



SENIOR SCHOOL CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG) POLICY

“Achievement for All”

1. Introduction

Careers Education and Guidance is statutory from Y7. At QEGS we are committed to providing outstanding CEIAG for all students. The school aims and ethos underpin the work of the department. Students are all able to achieve but can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them.

Rationale

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 7-13 access to careers education, information and guidance. In 2012 careers education in schools underwent a reform that changed how schools see and deliver CEIAG. Schools must provide impartial CEIAG to students in transition years. Schools now have a responsibility to source and fund this CEIAG provision as well as ensuring the quality of the provision is continually monitored and quality assurance procedures and processes are in place. Since then there have been further changes to the guidance provided on the delivery of CEIAG.

The school follows the guidance in The CDI (Careers Development Institute) Framework 2015 for CEIAG, the National Curriculum programmes of study for PSHE and citizenship, as well as both the statutory and non-statutory guidance on careers guidance outlined by the DfE. The Careers Statutory Guidance (2015) underpins our provision for students with particular reference to the dissemination of apprenticeship information.

Department Aim

To enable students to increase their knowledge and develop understanding and skills relevant to life in a rapidly changing world

Policy Statement

CEIAG at QEGS is an integral part of the preparation of all students for the opportunities, responsibilities and experiences of life in modern society. All CEIAG is impartial and unbiased.

Links to other policies

This policy is underpinned by the QEGS's policies for teaching and learning, assessment, recording and reporting achievement, PSHEE and citizenship, equal opportunities, health and safety and special needs.



Key principles

Whilst developing a programme which attempts to meet the objectives set out above, a number of key documents and pieces of legislation have been consulted in order to evaluate the department's provision and its effectiveness. The auditing of these characteristics, using these documents, enabled the department to develop some of the programme set out later in this policy.

Key documents include:

The 'ACEG (Association for Careers Education and Guidance) Framework for careers and work-related education' April 2012.

The 'Careers Education Framework 7-19'.

'Careers Education and Guidance in England – A National Framework 11-19' (DfES, 2003).

'The Education Act' 2011.

'The Gatsby Report' 2013.

The OFSTED report 'Going in the right direction? Careers guidance in schools' 2012.

'Careers guidance and inspiration in schools' April 2014 and March 2015 (DfE).

2. Aims of CEIAG

a) Self Development

Young people should be able to understand themselves and the influences on them

b) Career Exploration

Young people should be able to investigate opportunities in learning and work

c) Career Management

Young people should be able to make and adjust plans to manage change and transition.

Learning Outcomes

a) Self Development

Students should be able:

To assess their achievements, qualities and skills.

To present this information as appropriate

To use this information for personal development

To set career and learning targets

To recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work



b) Career Exploration

Students should be able:

- To understand the nature of work and people's attitudes to it
- To use a variety of sources of careers information
- To use work experience to improve chances
- To understand employment trends

c) Career Management

Students should be able:

- To use decision-making techniques
- To understand and use sources of help
- To make informed and appropriate choices at 14 and 16
- To make and manage changes as appropriate
- To understand job / learning applications and the requirements of interviews
- To understand rights and responsibilities in the workplace

3. Careers Education and Guidance

Careers Education

Careers Education helps individuals to develop the skills, knowledge and understanding required to make appropriate choices, to manage transitions in learning and to move successfully into work. Careers Education takes place mainly through work in lessons.

Careers Guidance

Careers Guidance is a means of enabling individuals to apply the skills, knowledge and understanding they have learned to make appropriate decisions about learning and moving into work. It should be impartial, client centred and confidential. Careers Guidance takes place mainly through individual support.

4. Staffing 2016-17

Paul Taylor - Head of Careers Department
Alex Ash - UCAS Co-ordinator/Deputy Head of Sixth Form
Jane Thomas - PSHE Co-ordinator
Rachael Deacon - SENDCO
Catherine Farmar/Claire Gammon - (Deputy Head, Academic)

All staff are involved in preparing students for personal and working life, both as a young person and as an adult. All form tutors take a role in CEIAG, e.g. preparation of UCAS references, support during selection of KS4 options, form period time, individual advice to students, reference writing etc.



5. Careers Education and Guidance (CEIAG) Across the Year Groups

Year 7 and 8

- CEIAG is embedded within the Life Skills programme:
- Pupils will be able to describe their strengths and preferences
- Pupils will be able to tell positive stories about their wellbeing, their progression and achievements
- Pupils will be able to explain how they have benefited as a learner from careers, employability and enterprise activities and experiences
- Pupils will be able to describe the different ways of looking at people's careers and how they develop
- Pupils will be able to identify and make the most of the support around them
- Whole year groups have external speakers coming in at various point in the year e.g. BAE Systems Roadshow (October). They have a number of assemblies given by the Head of Careers throughout the year (the 'Start + Track' programme will be rolled out to Y8 next year).

Year 9

- In Y9, students have one period per week in which they do PSHE and within this they will complete Careers lessons and be given relevant information. They all take part in 'Start+ Track'- the on-line resource to give them careers information locally in the area and national data to aid them in their GCSE choices. Sessions are carried out initially in tutor time and timetabled lessons and then students can access the site with their own personal log-in from any suitable device.
- The whole year group attend a Blackburn with Darwen Business Careers event at DACA, Blackburn in March (to coincide with National Careers Week) to have independent advice about specific careers options prior to GCSE choice.
- An Options Evening follows class work and many assemblies designed specifically to aid students in the selection of GCSE/BTEC/Apprenticeship options Post 16 whether here at QEGS or at other providers.

Year 10

- In Y10 CEIAG is embedded within the Life Skills programme and enrichment in preparation for starting Post 16 choices at the start of Y11. They have targeted sessions which help with preparation for Work Experience and a de-brief (see summary schemes of learning and Work Experience policy). All students complete at least a week of work experience in a placement as close as possible to that which is requested. Placements are either provided by an outside agency (EPBNW) or students can arrange their own, with EPBNW completing the H&S visits and statutory requirements. Most placements are local so that teachers can visit each student in their placement but specific ones can be arranged outside of the area if required/requested.
- Y10 also all take part in 'Start+ Track', the on-line resource, to give them careers information locally in the area and national data to aid them in their Post 16 choices. Sessions are carried out initially in tutor time and timetabled



lessons and then students can access the site with their own personal log-in from any suitable device.

Year 11

- In Y11 the Life Skills programme covers opportunities Post 16, and activities such as action planning, job hunting, writing a CV and interview skills. Y11 are encouraged to attend the 6th form Open Evening and also have a Post 16 Choices Evening and taster sessions to sample Post 16 at QEGS. All Y11 take part in the Future-wise psychometric on-line test run by an external organisation. They have a profile produced and all Y11 students are guaranteed a personal Careers Interview with the Head of Careers/HOY/Head of Sixth Form.
- There is a bespoke assembly by an external provider to discuss and disseminate information about BTECs and apprenticeships.
- A selected group of students for whom BTEC/Apprenticeships might be the most appropriate route are taken to the National Apprenticeship Fair in Birmingham in November.
- Y11 also all take part in 'Start+ Track'- the on-line resource to give them careers information locally in the area and national data to aid them in their Post 16 choices. Sessions are carried out initially in tutor time and timetabled lessons and then students can access the site with their own personal log in from any suitable device.
- Post GCSE results day the Head of Careers is available to offer advice and guidance to Y11 students no longer staying at QEGS to find them appropriate Post 16 courses.

Post 16

Year 12

- For Y12 students CEIAG is embedded within their Life Skills programme. This programme also allows for drop in sessions to assist individuals. Post 16 students also have targeted CEIAG assemblies.
- UCAS planning starts early in the first half of the Michaelmas term when the whole year group visit the UCAS HE Conference at the Etihad Stadium, Manchester for a series of Seminars.
- Specific groups - such as those wanting medical careers etc. - are set up to allow the efficient dissemination of information.
- A specific group of potential Oxbridge students are taken to the Oxbridge Conference in March for a series of subject related talks. This same group is then taken to the 2 universities in the second half of the Trinity term to look around specific colleges for 2 days.
- The whole year group is taken to Leeds University for their Open day in June.
- The whole year group is taken to Edge Hill University Fair in June to collect information from university stands.



- The UCAS evening in June allows parents and students the opportunity to hear presentations from independent bodies and a finance talk by a university representative.
- Students are taken off timetable for 2 mornings to complete UCAS training and Personal Statement training by an external, independent provider.
- There is an opportunity for Y12 students to take part in another round of work experience (organised by an external provider - MPloy).
- Y12 students are encouraged to attend University Open Days and the school allows 3 days off timetable for these events.
- Y12 also all take part in 'Start+ Track', the on-line resource, to give them careers information locally and national data to aid them in their Post 18 choices. Sessions are carried out initially in tutor time and timetabled lessons and then students can access the site with their own personal log in from any suitable device.

Year13

- All students are assisted with their future paths and there is an extensive programme in place to assist with UCAS application. Personal references are checked by tutors, the Head of Careers and then the UCAS co-ordinator.
- Y13 students are encouraged to attend University Open Days at weekends in the Michaelmas term if they are still unsure about their application.
- Any student who is given the offer of a University interview is provided with practice interviews in school if they wish with the Careers team and/or external contacts who are experts in their chosen degree field. Oxbridge candidates are interviewed by the Head.
- Y13 also all take part in 'Start+ Track', the on-line resource, to give them careers information locally in the area and national data to aid them in their Post 18 choices. Sessions are carried out initially in tutor time and timetabled lessons and then students can access the site with their own personal log in from any suitable device
- Post A-level results day the Head of Careers is available to offer advice and guidance to Y13 students to find them appropriate Post 18 courses through clearing or offer advice on their next educational/employment step.

6. Careers Interviews

Careers interviews are conducted by the Head of Careers in a private room (usually the Head of Careers office or the Careers room) and information from these is kept confidential. All Y11 students are guaranteed an interview and any Y13 students who would like one. The Future-wise profiles form the basis of the Y11 interviews. Students are free to request an interview at any time and one will be allocated as soon as possible.



7. Information and Resources

- Careers Information and Resources are located mainly in the dedicated Careers room in Singleton House although material/books are also available in the main school library.
- The Careers resources are updated on a regular basis to incorporate any new or additional information.
- In the Careers room, there are IT facilities connected to the school network for programmes such as 'Start + Track', Future-wise and access to the Internet.
- The Careers room is available to students at break and lunchtimes.
- Materials are available on short-term loan to students and staff in negotiation with the Head of Department, Paul Taylor.

Keeping Up-to-Date

Copies of books that are up-dated annually are renewed each year. Other bought resources are up-dated as often as appropriate. College and university prospectuses are current. Displays are kept up to date both in the Careers room and in the Sixth Form communal areas in Singleton House. The Head of Careers is responsible for the resources and display.

8. Monitoring, Review and Evaluation

This takes place through normal Quality Assurance procedures: Evaluation takes place in various ways such as:

- Lesson Observations and Learning Walks of PSHE and lessons specific to Careers information
- Student voice/feedback
- Students complete evaluation of Work Experience placements
- Staff complete evaluation of Work Experience placements

9. Equal Opportunities

The Careers Department supports the school Equal Opportunities Policy and endeavours to implement it in the following ways: -

- Equal Opportunities lessons
- Careful selection of posters and display material
- By encouraging all students to prepare to support themselves financially
- By encouraging students to consider all options including non-traditional careers/roles
- By avoiding the use of one gender and gender specific job titles, e.g. using she/he; son/daughter; waiter/waitress
- By offering as free a choice as possible for Work Experience
- By making every effort to give girls and boys equal opportunities to speak, offer opinions and answer questions in lessons.



- By not arranging and by discouraging separate sex groups for group work.
- Equal access to information for all students of all abilities.
- Equal access to information for all students regardless of their social, economic or racial profile

We recognise that courses and employment are available and suitable for people of varying skills, abilities and personal qualities. We encourage students to consider these aspects when choosing work placements, F.E and H.E courses and employment. If a student does not have the academic ability for the career/course she/he has in mind, we try to help them to identify this and plan accordingly. We emphasise what they can do and the skills they do have.

10. Recording, Assessment and Reporting

- Students' PSHE work is kept in exercise books or folders at Post 16. The work is individual and personal to the student and therefore marks are not often given. Some work is checked for spelling and to monitor students' progress.
- In Y10, Work Experience Record Books are used for preparation, recording experience, de-brief and certification.
- Students also receive Work Experience reports from visiting staff and, in the majority of cases, from employers.
- Careers Action Plans are produced by the Careers and Vocational Studies Co-ordinator following interview in Y11 (based around the Future-wise Profile completed in the first half of the Michaelmas term).
- It is envisaged that during the academic year 2016-2017 an online facility will become available for all Y9-Y13 students to access their own careers information and pathway through 'Start + Track'. Parents will receive a print out of the profile to show how students have accessed the material throughout the year.

11. Data and Tracking of Learners

Tracking of learners on roll and their engagement in CEIAG activities

- Records are kept of all CEIAG and related activities students attend and engage in, using a spread sheet shared in staff areas.
- Any students who have missed the activities are supported to ensure they are benefiting from the opportunities on offer

Data and tracking young people no longer on roll

- The school shares information with Blackburn with Darwen Council to ensure all ex-QEGS students have known destinations
- Records kept of all ex-learners' destinations
- Referrals recorded of any ex-learners who are known NEETs (Not in Education, Employment or Training) and those who are unable to be tracked
- QEGS high achievers are linked to a BwD scheme to place them with relevant businesses during and post University



- Data is used to inform future curriculum changes for KS4 and 5
- Data is used to inform IAG practices and CEIAG provision for future.

12. Entitlement

In the Careers Department at QEGS students from Y7 to Y13 will:

- Learn about themselves and the influences on them
- Develop decision-making skills
- Develop skills to help them manage transition
- Develop skills to use and research careers information
- Have access to up-to-date information about opportunities in learning and work
- Have impartial, confidential and up-to-date guidance
- Learn about the world of work
- Experience the world of work where appropriate

Parents

QEGS Parents are entitled:

- To have the opportunity to speak to the Head Careers or other associated members of the Department by telephone or by appointment
- To have access to information on Options at 13, at 16 and during Post-16 Education via evening sessions and information being sent home
- To have information about Work Experience and the opportunity to discuss Work Experience issues

13. Links with the Community, Outside Agencies and Businesses

- QEGS has a vast array of links with businesses in the local area and beyond in Blackburn, Burnley, Preston, Accrington, Darwen, Bolton and beyond.
- Speakers are invited into school as appropriate.
- The Old Blackburnians (OBs) are active in offering support and advice in their capacity as local employers or having recently attended University.
- Speakers from local colleges and training providers are invited in to school to offer specific advice regarding apprenticeships and BTEC courses as presently these are not offered at QEGS. However, students are also encouraged to visit college departments and attend their Open Days where appropriate and, in addition, information is available in the Careers room.
- The Head of Department, Paul Taylor, is an active member of both the 'Raising Participation' and 'Blackburn with Darwen CEIAG' groups - a network group of local schools and providers who each meet half termly to discuss school offers, Statutory Guidance and related careers topics.

14. The Governing Body



There is a Link Careers Governor with responsibilities established in the CEIAG Policy.

Role and responsibility of the CEIAG Link Governor

Governors 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 pupils. This includes helping secure speakers, mentors and work experience placements, all of which can help engage employers in the school and in turn potentially lead to them providing new skilled governors.

Maintained schools must secure access to independent careers guidance for pupils in years 8-13. Many academies are subject to the same duty through their funding agreements.

Schools must have regard to statutory guidance, which sets a clear framework for the provision of advice and guidance. Academies without the careers requirement are encouraged to follow the guidance as a statement of good practice. It states that boards should:

- ensure that the advice and guidance provided is impartial, includes information on the range of options (including apprenticeships and other vocational pathways) and promotes the best interests of the pupils to whom it is given;
- provide clear advice to the Head on which a strategy for advice and guidance can be based that is part of a clear framework linked to outcomes for pupils; and
- consider the importance of providing pupils with access to inspiring activities through sustained contacts with employers, mentors and coaches.
- the board can refer to departmental advice, which sets out some common features of inspirational, high quality advice and guidance.

(Source: taken from the Governance handbook November 2015)

15. Departmental Raising Achievement Plans

Produced annually & reviewed with the Line Manager, the Deputy Head Academic and the Head.

Next Review Date September 2017.

Produced by Paul Taylor (Head of Careers)

Produced:

September 2016



Approved by Governors:

October 2016