

This Policy has been adopted and approved by Gippeswyk Community Educational Trust and has been adapted for use by Copleston High School.

CAREERS EDUCATION, INFORMATION, ADVICE & GUIDANCE (CEIAG) POLICY	
Approved by GCET/Adapted by Copleston High School	1.9.2017
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Definition of a Parent

- All biological parents, whether they are married or not.
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CONTENTS

- 1. Introduction**
- 2. Aims**
- 3. Commitments**
- 4. Staffing**
- 5. Staff Roles & Responsibilities**
- 6. Professional Development**
- 7. Resources**
- 8. Entitlement**
- 9. Provision**
- 10. Vulnerable Groups**
- 11. Referral**
- 12. One to One Guidance Appointments**
- 13. Implementation**
- 14. Monitoring, Review and Evaluation**
- 15. Links with the community, outside agencies and business**
- 16. The Governing Body**

1. INTRODUCTION

Copleston High School is committed to providing Careers Education, Information and Advice to all its students through the curriculum, organised activities and an independent and impartial IAG service. Careers Guidance will focus on the specific needs of the individual student to promote self – awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and differentiated to suit the requirements of each individual student. Copleston High School is committed to the DfE statutory duty of participation of young people in education, employment or training and Raising of Participation Age (RPA).

For the purpose of this policy the following definitions have been used;

Information – Information is data on opportunities conveyed through different media, both mediated and unmediated including face-to-face contact (individual, group, class etc.), written/printed matter, telephone help lines, ICT software, websites etc.

Advice – This involves helping a young person to understand and interpret information as well as providing information and answers to questions and clarify misunderstandings. To assist them to understand their circumstances, their abilities and targets; advise them on their options or how to go about a given course of action. To identify needs and to signpost and refer young people who may need more in-depth guidance and support. Advisory work is usually provided on a one-to-one basis but may also be provided in small or class groups.

Guidance – Guidance aims to support young people to better understand themselves and their needs; to confront barriers to understanding, learning and progression; to resolve issues and conflicts and to support them to develop new perspectives and solutions to problems and be able to better manage their lives and achieve their potential. Guidance may also involve advocacy on behalf of some young people and referral for specialist guidance and support. This involves more in-depth one-to-one work conducted by staff trained and competent in guidance work. Guidance usually involves the exploration of young people’s circumstances – their ideas, values, needs and beliefs in relation to opportunities or issues that are confronting or confusing them.

2. AIMS

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all of our students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources:
 - Career Guidance Platform annual subscription to Unifrog
 - Careers websites highlighted into Occupational interest sectors, books and leaflets, posters and access to impartial careers guidance.
- Career Management through making informed choices at key transition periods.

- Workplace experiences through a range of virtual and real-time work-related opportunities in year 10.
- Independent investigation through the use of media sources and employer engagement.
- Progression planning through the provision of Information, Advice and Guidance will support the curriculum through organised activities and events in association with local education providers and businesses.
- Developing an understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships

3. COMMITMENT

Copleston High School is committed to providing a planned programme of careers education, information and guidance for students in all years *using up to date technological support*. All students will leave the school with the skills and knowledge required to support their entry into further/ higher education, training or employment. Copleston High School actively promotes parent/carer involvement through events, forums and ensuring access to information via the school website.

4. STAFFING

David Leach	Careers Lead
Michelle Shemming	Independent Careers Professional
Jenna Witting	IAG administrator
David Leach	Director of Sixth Form
Paul Walker	Head of Year 11
Lauren Page / Bethany Holt	PSHE coordinator
Tracy Pilkington	SENCO and EAL co-ordinator
Lakshmi Vadali	Pupil Premium Manager
Joe Bowen	Careers Link Governor

5. STAFF ROLES & RESPONSIBILITIES

Careers Lead

- To monitor the implementation of a comprehensive CEIAG programme at Copleston.
- Ensure that the CEIAG action plan is monitored and up to date.
- Keep abreast of current developments in CEIAG, sharing good practice and resources across the school.
- Work with the IAG Administrator to promote CEIAG across the school and with parents and governors.
- To coordinate the running of the CEIAG team.
- To liaise with the CEIAG link governor on a regular basis

Careers Team

- To provide independent advice and guidance to all students within Copleston High School
- To attend regional CEIAG meetings to ensure the school are up to date with all new policies and developments across the county.
- To coordinate all destination data to ensure that we know where our students go when they leave Copleston.
- Provide one to one and group sessions with students to ensure they are informed of their next steps at all stages of their development.
- To work with the PSHE coordinator to provide curriculum support through the PSHE programme.
- Liaise with the SENCO and Pupil Premium Manager, to ensure the most vulnerable students receive close guidance and support.

Pupil Premium Manager

- To work closely with Careers Lead to ensure she is aware of who our Pupil Premium students are and help identify targeted students.
- To work with Careers Lead to ensure accurate tracking of destination data of Pupil Premium students take place.

Head of Year 11

- To work closely with the Careers Lead to ensure accurate destinations for Year 11 students
- To facilitate access to Year 11 tutor team for Careers Lead to ensure regular contact with targeted students

6. PROFESSIONAL DEVELOPMENT

The Careers Lead will arrange and offer appropriate careers CPD for all staff within school, on a need assessed basis.

7. RESOURCES

Our commitment to quality IAG services is reinforced by the provision of sufficient resources meeting national standards and recommendations by the CDI.

- There is an annual allocated budget for careers resources and work-related learning.
- The school has identified a room which is used for confidential guidance and counselling interviews
- Career information and resources are displayed throughout the school
- Staff have their training needs identified and met through a process of annual appraisal and review

8. ENTITLEMENT

Students are entitled to careers education, information, advice and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, diversity and inclusion, in the best interests of the students to whom it is given.

Specifically, students at Copleston High School are entitled to receive:

- Clear information, advice and guidance about **all** options available
- Help to decide what to do when they finish their course/education, including further learning, training or employment
- A programme of CEIAG which helps them to develop skills and knowledge to make choices and the transition to work and learning
- The opportunity to be involved in making decisions about things that effect their learning
- An opportunity to learn about the world of work

Students and parents/carers are made aware of this entitlement through the school's web site. Students are encouraged to review their entitlement regularly within tutorial settings and designated CEIAG lessons.

9. PROVISION

- Every student has access to an online careers platform (Unifrog) which is also available for parents / carers.
- There are careers resources available in the library for all students which are relevant and updated annually.
- Participation in activities, both in school and off-site, provide employer contact and further information.
- There is a Level 6 Independent Career Professional to support the delivery of Impartial Careers Advice and Guidance who is available via e-mail and in school for drop-in sessions.
- Career focused activities are delivered through the curriculum throughout the year and are managed by the responsible Curriculum Lead and the Careers Lead. These aim to develop knowledge and work skills.
- CPD needs are identified and offered to all relevant staff as appropriate.
- The Careers Lead is responsible for the monitoring, review and evaluation of the programme.
- Stakeholders will be consulted on the impact of the CEIAG programme through evaluation / feedback forms following activities.

KEY STAGE 3 PROVISION

- Allotted time in tutor group / themes / work- shops for self-development focusing on lifestyle and progression.
- Interaction with local employers such as BT, NHS, New Wolsey Theatre, The British Army, Engineering Development Trust, Cambridge Science Centre and a range of employers presenting at the Suffolk Skills Show.
- Higher Education exploration and University input.
- Access to an online careers platform Unifrog software via Tutor group sessions, 1:1 tutorials, work-shops and at home.
- Assemblies and other information on KS4 options
- One to one interviews are available to students who need additional support with the GCSE options process

By the end of Stage 3 all students will have:

- A better understanding of their strengths, achievements and weaknesses to evaluate how these might inform future choices in learning and work.
- A better understanding of the full range of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for employability.
- Used online careers resources to research information about opportunities and apply their findings to help to make informed choices for their Key Stage 4 Options Choices.
- Received appropriate impartial advice and guidance on Key Stage 4 options and setting broad learning goals for the 14-19 phase.

KEY STAGE 4 PROVISION

- A range of virtual and real-time work-related opportunities which, where possible, focus on students' future career aspirations allowing learning about work through the experience of work.
- Careers Day in school
- Sixth form/College presentations
- University presentations and visits
- Apprenticeship presentations
- Careers interviews for student
- Information on College Open dates
- Support with completing College Application forms and access to computers for on-line registration
- Mock Interviews, where deemed advantageous
- Supported CV and Personal Statement sessions
- Information evenings and some assemblies are supported by our Independent Careers Professional.

- Close monitoring of vulnerable students

By the end of Key Stage 4, all students will have:

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the World of Work through a work-related opportunity
- Been given direct access to employers, colleges and training providers
- Been given guidance to help identify a range of post-16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Been provided with the resources to complete the post-16 application procedures, including CVs and preparation for interview
- Been given information about appropriate available funding
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, attributes and achievements to the goals they have set themselves

KEY STAGE 5 PROVISION

- Be given appropriate support and guidance on writing covering letters, updating CV's as appropriate and interview skills in preparation for any Internships
- With the support of Director of Sixth Form to secure appropriate Internship placements for those who require one
- Been given guidance to help identify a range of post-18 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Ensure Year 12/13 students have the appropriate support and guidance in making appropriate career progression.
- Access to Careers software Unifrog
- Support and guidance in completing UCAS applications
- The opportunity to visit appropriate career events and universities
- CPD for staff as appropriate

10. VULNERABLE GROUPS

Priority is given to those students identified as most vulnerable. These groups and factors contributing to vulnerable students include;

- Special Education Needs
- Children in Care
- High risk of NEET
- Pupil Premium students
- Students receiving free school meals
- Students involved in the CAF process

- Students involved with the MAT
- EAL students
- School refusers and persistent non-attenders
- Young carers
- Students from disadvantaged backgrounds

There is a partnership agreement with Suffolk County Council Early Help Team to work with identified vulnerable students. Those year 11 students who are identified at risk of becoming NEET after compulsory education are referred to the Early Help Team for extra support.

The Careers team attends annual reviews and transition reviews as required and contributes to the EHC plans in collaboration with the SENCO, student and parent/carer.

11. REFERRAL

An individual working with a student may identify the need for specialist support from the careers team. The process for referral is to contact the IAG administrator and refer the student. This may form part of a formal process for example as a result of a PEP or TAC meeting. The student is informed of the process and their views sought at all times. Confidentiality is always respected where this is possible.

12. ONE TO ONE CAREER GUIDANCE APPOINTMENTS

Young people receive guidance through 1:1 intervention both formally and informally by a range of staff at Copleston High School. We understand that teachers are often the first point of contact for students with questions about their futures. Teachers and parents can request that a student receive a one to one careers guidance interview directly from our Careers Lead or Independent Careers Professional who will provide in depth guidance on personal, learning and work issues. Students are also able to request appointments for career guidance interviews themselves.

13. IMPLEMENTATION

The Careers Lead in communication with the wider Careers team devise and implement the Careers Education, Information, Advice and Guidance programme

Copleston High School - Careers Programme

The Independent Careers Professional is qualified to Level 6 in Career Guidance and Development and will provide specialist careers guidance.

All Year 11 students are offered the opportunity of a 1:1 careers chat and provided with an Action Plan. The Independent Careers Professional works with the careers team and parents/carers to ensure that students receive support and guidance to help them make informed decisions about their future

The Careers Education, Information, Advice and Guidance programme is planned, monitored and evaluated regularly by the Careers Lead and IAG Administrator in consultation with external IAG providers. Students are involved in the planning and evaluation of activities.

Our CEIAG programme is measured against the GATSBY benchmarks - a framework of 8 guidelines that define the best careers provision in secondary schools.

The eight Gatsby benchmarks:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Baker Clause:

As an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training provider's access to every student in Years 8 to 13 to inform them about approved technical education qualifications and apprenticeships. We have an excellent relationship with colleges and training providers in the local area and regularly invite them into talk to students and parents/carers about their provision. We can facilitate visits to the providers for parents/carers and students.

14. MONITORING, REVIEW AND EVALUATION

Careers education and guidance, WRL and IAG are monitored, reviewed and evaluated on a regular basis; this is reflected in the survey and feedback forms filled in by young people and employers that are evaluated after events. Teacher assessment and destination figures are monitored annually and during regular line management meetings.

15. LINKS WITH THE COMMUNITY, OUTSIDE AGENCIES AND BUSINESS

Copleston High School has a vast bank of links with local and national businesses through its membership of Suffolk Chamber of Commerce and The New Anglia Careers Hub. Speakers are invited into school and students visit employer premises as appropriate. Speakers from a range of local colleges and training providers are invited into Copleston High School to ensure students have access to a full range of impartial information. Students are encouraged to attend open days at colleges and universities.

Speakers can access the Prover Access Policy on the school website for information about the school's education and training offer.

Copleston High School - Provider Access Statement

16. THE GOVERNING BODY

There is a link CEIAG governor, Joe Bowen, who supports links with local businesses and relationships with parents/ carers.