

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

Vision Statement

We, the staff and governors, aspire to ensure that all our students, irrespective of ability and regardless of anyone's doubts, achieve their potential in full; and we aspire in this way to make Thomas Keble School the first choice for secondary education in the area.

Introduction

The Education Act 2011 places a statutory duty on state schools to secure access for pupils to *independent and impartial careers guidance* that promotes the best interests of the pupils to whom it is given and includes information on all options available to them, including apprenticeships and other work-based learning. The DfE issued statutory guidance in December 2017 on how this should be implemented to which schools must have regard in carrying out the new duty.

Key points in the Statutory Guidance

The duty on schools, to secure independent careers guidance for all Year 8-13 pupils, is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future. Schools must work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Schools can measure the effectiveness of their careers and inspiration activity by considering both the attainment and the destinations of their pupils in accordance with the eight Gatsby benchmarks of good career guidance, developed by the Gatsby Charitable Foundation to set a standard of excellence and the bedrock of a school's career strategy. Schools are able to use these world class standards to develop and improve careers provision following new statutory guidance in January 2018 "*Careers Guidance and access for education and training providers*" and ensuring that all students benefit from tailored support. Success will be reflected in higher numbers progressing to apprenticeships, universities - including selective universities - traineeships, and other positive destinations such as employment or a further education college as well as achieving the Quality in Careers Standard (Careers Mark). This will help to close the gap in destinations between young people from disadvantaged backgrounds and others.

Schools can use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment. (See [Appendix 4](#))

Definitions

- Advice and Guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future (*DfE Statutory Guidance 2014*).
- Independent is defined as “external to the school” (*DfE Statutory Guidance 2014*). The School does not interpret this to mean that it has no role in quality assuring an independent service provided to its pupils.
- Impartial is defined as “showing no bias or favouritism towards a particular education or work option” (*DfE Statutory Guidance 2014*).
- Promote the best interests of the pupils to whom it is given is interpreted in this School (in accordance with our Vision Statement) to include a requirement that advice must not depress pupils’ reasonable aspirations/possible attainment. It must take into account their potential life-long careers not just their immediate 16+, 17+ or 18+ placements.

Aims and Objectives

Thomas Keble School follows the principles of the Gatsby Benchmarks as outlined in the Statutory Guidance January 2018.

The objectives for the careers programme ([Appendix 1](#)) are as follows:

- helping students to understand the changing world of work;
- facilitating meaningful encounters with employers for all students;
- supporting positive transitions post 16;
- enabling students to develop the research skills to find out about opportunities;
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work;
- encouraging participation in continued learning, including Further and Higher Education and apprenticeships;
- supporting inclusion, challenging stereotyping and promoting equality of opportunity;
- contributing to strategies for raising achievement, particularly by increasing motivation.

Management and staffing

The Careers Coordinator is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Assistant Head with responsibility for careers and employability, and working with the Senior Pastoral Leads.

The school also contracts a qualified independent Level 6 Careers Adviser to offer career guidance for an additional day per week. Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Form Tutors. The WRL Administrator takes a key role in supporting and administering career-related activities and events (see [Appendix 2](#)).

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme. Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Y8, Y11 and in sixth form;
- to access up-to-date and unbiased information on future learning and training, careers and labour market information;
- support to develop the self-awareness and career management skills needed for their future;
- career lessons during tutor time from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future;
- at least four meaningful encounters with representatives from the world of work; this could be through work experience, Careers Week activities, assemblies, careers talks (in or outside lessons), projects and visits;
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school;
- the opportunity to relate what they learn in lessons to their life and career beyond school;
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team;
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the school can also be requested;
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement;
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students. (See [Appendix 5](#))

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups to allow parents to discuss the next steps for their child.

In addition, specialist events for parents include Y9 Options Evening and Post 16 Evening with a range of workshops including Apprenticeships Information and Universities as well as the Stroud Ambitions event which is open to all KS4 students and their parents.

Parents/carers are kept up-to-date with career-related events and activities affecting their son/daughter via letters home, and the Headteacher's Newsletter.

With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

Management

The Assistant Headteacher is the senior manager responsible for CEIAG, Work Related Learning and Enterprise. The Careers Co-ordinator is responsible for the planning and management of careers, the work related learning and enterprise programmes and works closely with the school's SGS Careers Adviser. The Careers Coordinator will regularly review the CEIAG policy with the Senior Leadership Group and report to the governing body.

Staffing

- All staff are expected to contribute to the Careers Education and Guidance programme through their roles as Senior Leaders and subject teachers. Careers education is planned, monitored and evaluated by the Careers Co-ordinator in consultation and with support of the SGS Careers Adviser.
- Students are offered impartial, independent Information, Advice and Guidance by a qualified practitioner who has a qualification in careers guidance.
- The SGS Careers Adviser provides specialist careers guidance.
- Careers information is available in the school Careers library which is maintained by the Careers Co-ordinator and Careers Adviser.

Curriculum

Careers Education and Guidance forms a significant part of the Tutorial Programme as well as an integral part of the whole school curriculum.

At KS3 delivery is through the tutorial programme and aspects of all subjects which are work related. Where needed, Careers Education calls upon selected appropriately trained staff and tutors.

At KS4 the nature of the study is more concentrated and focused. Tutors present the scheme of work, prepared by the Co-ordinator of Careers. A number of events and outside agencies are called upon to ensure these aims are met.

The school contracts a Careers Adviser from SGS to provide impartial and independent careers advice and guidance. This is available to students from Year 8 to Year 13.

Careers information, advice and guidance is very much a whole school activity – every member of staff, when approached, should respond with appropriate guidance and support.

The school holds a Post 16 Careers Fair in the spring every year to which local employers and further education providers are invited. The audience for this Careers Fair is for students from Year 10. (See [Appendix 6](#)).

Careers Week activities in March involve all year groups whereby local employees talk to pupils about their 'journey' to their current job. Also held during this week is an Apprenticeships Fair which targets Year 9 to inform prior to their option choice.

Links with local and national employers and their organisations are pursued in order to enhance the careers information, advice and guidance which is available to the students.

Monitoring, Review and Evaluation

- The Careers Mark is used for monitoring the delivery of the careers programme.
- The Annual Contract agreement with SGS is reviewed each year.
- Link Meetings are held once a fortnight to monitor, review and evaluate CEIAG in the school.
- The Careers Co-ordinator and SGS Careers Adviser hold informal meetings and maintain on-going communication and liaison.
- The Careers programme is reviewed annually by the Careers Co-ordinator, SGS Careers Adviser and the Assistant Headteacher to ensure that they meet the Careers Mark and identifying areas for improvement and development.
- Evaluations and audits are completed from time to time.
- Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Co-ordinator and SGS Careers Adviser – both attend parents' evenings. The vehicle for collecting feedback is an annual survey.

- Methods employed to evaluate the CEIAG programme are in-line with the school's policy on evaluation and include strategies such as questionnaires, focus groups and observation.
- The quality of Careers Education is evaluated by the analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment.
- It is also evaluated through surveys of students in the school and also through exit surveys towards the end of Year 11.
- Governors are provided with regular updates on the Careers Provision. (See [Appendix 3](#)).

Appendix_1

Overview of Careers at Thomas Keble delivered as Drop Down Days

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7			Year 7 CEAIG Tutor Work	Name the Job <i>enables students to talk to people to find out about the work they do.</i>		
Year 8				Careers Week <i>provides opportunities to find out about a range of jobs and what they entail.</i>	Year 8 CEAIG Tutor Work	The Real Game – Next Generation <i>provides an insight into role-play as adults in occupational roles to see how schoolwork relates to occupational choices and therefore to lifestyle and income. They are able to explore adult realities, such as budgeting (taxes, mortgage or rent, other bills and transport), work-life balance, different work and family roles and career making decisions.</i>
Year 9				1. Careers Week /Apprenticeship Fair <i>provides opportunities to find out about a range of jobs including apprenticeships and what they entail.</i> 2. Stroud Ambitions <i>event aims to provide a comprehensive guide to future employment and further study or skills development and forms an</i>	Year 9 CEAIG Tutor Work	

				<p><i>introduction to the KS4 Options procedure.</i></p> <p>Year 9 CEAIG Tutor Work</p>		
Year 10				<p>Careers Week <i>provides in-depth opportunities to find out about a range of jobs including apprenticeships and what they entail.</i></p>	<p>Ask the Professional <i>groups of students are able to ask questions to a group of wide- ranging professionals.</i></p> <p>Post 16 Evening <i>students and parents are able to talk to local Post 16 providers and to attend a choice of relevant workshops.</i></p>	<p>Year 10 CEAIG Tutor Work Work Experience <i>all students are encouraged to find their own placement for one week and to complete the Health & Safety paperwork.</i></p>
Year 11	<p>Year 11 CEAIG Tutor Work Life After Thomas Keble <i>enables students to write a CV, have a mock interview with local employers, find out about Finance 7 Apprenticeships and how to apply to Post 16 providers.</i></p>	<p>Year 11 CEAIG Tutor Work</p>		<p>Careers Week <i>provides in-depth opportunities to find out about a range of jobs including apprenticeships and what they entail.</i></p>		

Appendix_2

The Role of the School

In order to provide for the real needs and circumstances of our pupils, face-to-face interviews with independent and impartial advisers will be provided for those pupils to whom the School deems it to be the most suitable form of support, including (where relevant) those with SEN or disabilities and those for whom the Pupil Premium is paid.

The School will provide information and verbal briefings on pupils to help independent advisers and mentors to understand their potential outcomes and current performance and will expect this information to be given due consideration and to be used in confidence.

The School will quality assure careers guidance, including that offered independently, to ensure that pupils are receiving advice that is impartial and is relevant to their needs, and will raise any concerns that might emerge in good time with advisers.

The School will facilitate a range of careers activities throughout the school, including work-related learning and work experience (for all Year 10 pupils).

The School works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education.

The school will evaluate its success in supporting pupils to take up education and training which offers good long-term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the Local Authority.

Appendix_3

Statutory Responsibilities of the Governing Body

The statutory duty requires the governing body to ensure that all registered students at the school are provided with independent careers guidance from Year 8 (12-13 year olds) to Year 11 (15-16 year olds).

The governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner;
- includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The School works with a range of other schools, further education and higher education providers, and work-based training and apprenticeship providers in order to ensure that pupils have access to a range of options at each stage of their education.

The school will evaluate its success in supporting pupils to take up education and training which offers good long term prospects through analysis of internal destination measures and DfE destination measures data. This data will be shared with the Local Authority.

This Policy will be reviewed annually in accordance with the *Handbook of Governance* and its implementation will be monitored by the Senior Management Team.

Appendix_4

Students are made aware of all steps after Thomas Keble School

Thomas Keble has arrangements in place to allow education and training providers to access all pupils in Years 8-11 as outlined in the Statutory Guidance January 2018. Students are informed of the range of approved technical education qualifications and apprenticeships through Careers Fairs and Post 16 evenings as well as evening events such as the Year 9 Options Evening.

This provides all students with a broad approach to ensure that all students are aware of the full range of academic and technical routes available to them at each transition point.

Appendix_5

Equal Opportunities

Thomas Keble is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations.

Careers education is provided to all students and provision is made to allow all students to access the curriculum.

Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

At special events such as the Year 9 Options Evening, Stroud Ambitions event and Post 16 Opportunities Evening we aim to give parents and pupils a view of young, successful career women and men.

The destinations of our leavers are closely monitored and younger pupils informed so that we are aware of trends and opportunities.

Relationship to other parts of the curriculum and other policies

Careers education is conducted in accordance with the School's equal opportunities policy and other relevant policies.

The whole school remit of careers is recognised and the curriculum is developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

Appendix_6

Policy Statement on all Post 16 Providers Access to Thomas Keble School

Thomas Keble wishes to ensure that a range of education and training providers have access to students to inform them about their options, including approved technical education qualifications and apprenticeships. The school encourages students to explore a range of pathways, in order to find an option that best suits their needs.

As required in the Technical and Further Education Act 2017 and the Statutory Guidance 2018 this policy statement sets out how this access to school might happen in practice.

Student Entitlement

Students in Years 8-11 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of the 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 evenings, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Procedures

- Input from external providers will take place throughout a student's time at school, but particularly when there are choices to be made in Y9 and Y11.
- There will be opportunity for providers to attend events including assemblies, drop-in sessions, Year 9 Options Evening and Post 16 evening. The school will set the timing of such events to maximise the benefit to pupils and/or parents.
- Providers are invited to contact the Careers Coordinator at school should they wish to discuss coming into school or attending one of these events. Providers are encouraged to give as much notice as possible, with a minimum of three weeks' notice. Please be aware that responses are likely to be slower during holiday periods.
- After this initial request, the details of the request and any requirements can be explored and agreed.
- The school reserves the right to decline requests for a number of reasons, including (but not restricted to) the following:
 - if such attendance would provide an imbalanced view of available provision (e.g. several apprenticeship providers at an event and no colleges);
 - if the provider's input would not be relevant to a particular event;
 - if the request is not timely (e.g. students have already heard from similar providers during the year, or if they are involved in end of year exams);
 - if the information is not seen to be in the best interest of pupils (e.g. if the provider is promoting a 'hard-sell' of their provision, rather than enabling students to make an informed decision; or there are concerns about the ethics or quality of the provision).

In such cases, the Careers Coordinator (who supports the delivery of impartial Careers Education, Information, Advice and Guidance [CEIAG] across the school) would inform the provider of this decision and the reason why.

If the provider wishes to appeal this decision they can contact the Assistant Head with responsibility for CEAIG at the school.

The school policy on safeguarding sets out the school's approach to allowing providers into school as visitors to talk to students.

Premises and facilities

The school will make the main hall, classrooms or the training room available for discussions between the provider and students as appropriate to the activity. The school will also make available specialist equipment to support the provider's presentations. This will all be discussed in advance of the visit with the Careers Coordinator or a member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school and this will be made available to students.