



# **CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE (CEIAG) POLICY**

*Adopted by the Governing Body 2018*

**Reviewed:** September 2020  
**Next Review Date:** September 2021

## **Covid-19 Statement**

Whilst Covid-19 may limit some of our planned face to face interventions and encounters with further and higher education, employers and workplaces, Todmorden High School will continue to work relentlessly to ensure all of our students have high aspirations and prospects in line with our belief in everyone's unique potential. Where we may usually complete visits to Post-16 providers and workplaces, as well as invite guest speakers into school, we will still do so but arrange to do this virtually. Opportunities afforded by the pandemic have widened our options and, moving forward, it is likely that we will offer a combination of both face-to-face and virtual careers education, in order that our students are given the broadest experience of the world of work during their time with us.

Careers at Todmorden High School aims to enable individuals to unlock their unique potential, access a rich and varied careers experience and bring reality to their careers dream. The careers experience is designed to make sure that all of our students can access and compete in both a regional and national workplace. We are striving to ensure that students are prepared for careers in industries that do not yet exist and helping them become confident, ambitious, and respectful members of society.

Todmorden CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people alongside access to up to date information on careers and other issues affecting their well-being and continued engagement with learning. Statutory Guidance (March 2015) requires schools to secure independent and impartial careers guidance for young people from Year 8 to Year 13. The Guidance was updated in April 2017.

Effective CEIAG should help students develop the knowledge, understanding, skills, attitudes and abilities, which will enable them to make well informed and ambitious decisions. This will in turn enable them to transition smoothly into further education and the place of work. Effective CEIAG raises aspirations and helps each student achieve their full potential. Todmorden High School has a significant contribution to make in regards to CEIAG, and must work closely alongside parents and other support agencies in providing an effective programme of careers education and guidance. The process is developmental and continuous and all staff contribute alongside external agencies working in partnership.

Careers at Todmorden will continually review its progress against the 8 Gatsby Benchmarks:

1. A stable Careers Programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

This policy reflects the school's commitment to these 8 benchmarks.

The careers education programme at Todmorden High School aims:

- \* To encourage all students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards, other people, the community and environment.
- \* To develop the skills which will help them to make informed and realistic choices for their future.
- \* To enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations
- \* To develop the skills, including communication and confidence that will be needed in new roles and situations.
- \* To encourage understanding and experience of the world of work through WRL and enterprise activities
- \* To promote equality of opportunity in respect of race, religion, gender and special needs disability.
- \* To develop students' capabilities and to understand their own needs and abilities
- \* To encourage students to investigate career opportunities both locally and nationally and through direct experience of the world of work, work related learning and enterprise activities
- \* To encourage students to implement their career plans. To review and evaluate in order to make improved decisions and manage the transition processes effectively.
- \* To allow each young person to unlock their unique potential

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop skills needed to make improved decisions and it is a way of helping students to apply knowledge and understanding and skills to their own circumstances. Best practice provision integrates careers guidance with a well planned programme of careers education.

### **Statutory Requirements**

Statutory Guidance, March 2015 (updated April 2017) places schools under a duty to secure access to independent careers guidance for their pupils in school years 8 – 13.

This must be presented impartially and must promote the best interests of pupils. Whilst providing a programme of careers education is no longer statutory, the school sees it as good practice and uses the CDI Framework for Careers Employability and Enterprise, November 2015) to guide its provision.

### **EXPECTATION**

In the light of the current changes in the world of work, and the Raising of the Participation age from 2013, students should expect:

- to be told about key people who can help with education, career and any other personal, health or financial problem

- to get information on the guarantee of an offer of further learning at key points
- to know how to access information
- to be told about financial help they can get to stay in education (e.g. bursaries/student loans/grants)
- to know where to get help after 19 years of age (24 yrs if they have a disability)
- to be given opportunities to get involved in planning and improving information and advice services.

Help should:

- \* be quickly and easily available
- \* respect individual needs
- \* be confidential
- \* instil confidence in order to plan the next step
- \* be impartial and consider all relevant options
- \* signpost the National Careers Service and local websites where appropriate

*The Statutory Guidance recommends that schools should work towards the National Quality in Careers Standard. To ensure quality and demonstrate it meets robust national standards the school will work towards achieving the national Quality in Careers Standard awarded by C&K as a licensed awarding body.*

Wherever possible, parents and carers are informed and encouraged to take an active part in the CEIAG of their children. Use of the school website, Microsoft TEAMS, Parent Mail and Class Charts also allows current information to be shared with parents.

## **CEIAG DELIVERY**

### **Todmorden Careers Strategy**

#### **Phase 1 provision includes:**

<p>Year 7</p>	<ul style="list-style-type: none"> <li>• Careers literature introduction</li> <li>• Assembly on options 16+ – the different routes students can take</li> <li>• Assemblies from local employers &amp; guest speakers</li> <li>• Labour Market Index information Assemblies</li> <li>• ARCH Days</li> </ul>
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<p>Year 8</p>	<ul style="list-style-type: none"> <li>• Introduction to University talk from a link university</li> <li>• Introduction to FE from local providers</li> <li>• Introduction to apprenticeships talk from local providers</li> <li>• Assemblies from local employers &amp; guest speakers</li> <li>• Labour Market Index information Assemblies</li> <li>• ARCH Days</li> </ul>
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**By the end of Phase 1 Students will have:**

- An understanding of where in the school they can go to access careers information
- An understanding of the different routes to employment available aged 16+
- Had at least two interactions with employers / HE providers
- Heard at least two local employers speak during assemblies
- Had the opportunity to speak with at least two local employers
- Received personalised guidance via an online platform prior to options choices being made

**Phase 2 Provision includes:**

<p>Year 9</p>	<ul style="list-style-type: none"> <li>• Careers guidance via meetings, assemblies and Focus sessions prior to options evening</li> <li>• Meeting with staff member prior to making options choices</li> <li>• IAG information evening for students and parents prior to making options choices</li> <li>• Assemblies from local employers</li> <li>• Labour Market Index Assemblies</li> <li>• University visit or talk from university employees</li> <li>• Access to FE/HE providers throughout the year</li> <li>• Access to employers throughout the year</li> <li>• ARCH Days</li> </ul>
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<p>Year 10</p>	<ul style="list-style-type: none"> <li>• Mock interview day</li> <li>• Assemblies from local employers</li> <li>• Labour Market Index Assemblies</li> <li>• University visit or talk from university employees</li> <li>• Access to FE/HE providers throughout the year</li> <li>• Access to employers throughout the year</li> <li>• CV writing</li> </ul>
<p>Year 11</p>	<ul style="list-style-type: none"> <li>• Assembly/presentation on university life</li> <li>• Assembly on life as an apprentice</li> <li>• Assembly from local employers</li> <li>• Labour Market Index Assemblies</li> <li>• Careers interviews with C&amp;K careers</li> <li>• FE choices assemblies</li> <li>• Post 16 market place</li> <li>• Access to employers throughout the year</li> </ul>

In addition to the 'core' careers programme above, students will also have the opportunity to partake in bespoke activities / schemes on a student by student basis.

**By the end of Phase 2 Students will have:**

- Gained an understanding of the opportunities available to them post 16 locally and nationally
- Had the chance to be inspired by local business leaders, university employees and alumni
- Produced a CV through the CV writing workshop
- Gained interview experience from the mock interview day
- Have had at least an additional two employer interactions
- Participated in a 1:1 IAG meeting with a staff member to discuss option choices
- Had the opportunity to attend an IAG evening prior to options choices
- Had the opportunity to interact with FE, HE & apprenticeship providers
- Had the opportunity to engage with local and regional employers

**Careers**

The impact of the careers programme on pupils is assessed using a combination of attainment and destinations data. The impact is also assessed against the Gatsby Career benchmarks. The next review of our careers information will be published in July 2021.

## **Organisation and Content**

In addition to this, students are encouraged to see every school trip destination as an opportunity to explore careers and progression, by considering the roles and job opportunities available at that place, and the qualifications required to access these roles. From Spring 2018, all teachers organising trips will be required to build this into any visit, wherever possible and practicable.

## **School Development Plan**

The yearly careers action plan/Service Delivery Agreement is put together in consultation with the Careers Adviser, the Assistant Headteacher for Personal Development, Behaviour and Wellbeing and the Headteacher. The focal areas are driven by the whole school development plan and other sources of information such as the eHNA survey and governmental initiatives. These are then identified in the careers action plan and arrangements made to ensure high quality delivery on all aspects of Careers education.

## **Cross-curricular links**

These are made with appropriate departments and enhanced by WRL/enterprise activities for example through educational visits where the venue is considered as a workplace as well as a vehicle for subject delivery.

All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation.

The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.

## **Provision for Learners with Learning Difficulties and/or Disability (LLDD)**

Close links with the Special Education Needs Coordinator (SENCO) ensure that equal opportunities and inclusion are addressed. Reference should be made to the SEN Code of Practice from September 2014. Learning Support staff support identified students and suitable material is provided. The Careers resource area also has appropriate, differentiated and personal material.

## **KEY PERSONNEL**

The CEIAG programme is delivered by a range of personnel both from THS and external providers. During ARCH days, group work sessions are delivered and led by careers advisers with subject staff in support where appropriate. We also welcome a range of local providers such as RSFC (where we are a partner school) and Burnley College (another popular local choice for our students) who work with us to ensure all aspects of careers education are covered. Links with other post 16 providers are continuously developed, for example staff from Nelson and Colne College now deliver bespoke annual sessions to Y11 EPR groups.

There are regular links with multiple members of staff to ensure individual needs are met. Key Pastoral staff such as Learning Managers, the Attendance Learning Manager, Form Tutors and the Learning Support Team feed in information to support the guidance process. Careers advisers are invited to contribute to the year 9 options process and year 11 post 16 options advice. Overall responsibility is given to the Assistant Headteacher to ensure the CEIAG programme is updated and developed. They have the overview and brings the whole programme together, working in collaboration with all providers.

### **Partnership Activities & Support for Quality in Careers Standard**

C&K Careers support the school in enhancing the CEIAG provision through INSET, network meetings, advisory sessions and consultancy. An annual service delivery agreement is drawn up between the school and C&K Careers. Links with employers and training providers, further education and higher education providers enhance the programmes where possible.

The West Yorkshire Combined Authority Enterprise in Education team link the school with local businesses and support an Enterprise Adviser to help the school meet the Gatsby Benchmarks 5 and 6. The Authority provide up to date Labour Market Information and work with Careers Yorkshire and Humber to deliver inspiration and skills gap support to school. This supports Gatsby Benchmarks 2 and 4 by providing staff CPD and local Labour Market Information.

The school utilises the research and evaluation tools from the Careers and Enterprise Company to ensure that the school is accessing the best support for our students and receiving guidance on any further improvements.



## RESOURCES

Relevant funds and resources are available. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is provided where necessary and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Assistant Headteacher for Personal Development, Behaviour and Wellbeing ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

### **Staffing and Staff Development**

The Careers Leader attends meeting where required in order to develop and enhance the careers education provided. Current careers strategies will inform the nature and frequency of in-service training. The Careers Lead has attended and will be attending further qualifications/training in nationally recognised Careers Leadership qualifications.

## ASSESSMENT, REVIEW AND EVALUATION

### **Monitoring and Evaluation**

**The Careers Leader & AAHT are responsible for annual review of CEIAG.**

Review and evaluation is carried out termly on an informal basis between the Careers Leader and the Careers Adviser in line with the Service Delivery Agreement. The Careers Leader attends pastoral meetings on a regular basis. Feedback from staff, students and year teams also helps in evaluating the CEIAG programme and targets are set for the next year. The learning outcomes are a tool for measuring the effectiveness of the CEIAG programme. Departmental monitoring forms part of the whole school monitoring system, focusing on termly focal areas. Feedback from staff, students and careers adviser helps to monitor any deficiencies.

Student voice is encouraged through the use of the website and through school council and focus groups.

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## BIBLIOGRAPHY

Websites and Publications:

Gatsby Benchmarks [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

Statutory Guidance (revised April 2017)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/608259/Careers\\_guidance\\_and\\_inspiration\\_in\\_schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/608259/Careers_guidance_and_inspiration_in_schools.pdf)

CDI Framework for Careers Employability and Enterprise Education [www.the CDI.net/New-Careers-Framework-2015](http://www.the CDI.net/New-Careers-Framework-2015)

Quality in Careers Standard [www.qualityincareers.org.uk/](http://www.qualityincareers.org.uk/)

The Career Development Institute – promoting excellence, professionalism and innovation in Careers Education and Guidance [www.the CDI.net](http://www.the CDI.net)

The website for professionals working in CEIAG [www.CEIAGnet.co.uk](http://www.CEIAGnet.co.uk)