



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

2018-2020

Policy Approved: May 2018
Policy Renewal: May 2020

Reviewed by the LGB Governors

"The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment"

1. Rationale for CIAG

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 2011 Education Act places a duty on schools to give students in Years 8-11 access to careers education, information, advice and guidance. Greenbank High School endeavours to follow the guidance in ['Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff \(January 2018\)'](#), ['Careers strategy: making the most of everyone's skills and talents. The government's plan for raising the quality of careers provision in England \(December 2017\)'](#) and ['Gatsby Benchmarks for Good Careers Guidance \(2014\)'](#).

2. Commitment

Greenbank High School is committed to providing a planned programme of CEIAG for all students in Years 7-11 in partnership with an independent and impartial IAG provider.

3. Students' needs

The careers programme is designed to meet the needs of students at Greenbank High School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The CEIAG programme plays a key role in reducing the number of school leavers who are Not in Education, Employment or Training (NEET).

4. Entitlement

Students are entitled to high quality CEIAG 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, inclusion and anti-racism.

5. Students with Special Educational Needs or Disabilities (SEND)

Transition from one key stage to another and onto careers is part of the action plan for a student with SEND. Personalised support from the SENCO, careers advisor and external bodies is used where appropriate.

6. Students in receipt of Pupil Premium funding

Personalised support will be given to these students and they will receive an extra careers appointment in Year 10.

7. Management

The Headteacher and Senior Leadership Team works closely with the independent and impartial IAG provider. Greenbank has a Careers Lead, Ms J. Edwards, who undertakes the following:

- Managing the provision of CEIAG through the use of Compass Evaluation in line with Gatsby Benchmarks
- Liaising with the PSHCE leader and other subject leaders to plan careers education in the curriculum
- Liaising with school leaders, mentors and SENDCO to identify pupils needing guidance
- Referring pupils to careers advisers
- Networking with other Careers Leads, the Careers Hub and external providers
- Establishing, maintaining and developing links with FE colleges, universities and apprenticeship providers.

- Establishing, maintaining and developing links with employers - liaise with Careers and Enterprise Company, National Careers Service and Sefton EBP
- Planning schemes of work for careers education
- Briefing and supporting teachers of careers education and tutors providing initial information and advice
- Monitoring teaching and learning in careers education
- Monitoring access to, and take up, of career guidance
- Advising senior leadership on policy, strategy and resources for CEIAG
- Reviewing and evaluating the programme of CEIAG by institute
- Preparing and implementing a development plan for CEIAG - using Compass and Tracker tools

Work experience is planned and implemented by the school Work Experience Co-ordinator supported by Sefton Education Business Partnership (EBP).

8. Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as Personal Tutors and subject teachers. Careers education is planned, monitored and evaluated by the Assistant Headteacher for Personal Development in consultation with the independent and impartial IAG provider.

The independent and impartial IAG provider provides specialist careers guidance. Careers information is available in the Careers library, which is maintained by the Greenbank High School librarian and online resources including KUDOS which are regularly updated. All curriculum areas have displays exhibiting the careers available to pupils in these areas.

9. Curriculum

The careers programme includes:-

- careers education lessons,
- careers guidance activities (group work and individual interviews),
- information and research activities in the library,
- work-related learning (including one week's work experience), employer mock interview and curriculum visits to the workplace,
- action planning and recording achievement using the Next Steps Planning Record,
- Enterprise Education delivered through Enrichment Days,
- Careers Fair,
- Science, Technology, Engineering, Arts and Mathematics (STEAM) activities,
- Pupil Leadership and volunteering,
- college talks, taster days and other enrichment activities to support transition,
- guest employers,
- the Duke of Edinburgh Award Scheme.

The curriculum for Years 7 -11 can be found on the school website.

10. Assessment

Career learning outcomes have been identified and a framework for assessing what students have achieved is being regularly reviewed, updated and developed for all year groups. Records are maintained in schemes of work for PSHCE. All pupils complete a Next Stage Planning Record. Final career destinations of students are collected and collated within school and made available to Sefton Local Authority.

11. Partnerships

An annual Partnership Agreement is negotiated between Greenbank High School and the independent and impartial IAG provider, identifying the contributions to the programme that each will make.

12. Resources

Funding is allocated in the annual budget planning and drawn from the Curriculum Development Fund. Funding for developments in Greenbank High School's Improvement Plan is considered in the context of whole school priorities. Sources of external funding are actively sought.

13. Staff development

Staff training needs for planning and delivering the careers programme will be identified in the staff development plan and activities will be planned to meet them.

14. Provider Access Statement

This statement sets out the school's arrangements for managing the access of Providers to students at the school for the purposes of giving them information about the Provider's education or training offer.

Students in Year 8-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a 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,
- To understand how to make applications for the full range of academic and technical courses,
- A Provider wishing to request access should contact the Careers Lead through the main office,
- A number of events, integrated into the school careers programme such as the Careers Fair and Parents Evening, will offer Providers an opportunity to come into school to speak with students and/or their parents.

15. Monitoring and review

A framework for monitoring the delivery of the careers programme is in place. The Partnership Agreement with the independent and impartial IAG provider is reviewed termly. The programme is reviewed annually by the Assistant Headteacher for Personal Development, the Senior Leadership Team, Pupil Leadership Team and Board of Governors.

16. Evaluation

The CEIAG Policy will be reviewed as part of the school's policy review cycle and evaluated against the COMPASS benchmarks for Careers Education.

