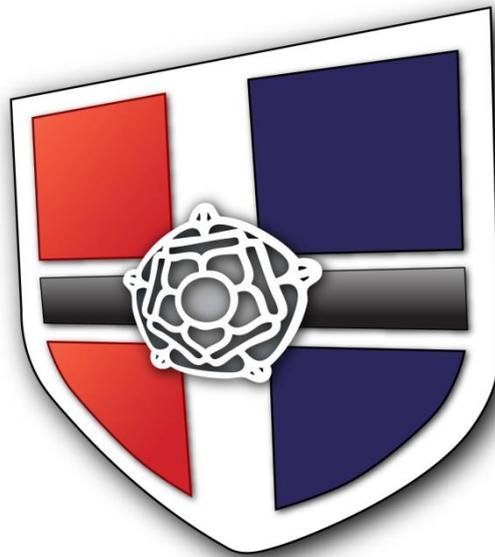


Sponne School



Careers Education, Information, Advice and Guidance (CEIAG) Policy

Reviewed by: Lisa Bhakta (Assistant Head)	Date Reviewed: April 2021
Agreed by: Local Governing Body	Date Agreed: 26 th April 2021
Next review due by: April 2022	



This school policy sets out how we intend to address the career learning and development needs of our students and to fulfil our statutory obligations. This policy is one section of our wider policy statement for personal development, PSHE Education. This policy demonstrates our response to any recent legislative changes (Appendix 1)

Consultation Process: To ensure its effective implementation, this policy has been developed in consultation with the Head of PSHE, the Progress Learning Leaders, those responsible for delivering PSHE as well as the young people and their parents who will benefit from it, through the School Council and Parent Forum.

1. Introduction

Sponne School is committed to providing a planned programme of careers education and information, advice and guidance (IAG) for all students in Years 7-13, in partnership with the *local Prospects service* and *Proactive education* and their Service Level agreements. Proactive education delivers both Enterprise and Employability events throughout the academic year and also deliver our access to work-related placements for both years 10 and 12. Prospects provide 1-1 guidance and support for both students and parents/carers and deliver impartial and independent career advice. Additional support is also provided for those students most vulnerable to NEET and those from priority groups including LAC students.

Sponne School endeavours to implement the Gatsby Benchmarks and any other relevant guidance as it appears. The school follows the Statutory Guidance and Ofsted guidance on the inspection of careers advice and guidance (up-dated October 2018).

Sponne School is committed to the revalidation of our *Career Mark accreditation*

Development

This policy is reviewed annually to ensure it meets our responsibilities for securing access to independent and impartial careers guidance for all students in Years 8 to 13 and in discussion with teaching staff; Prospects, Proactive education, students, parents, governors, and other external partners including information obtained through membership to Complete careers and attendance at Conferences and CPD such as that offered by the Career Development Institute (CDI). We also work with SEMLEP and our enterprise advisor to refine our provision.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies including those for Curriculum, assessment and reporting, looked after children, equality and those students with special educational needs.

2. Aims and Objectives

All learners in the school will take part in a careers education programme in Years 7 – 13 that helps them to:

- Understand their education, training, employment and other progression opportunities.
- Develop the skills they need to plan and manage their own personal development and career progression.



- Access relevant information and learning from taster activities and experience of work.
- Make and maintain individual progression plans to help them improve their prospects of success.
- Offer feedback and ideas on how to improve the careers programme.
- Have access to, and support with using careers information that is: easy to find and available at convenient times and in convenient locations including on the school intranet and internet; clearly labelled and referenced; comprehensive, giving details of all progression, opportunities and associated support arrangements such as financial help; unbiased and up to date.
- Obtain career guidance that is: impartial; focused on individual needs and fit for purpose; supportive of equal opportunities.
- Provided by people with relevant training and expertise.

Aims

- To encourage young people to become career-minded.
- To build out students self-esteem through positive involvement in all that Sponne offers.
- To facilitate young people in taking responsibility for their own careers.
- To provide positive role models and work with our parents and former students to give this message.
- To ensure the careers provision is linked to citizenship through the expectation that people's work should have social value and that everyone has a duty to promote equality of opportunity and respect for diversity.

Entitlement

- Students are entitled to CEIAG which provides them with a diverse range of skills and options to move in to appropriate destinations.
- The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

3. Implementation

Management

- The *Assistant Headteacher* liaises with the lead PSHE teacher to coordinate the careers programme. Work experience is planned and implemented by Proactive education who liaises with the work experience co-ordinator who manages the process and works closely with the *Head of Year 10* and the *SLT link*.

Staffing

- The careers programme is integrated in to the PSHE programme and taught by a specialist team. All staff contributes to CEIAG through their roles as subject teachers and as form tutors through units of work delivered in pm registration time.
- The CEIAG programme is planned, monitored and evaluated by the PSHE lead and Assistant Head Teacher in consultation with those external agencies providing support to Sponne School.



- Careers information is available in the dedicated careers section of the Library which is maintained by Sponne School LRC manager and the team who monitor, develop and update resources.

Curriculum

- The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities (in *the careers section of the LRC* and on *Sponne School intranet*), work-related learning (including two weeks' work experience), and individual learning planning/portfolio activities.
- Careers lessons are part of Sponne School's personal development programme. Other focused events, e.g. a higher education fair are provided periodically.
- Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.
- Students are actively involved in the planning, delivery and evaluation of activities

Resources

- Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The SLT link is responsible for the effective deployment of resources. Sources of external funding are actively sought.

Staff development

- Staff training needs are identified as part of the annual review of careers provision and in conjunction with Sponne School inset co-ordinator. Funding is from school funds. Our lead PSHE teacher is currently completing a level 6 apprenticeship to develop our careers guidance in school.

Monitoring, review and evaluation

- The careers provision is monitored through student voice by gathering feedback from student council and through the use of surveys of students. Parent forum is used to seek the views of parents and carers and reviews of contracted services such as those offered by Prospects and Proactive education occur annually. This feedback is then evaluated and forms part of the careers action planning for the next academic year. The programme is also reviewed by the SLT link and PSHE coordinator to allow improvements to be actioned.
- The careers programme allows opportunities for pupils to self-evaluate and reflect on their learning. For example following work experience in year 10 students have curriculum time to explore the impact and key skills developed during their placements. More details of the careers programme can be found on the school website. For arrangements for providers of technical education or apprenticeships or employers keen to work with Sponne school please see our provider access statement.



Appendix 1 Responses to legislative change

We have responded to the statutory duty for careers provision and in doing so have demonstrated the importance we place on careers guidance for young people within school.

Impartial career guidance

The duty to provide access to impartial and independent careers guidance to students in Years 8-11 and students aged 16-18 (from Sept 2013) continues to be recognised in our service level agreement with Prospects and the support given to Year 8 students selecting GCSE options. Spodne School's development plan and targets focus on raising student achievement and aims to improve motivation, raise aspirations and encourages engagement and success in education, helping students to make a positive transition to KS4, KS5 and HE.

Raising the Participation Age

As part of this duty, we ensure that students are informed of all available education, training and employment options. Students are informed of where their additional higher qualifications can lead to regarding higher and further education, vocational courses or employment.

Gatsby Benchmarks

Reviewing and updating provision to meet the Gatsby benchmarks.

Our careers provision is designed to meet the following eight Gatsby benchmarks and we are committed to improving the careers provision for our students:

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. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

This is evident in our careers programme through:

- Our delivery of careers advice ensures that students are well prepared for the next stage of their education, training or employment.
- The PSHE SoL covers Careers education in Years 7-13. Google classroom is used to promote career events/opportunities.
- From Year 9 this is supported by SEN Targeted Support and in-school support for students (college visits/support for application form completion/1:1 exploration of options). During Year 11 students are identified for Bespoke Advice from Prospects. The PLL uses the Future Plans questionnaire, evidence from the Work Experience debrief and personal knowledge of their year group; Learning Mentors referrals following 1:1 mentoring; student self-referrals.
- Our systems for communicating CEIAGs to students have been monitored and reviewed and the LRC resources updated. Developments of on-line resources have been rolled out to make information available and easily accessible.
- Year 8 Pathways Evening and Into Sixth Form Evening have had a greater emphasis on providing students with information of progression routes and opportunities available within subject areas.



- Key staff have developed their specialism in delivering Careers education and this is supported by attendance at Keeping Current meetings and Conferences delivered by speakers working with the Government to develop and improve CEIAGS nationally.
- Our CEIAG policy is up to date and in line with government guidance.
- Our SoL provide a range of planned and age appropriate units of work in line with their individual needs and using relevant and varied activities to enhance their learning.
- Students produce work booklets and on-going access to Fast Tomato enabling them to keep records of their career developments and review their progress in career management.
- Our progression into post 16 provision is good and evidenced by the Destinations data.
- Recording work experience through Go4S.
- In response to the need to offer every young person 7 encounters with employers (Benchmark 5) we have the following events in place.

Year 7	Dragons' Den event
Year 8	Gaia Innovation event
Year 9	Big bang trips and assemblies with employers
Year 10	Work experience, employer event and assemblies with employers
Year 11	Assemblies with employers and trips to careers events
Year 12/13	Work experience and Enterprise events

Destination measures

With the destination measure published we can see how students' progress once they leave school, college or a training provider. Our service level agreement with Prospects gives us these measures and helps us to review and evaluate our CEIAGs programmes at KS4/5. Our students achieve good qualifications providing them with the best opportunities for the future and giving them access to the next steps in their career plan.