

## **The Charter School CEIAG Policy 2020-2021 (Careers Education, Information, Advice and Guidance).**

**This Policy was updated on 12 October 2020 and will be reviewed annually, with its next review date being 01 September 2021.**

### **Intent:**

It is the vision of the school to enable all students to develop knowledge, skills and character in all aspects of their education so that they can be happy in life and successful in the career pathway of their choice.

Our aim is for our young people to be able to:

- Understand themselves
- Understand the skills required in the economy today in order for them to be successful
- Investigate opportunities in learning and work and have an understanding of where the jobs will be in the future
- Make and adjust plans to manage change and transition.

The aim is the provision of high quality and effective CEIAG for all students. This supports the aims of the school, to help our students to flourish and to become creative, confident and caring citizens who are happy in themselves, excited about learning, and ambitious for success. They will leave us ready to participate fully in our democratic society and prepared to face the challenges and opportunities of the 21<sup>st</sup> century.

Following recommendations in the CEC's Gatsby Benchmark Toolkit, every student will have at least one independent Careers Guidance session interview by the age of 16, and the opportunity for a further interview by the age of 18. The first session will take place in Year 9 and the second session in year 11. Parents or carers are invited to attend. We prioritise EHCP students, then PP/FSM, then the rest of Yr 9.

### **Implementation:**

To deliver quality, effective and impartial careers education, advice, information and guidance (CEAIG) using the eight Gatsby Foundation benchmarks to guide our activities as we support each student in preparing for their future. These are:

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. Experiences of the workplace
7. Encounters with Further and Higher Education
8. Personal Guidance

In order to meet this objective we will undertake the following actions:

- To monitor and evaluate all aspects of provision
- To engage with outside providers of education and training
- To engage with local and national employers
- To promote employability skills through all areas of school life
- To inform parents so they can support and help their children
- To promote high aspirations
- To ensure staff are sufficiently trained to embed CEIAG and work related learning/employability in the curriculum
- To put the needs of the students first
- To increase social mobility

**Impact, measured by the following KPIs:**

**Our success will be judged by**

- Fulfilment of the Gatsby Benchmarks
- Analysis of destinations - no NEETS
- Student feedback on CEIAG provision
- Career Mark quality award
- Ofsted judgements
- Long term careers outcomes / development

**Our Students will be:**

- Ready for the world of work
- Understand the concept of life-long learning
- Have resilience and be ready to cope with change

**Our staff will be:**

- Better prepared to help students and able to embed careers education and information in the curriculum.

**Policy changes due to COVID-19:**

This academic year we have changed our Provider Access Policy to reflect the new way of working safely under COVID-19 . In order to ensure COVID-19 secure operations, we are not inviting external guests into school. If we are able to update this policy later in the 20/21 academic year and return to in-person events, we shall do so.

**Policy by Year Group:**

**Key Stage 3: Broaden horizons, Raise Aspirations and Challenge perceptions**

School CEIAG Policy: Pupils are introduced to Unifrog in PSHE lessons, and encouraged to explore it at home. During KS3 all students will have at least one employer/employee encounter per term, and at least one workplace visit per year They embark on

their progression through the seven-year CEIAG programme which has the following main learning aspects:

- Self-awareness, self-determination and self-improvement as a learner.
- Exploring careers and career development.
- Investigating work and working life.
- Understanding business and industry.
- Valuing equality, diversity and inclusion.
- Showing initiative and enterprise.
- Preparing for employability.
- Developing personal financial awareness and capability.
- Learning about employment law, including health and safety.

Year group INTENT	IMPLEMENTATION	Staff involved	IMPACT [& Gatsby Benchmark number]
<p><b>Year 7: Broaden horizons</b></p>	<p>Careers talks within tutor time [at least three per year]. These will be initially online to ensure COVID-safe operations.</p> <p>Careers Learning in PSHE curriculum. A six-week programme focussing on students creating a charity project.</p>	<p>Careers Lead and Tutors</p> <p>Careers Lead, PSHE Lead and teachers.</p>	<p>To expose year 7 students to a variety of inspirational careers and inspirational people. Talks will be booked to match student interest areas and reflect growth sectors wherever possible. Speakers will represent our school community in terms of ethnicity and other demographics, will come from a range of different careers, and will be asked to talk about their current career and personal career journey. [5]</p> <p>Students work in small teams, developing and sharing ideas addressing a new project creation, fundraising and delivery. [2 &amp; 4]</p>
<p><b>Year 8: Inspiration and motivation</b></p>	<p>Careers talks within tutor time [at least three per year]. These will be initially online to ensure COVID-safe operations.</p> <p>SPR2/SUM1: Encounter with the work place – all students visit a place of work <b>or</b> have speakers from the world of work visit them in a classroom</p> <p>Careers Learning in PSHE curriculum. A 6-week programme</p>	<p>Careers Lead and Tutors</p> <p>Careers team</p> <p>Careers Lead, PSHE Lead and tutors.</p>	<p>To provide year 8 students with a further variety of talks on inspirational careers and from inspirational people. Talks will be booked to match student interest areas and reflect growth sectors wherever possible. Speakers will represent our school community in terms of ethnicity and other demographics, will come from a range of different careers, and will be asked to talk about their current career and personal career journey. [5]</p> <p>Students will experience a variety of workplaces, finding out about workplace culture, jobs and recruitment policies. They will engage with the workplace by hearing from and speaking to staff, and participating in workshops and tours. <b>Under COVID-19 regulations workplace encounters might need to be online.</b> [5 &amp; 6]</p> <p>Using Unifrog, Barclays Lifeskills and other resources, students explore their skills and interest areas with the</p>

	<p>exploring skills and interests.</p> <p>SPR1/2 University visit</p>	Careers Team	<p>objective of finding out which kind of careers might suit them best. [2 &amp; 4]</p> <p>All Yr 8 will visit a campus University and engage with staff and students to find out about university life, studying and pre and post University pathways. [7]  <b>TBC under COVID-19 regulations. Online webinar is an alternative.</b></p>
<b>Year 9: Next steps</b>	<p>Careers talks within tutor time [at least three per year]. These will be initially online to ensure COVID-safe operations.</p> <p>AUT2/SPR1 TCSET Careers fair</p> <p>Careers Learning in PSHE curriculum. A 6-week programme focussing on employability skills.</p> <p>SPR2/SUM1 FE provider visit</p> <p>SPR2/SUM1 Oxford University</p>	<p>Careers Leader &amp; Tutors</p> <p>Careers team</p> <p>PSHE Lead and teachers.</p> <p>Careers Team</p> <p>Careers Team</p>	<p>To provide year 9 students with a further variety of talks on inspirational careers and from inspirational people. Talks will be booked to match student interest areas and reflect growth sectors wherever possible. Speakers will represent our school community in terms of ethnicity and other demographics, will come from a range of different careers, and will be asked to talk about their current career and personal career journey. [5]</p> <p>A half-day experience shortly before Yr 9 choose GCSE options. All students browse up to 50 stalls from employers and education and training providers, planning which stalls to visit, engaging with stallholders and collecting information to help inform their GCSE options and post-16 pathways. [2,3 &amp; 5]  <b>TBC under COVID-19 regulations. Online webinar is an alternative.</b></p> <p>Using Unifrog, Barclays Lifeskills and other resources, students will explore essential employability skills for various industries and roles, and find out where their own strengths lie and where they need to develop. [2 &amp; 4]</p> <p>Two trips to local FE providers during Yr 9. Each trip will take up to 20 students who are likely to choose a vocational college-based post-16 pathway. Each trip will consist of a presentation, tour and engagement with various teaching staff and students on different courses.[7]  <b>TBC under COVID-19 regulations. Online webinar is an alternative.</b></p> <p>A one-day visit to St Anne's or Balliol College, Oxford for a</p>

	<p>Visit</p> <p>AUT2 - SPR 2 Yr 9 Options plan: A CG appointment for every student. Support with choosing options: event for parents/carers, taster sessions in lessons, options interviews with teachers.</p>	<p>Careers Team, teachers &amp; SLT</p>	<p>group of up to 40 students who have Oxbridge in their sights. We ensure a strong percentage of PP/ disadvantaged students are on the trip. [7] <b>TBC under COVID-19 regulations. Online webinar is an alternative.</b></p> <p>Advice and help with GCSE choices depending on potential career interests as well as strengths. Advice on where post GCSE may lead them. [8]</p>
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**Key Stage 4: Aims to focus thinking on next steps and build experience of the world of work**

School CEAIG Policy: Students continue to work through the learning aspects at a more sophisticated and detailed level. They are encouraged to make regular use of Unifrog and other resources shared in Tutor Time. The full range of Post-16 possibilities is explored through a number of activities, including contact with and visits to FE, training and work-based facilities. Talks by employers are included regularly in assemblies and other forums, as well as one-to-one career interviews. Parents are encouraged to be involved in and supportive of these activities. Special attention is given to the needs of students with difficult personal circumstances and with SEN. The local authority (LA) provides considerable help and assistance for this latter group of students.

Year group INTENT	IMPLEMENTATION	Staff involved	IMPACT [& Gatsby Benchmark number]
<p><b>Year 10: The world of work</b></p>	<p>Work experience - CV writing, searching for placements, how to behave at work. <b>TBC under COVID-19 regulations. We are not starting WEX preparations in AUT; will re-evaluate the situation in SPR1.</b></p> <p>Careers Learning in PSHE curriculum. A 6-week programme focussing on finding WEX.</p> <p>University visit</p>	<p>Year Leader, Careers team, Southwark EBA</p> <p>Careers Team / PSHE Lead and teachers.</p> <p>Careers team</p>	<p>To motivate students and to start them thinking about where their education can lead them after school. Practical experience of writing CVs and searching for placements. On the job skills development. Real experience of jobs that may already interest the students. Focus thinking on what they may want. [2, 3 &amp; 8]</p> <p>Using Unifrog, students create their CVs and begin to seek work experience placements. Students explore how to engage with an employer and request a placement. [1, 2, 3]</p> <p>All Yr 10 students will visit a London university, finding</p>

	<p>Careers assemblies</p> <p>'What next after y11' event</p>	<p>Careers Team</p> <p>Head of Year &amp; Careers team</p>	<p>out about university life, studying and the qualifications necessary. [7] <b>TBC under COVID-19 regulations. Online webinar is an alternative.</b></p> <p>Meet and hear people from a variety of backgrounds and inspirational careers / educational establishments / apprenticeship providers.</p> <p>Meet a range of local Sixth form, Further education and Apprenticeship providers to find out about the range of options post 16. <b>TBC under COVID-19 regulations. Online webinar is an alternative.</b></p>
<b>Year 11: Post-16 pathways</b>	<p>AUT1&amp;2 Tutor Time sessions on 6th Form, College and Apprenticeships.</p> <p>AUT1&amp;2 Careers Guidance session for every student.</p> <p>AUT2 Small group workshop sessions for students unsure of post-16 pathways.</p> <p>AUT2 A-Level taster sessions in lessons and introductions to new subjects on offer.</p> <p>AUT2 All students encouraged and supported to apply for TCSED or ND 6th Form within Tutor Times, whether students' first choice or a back-up option.</p> <p>SPR1&amp;2 College &amp; Apprenticeship Applications support in Tutor Time/small groups.</p> <p>SPR1&amp;2 Interview Training sessions within Tutor Time / small groups.</p>	<p>Careers Team &amp; 6th Form Team</p> <p>CG professionals DCH &amp; ESD</p> <p>Careers Team</p> <p>Teaching staff &amp; Head of 6th Form</p> <p>Tutors, Careers Team &amp; Head of 6th Form.</p> <p>Careers Team</p> <p>Careers Team &amp; Tutors</p>	<p>Every student's awareness of different post-16 options [3, 7]</p> <p>Every student's right to a 30 minute targeted and individual CG session, in which they can share thoughts and plans, ask questions and look at pathways specifically suited to them [8]</p> <p>Instead of off-site FE and 6th Form Open Events, we shall bring online Open Events to students and we shall workshop applications and pathways in small and supportive groups [3, 7].</p> <p>Every student's awareness of the difference between GCSEs and A-Levels and what to expect from 6th Form [1, 4]</p> <p>Every student being individually supported through probably their first application process [3, 7]</p> <p>Every student being individually supported through probably their first application process [3, 7]</p> <p>Every student being up-skilled and supported to do their best at what is probably their first interview process [3, 7]</p>

**STAFF CPD****INTENT:** to meet the KPI of enabling staff to deliver careers education and information to students, specifically within the curriculum.

<b>IMPLEMENTATION / CPD date and event</b>	<b>IMPLEMENTATION / Delivered to &amp; by</b>	<b>IMPACT</b>
<b>Unifrog Training / Refresher Session for all tutors.</b>	<b>By ESD to all Tutors.</b>	<b>All Tutors being able to deliver Unifrog PSHE sessions and support students through Unifrog work.</b>