learning opportunities that are related to the Career Development Institute (CDI)'s Framework (2021). Please refer to Appendix 4 for more information.

Some examples of CEIAG provision include:

Year 7 PSHEE: Students have the opportunity to take part in the 'Step into the NHS' national competition that aims to promote careers literacy. Students research NHS jobs, take part in an online careers personality test, create job descriptions and job advertisements for their chosen NHS career.

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 'The Real Game' whereby students explore a particular job and lifestyle choices.

Year 9 PSHEE: Students focus on personal ambition and social attitudes; the difference between Career Sectors and Jobs, including learning about the local growth opportunities. Students research Post-14 subject preferences, using Careers resources to research their own possible future careers in terms of skills, qualities and qualifications. 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, we introduce students to the various Post-16 options through assembly presentations. Information is given in preparation for the Work Placement experience, including the planning and preparation through assembly presentations. Careers workshops are held in July with a focus on reviewing progress made in Year 10 as an introduction to the expectations of Year 11 and Post-16 plans.

Year 11 PSHEE: The focus is on Post-16 options and applying for those options: how to sell oneself 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, whether that is to university, to an apprenticeship or employment. Students are also offered the opportunity to organise their own Work Experience placement for the start of the Autumn term in Year 13.

Science, Technology, Engineering and Mathematics (STEM) departments work together to support the school developments within the STEM curriculum.

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: PSHEE (Years 7 to 11) and Tutorial Time (Years 12 to 13). Students have opportunities to undertake self-, peer- and teacher-assessed Assessment for Learning tasks in PSHEE. Work is assessed and marked through self-, peer assessment and by teaching staff. In Years 11 and 13, success is recognised by completion of Work Experience and by successful self-evaluation; and by zero Post-16 and Post-18 (Not in Education, Employment or Training) NEET figures.

The Role of the Governing Body

In line with Section 42A of the Education Act 1997, our governing body must:

Ensure all registered students of the school are provided with independent careers guidance from year 8 onwards.

Ensure careers guidance is presented in an impartial manner

Ensure careers guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways

Ensure careers guidance promotes the best interest of the students to whom it is given.

Provide clear advice and guidance to the head teacher on which they can base a strategy

Ensure arrangements are in place to allow a range of education and training providers to access all students from year 8 onwards, to ensure students are aware of the routes available to them at transition.

Governing Bodies have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of students. Our Governing Body has a nominated individual who takes a strategic interest in Careers Education and Guidance and encourages employer engagement. This policy will be reviewed by staff and governors annually.

Student Entitlement

All students are entitled to CEIAG that is impartial and confidential. CEIAG is delivered with all students from Years 7 to 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 and 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 Student Learning pages of the thorpecareersportal.info website.

Appendix 5 outlines the Student Entitlement in more detail.

Staffing

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

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

The Careers Advisor and Facilitator Role provides Careers Information, Advice and Guidance to an identified group of students in Years 9 to 13, based on individual needs by liaising with the Raising Achievement Team (RAT 'Team').

Staff training needs for planning and delivering the Careers programme are identified in the Careers across the School Improvement and Development Plan, and activities are planned to meet them. Funding is accessed from the school staff development budget.

Resources

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

Information and Implementation

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

Careers Advisor and Facilitator

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 key Parent Consultation Evenings

Parent Consultation Evenings

Careers Advisor and Facilitator - attends key Parent Consultation Evenings, Open Evenings and Preference Evenings for Years 9 to 13.

Information Technology

A range of software products are available for students to use. These include:

The school's Careers website (thorpecareersportal.info) and various Careers NewsFeeds in Google Classroom for students to access.

The school's Sixth Form FUTURES website.

National Careers Service, UCAS, National Apprenticeships, the Apprenticeships Norfolk Network website, and Norfolk's Help You Choose websites.

Online video clips from Developing Norfolk's Future Workforce.

Barclays Lifeskills, iCloud, Careersbox, Prospects.

Employer Engagement

Local and national employers provide Careers talks, attend our Careers fairs, offer work experience and placement opportunities. The school website and Careers webpages (thorpecareersportal.info via the school website) has an Employers section. A Roll of Honour is maintained to recognise and celebrate our working relationships.

Partnership and Stakeholders

The school works with the University of East Anglia (UEA), Network for East Anglian Collaborative Outreach (NEACO) and our Local Enterprise Partnership in terms of strategic planning and some delivery. “The Careers Leader and Careers Advisor and Facilitator work closely with representatives from the Norfolk Careers & Work Related Learning Network and the Norwich Opportunities Area (NOA) group, as well as Norfolk’s ASK Apprenticeships team. Work Experience placements are health and safety checked by our partner WEX Norfolk. The school maintains positive and effective links with the representatives of the National Citizen Service (NCS) based at Norwich City Football Club.

Engaging with Parents/Carers

The school holds Parents’ Evenings at key transition points, including hosting Careers Fairs to which parent s/ carers are invited. Ongoing Form Tutor/ Head of Year/ Head of Sixth Form/ Sixth Form Team discussions take place with parents/ carers to support their children’s development. Careers Advisor and Facilitator discussion as part of Individual Learning Plan (ILP) meetings are held throughout the academic year. The Careers webpages (thorpecareersportal.info) on the school website has a Parents/Carers section. Parents are asked to review Careers provision. If a parent/carer has a Careers-related query or concern, they can contact the school’s Careers Advisor and Facilitator in the first instance.

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

The Careers Leader 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 - Transition, the SEND Coordinator, the Head of Sixth Form, Curriculum Leader for PSHEE, Careers Leader and our Careers Advisor and Facilitator meet termly to review and plan 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 CEIAG development. The group 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 careers 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 Curriculum Quality Review (CQR) processes.

Modules of work, including schemes of learning, are reviewed annually by the Careers Leader and Curriculum Leader for PSHEE and the Head of Sixth Form in liaison with delivery staff, curriculum leaders, the Leadership Team, students and parents/carers, to ensure that the objectives are suitable to meet the outcomes. We use the Compass+ Tool provided by the Careers and Enterprise Company to evaluate our Careers provision against the Gatsby Benchmarks. This is undertaken in consultation with our Local Enterprise Partner.

The review and evaluation process is 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 students, parents/carers, staff and employers.

Information about student destinations is used to assist the evaluation process. This helps to ensure that student outcomes are met by tracking student progress in making well-informed and realistic decisions. Student destination data is published on the school's Careers webpages.

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 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.

Related Policies

CEIAG is underpinned by all of the current policies held within the school. The school follows procedures as outlined when working with employers, partners and stakeholders.

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 Careers Across the School 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: Definitions of Terms used in this Policy

Government Definition

‘Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.’

(Department of Education. Statutory Guidance: The duty to secure independent and impartial careers guidance for young people in schools: March 2013)

For purposes of planning a service, it might still be helpful to think of provision in these areas:

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Employer Engagement - a range of activities involving employers, both in and out of a school setting, that enable students to develop skills for employability and understand more about the world of work or a particular sector. This could include work experience, workplace visits, employer visits, mentoring, enterprise days.

Personal Career Guidance – delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

IAG can be delivered by a number of people in and out of the school/college environment – for example:- careers coordinators, tutors, teachers, mentors, external visitors or agencies and employers. Some of these people may be trained in career guidance, whilst others may be giving information and advice that may or may not be up to date or impartial.

Independent is defined as external to the school

External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including Apprenticeships.

Impartial is defined as showing no bias or favouritism towards a particular education or work option or particular provider.

Appendix 2: The Gatsby Benchmarks

For more details, please refer to pp7-8, pp15-32 of the 'Careers Guidance and Access for Education and Training Providers: Statutory Guidance for Governing Bodies, School Leaders and School Staff'

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

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 students, parents, teachers, governors and employers.
2: Learning from Career and Labour Market Information	Every student, 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 Student	Students have different Career Guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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 student 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 student 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 students 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 student should have opportunities for guidance interviews with a Career Adviser, who could be internal (a member of 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 students but should be timed to meet their individual needs.

Appendix 3: 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 to 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@yare-edu.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 7			
Year 8			
Year 9	Key Stage 4 Preference Evening		
Year 10	Careers Fair		Year 10 Summer Careers Workshops
Year 11	Careers Fair Work Experience		
	Working Lunches for Year 11 ORBIT Group, 12s and 13s as well		
Year 12	Weekly Futures briefing Careers Fair Work Experience Launch 'Careers Month' for PD sessions in November	Weekly Futures briefing Post-18 Opportunities Careers Day Norfolk Careers Fair	Weekly Futures briefing HE Convention
	Weekly Futures briefing	Weekly Futures briefing Apprenticeship Assembly by AIM Apprenticeships	Weekly Futures briefing Norfolk Apprenticeship Day
Year 13	Students' Finance Evening	UEA Next Step Talk for University Applicants Norfolk Careers Fair	

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.

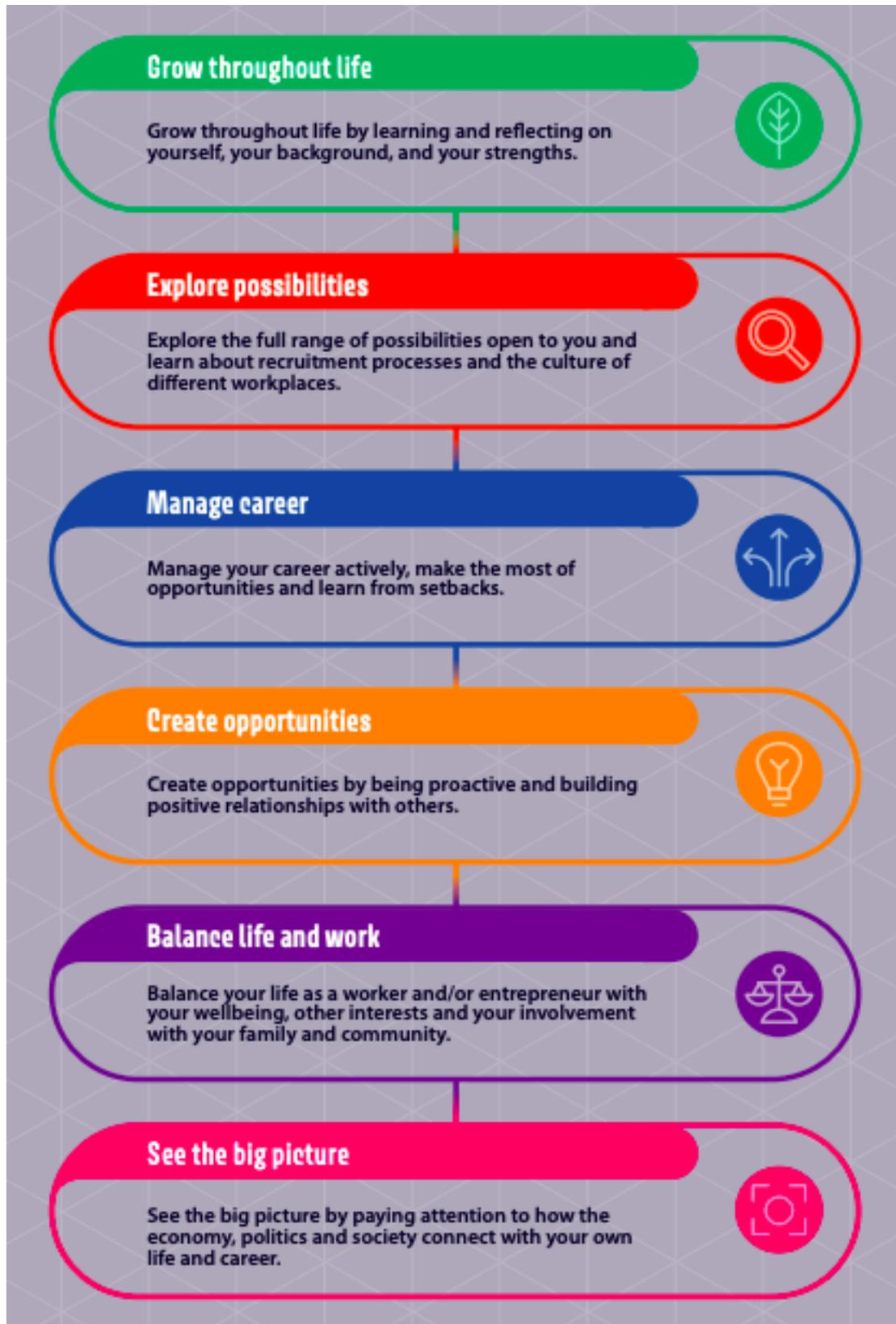
Premises and Facilities

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 Careers Advisor and Facilitator. The Resource Centre is available to all students at lunch and break times.

Appendix 4: The CDI Framework for Careers, Employability and Enterprise Learning (2021)

There are six strands (below) to the new CDI Framework. The Careers Team plans opportunities for students to explore these six strands in depth, mapping learning activities against the framework specifications using the document: https://www.thecdi.net/write/CDI_98-Framework-skills_by_key_stage-A3_portrait-web.pdf.



Appendix 5: Student Entitlement: Our Promise

Your Careers programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 and Year 13 including training and Apprenticeships, Further and Higher Education and employment
- Be able to make effective applications for training and Apprenticeships, Further and Higher Education and employment
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers activities or opportunities in lessons and form time
- Access to Career Information resources via a range of media
- Guidance interviews from a qualified Careers specialist should you wish one
- A range of experiences of work and opportunities to meet employers inside and outside of the classroom

You can expect to be:

- Treated equally with others
- Given Careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the Careers programme
- Given extra help if you have additional or special educational needs