**Valley Gardens Middle School** 

***What do you want to achieve?***

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

**Valley Gardens Middle School**



**Careers Education, Information, Advice and Guidance (CEIAG) at Valley Gardens Middle School**

**Contents**

* School Vision
* Policy Scope
* Objectives
* School Responsibilities
* Governor Responsibilities
* Provider Access
* Monitoring, Evaluation and Review
* Appendix 1: Summary of the Gatsby Benchmarks
* Appendix 2: CEIAG at Valley Gardens Middle School

**Linked policies**

• SEND Policy

• Safeguarding & Child Protection Policies

• Single Equality Policy

• Provider Access Policy

**Linked Documents**

 ‘Careers Guidance and access for education and training providers. Statutory guidance for governing bodies, school leaders and school staff’. DFE, July 2021

Careers Education, Information, Advice and Guidance Policy

**School Vision**

Valley Gardens Middle School seeks to maximise the life chances of all of our young people and so it is crucial to prepare young people for life beyond school and college. The values and principals document makes direct reference to developing: ‘knowledge, skills and attributes they (Valley Gardens Middle School students) need to lead successful and happy lives’

The governing body have therefore adopted this policy in order to provide a clear commitment to and framework for Careers Education, Information, Advice and Guidance.

**Policy Scope**

This policy covers Careers Education, Information, Advice and Guidance given to students in Key Stages 2 and 3.

The policy has been reviewed in line with the recently published DfE guidance document ‘Careers guidance and access for education and training providers – Statutory guidance for governing bodies, school leaders and school staff. (DfE, July 2021).

This policy accepts the 8 Gatsby Charitable Foundation’s benchmarks as set out in the DfE guidance. They can be seen in Appendix 1of this policy.

This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 8 for the purpose of informing them about approved technical education qualifications or apprenticeships. At Valley Gardens Middle School we will provide the opportunity from Year 5 to Year 8.

 Introduced as an amendment to the Technical and Further Education Act 2017, the Baker Clause stipulates that schools must allow colleges and training providers access to every student in years 8- 13 to discuss non-academic routes that are available to them. It is expected that by doing so this will help address the UK’s productivity challenges and address skills shortages experienced across several sectors of the economy. This regulation has been enforced since January 2nd 2018.

This policy refers to events and opportunities in both Key Stages and in all years and these events will impact upon all young people at the school.

 All members of staff at Valley Gardens Middle School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of young people; CEIAG is not the sole responsibility of the Careers Advisor.

It is important therefore that young people leave school aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. Valley Gardens Middle School will contribute to the preparations made to prepare young people for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

**Objectives:**

The objectives of the Careers Education, Information, Advice and Guidance policy are as follows:

* To ensure that all young people at the school receive a stable careers programme
* To enable all young people to learn from information provided by the career and labour market
* The CEIAG programme should be individual and address the needs of each young person
* To link the curriculum learning to careers learning
* To provide young people with a series of encounters with employers and employees
* To provide young people with experiences of workplace(s)
* To ensure that young people have some encounters with further/ higher education
* To provide each student with the opportunity to receive personal guidance

**School Responsibilities**

The school has a series of statutory duties:

* All registered pupils at the school must receive independent careers advice in Years 7 to 8
* This careers advice must be represented in an impartial manner, showing no bias towards a particular institution, education or work option
* This advice must cover a range of education or training options
* This guidance must be in the best interests of the young person
* There must be an opportunity for education and training providers to access pupils in Year 7 – Year 8 in order to inform them about approved technical qualifications or apprenticeships. Valley Gardens Middle School see it as good practice that where appropriate and possible this provision be extended to Years 5 and 6.
* The school has a clear policy setting out the manner in which providers will be given access to pupils. (See Provider Access Policy)
* The school will base its careers provision around the Gatsby Benchmarks. A summary of these can be seen in Appendix 1, and they cross reference with the objectives of this policy.
* Valley Gardens Middle School believes that good CEIAG connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good CEIAG widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.
* The school will continuously monitor its CEIAG offer and seek further improvement. This will be done by the personnel involved in the design and delivery of the programme as well as by external stakeholders who assess the work of the school.

**Governor Responsibilities**

The governing body will ensure that Valley Gardens Middle School has a clear policy on Careers Education, Information and Guidance (CEIAG) and that this is clearly communicated to all stakeholders. They should ensure that this policy is:

* Based on the eight Gatsby Benchmarks
* Meeting the school’s legal requirements
* The governing body will ensure that arrangements are in place to allow a range of educational and training providers to access pupils in Years 7 – 8.
* There will be a member of the governing body who takes a strategic interest in CEIAG and encourages employer engagement

**Management overview**

All staff contribute to CEIAG through their roles as tutors and subject teachers. The careers provision is managed by the SLT lead for CEIAG, with a CEIAG team who have specific roles:

* Ms Samantha Wilson, Assistant Head teacher; responsible for monitoring CEIAG provision
* Mr Jonathan Roys, Careers Lead, Middle leader with responsibility for CEIAG who works alongside the CEIAG team to deliver the CEIAG programme throughout the year.
* A designated careers-link governor, has responsibility for overseeing the quality of the careers guidance.
* Staff development Training needs are identified and CPD is offered to relevant staff as opportunities arise. Information from CPD sessions is disseminated to staff.

**Provider Access Policy**

This section of the policy sets out the school’s arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider’s education or training offer. This complies with the school’s legal obligations under Section 42B of the Education Act 1997.

All pupils in years 7-8 are entitled:

* To find out about technical education qualifications and apprenticeships 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 – through options events, assemblies and group discussions and taster events.
* The Provider Access Policy shows the way in which education and training providers should get in touch with the school in order to gain access to pupils and/or parents to inform them about further opportunities
* The school will then work with providers in order to identify the most effective opportunity for them to share information about education and training opportunities

 **Monitoring, Evaluation and Review**

The Headteacher will ensure that:

* The work of the Careers Advisor and CEIAG events are supported and monitored
* A member of the Senior Leadership Team has an overview of CEIAG work and reports regularly back to the team
* The governors of Valley Gardens Middle School will review this policy every three years

The careers programme focuses on the Gatsby Benchmarks, and these are at the foundation of our developing careers strategy. The Gatsby Benchmarks were developed on behalf of the Gatsby Foundation by Sir John Holman. They define what world class careers provision in education looks like:

**Appendix 1 – The Gatsby Benchmarks**

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| **Gatsby benchmarks** |
| **1. A stable careers programme*** Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.
* The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it.
* The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
 |
| **2. Learning from career and labour market information**By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.* Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
 |
| **3. Addressing the needs of each pupil*** A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.
* Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
* All pupils should have access to these records to support their career development.
* Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.
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| **4. Linking curriculum learning to careers*** By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
 |
| **5. Encounters with employers and employees*** Every year, from the age of 11, pupils should participate in at least one meaningful encounter\* with an employer.

*\* A ‘meaningful’ encounter is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.* |
| **6. Experiences of workplaces*** By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.
* By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.

*\* As far as is possible, schools and employers should ensure these are positive experiences.* |
| **7. Encounters with further and higher education*** By the age of 16, every pupil should have had a meaningful encounter\* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.
* By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.

*\* A ‘meaningful’ encounter is one in which the student has an opportunity to explore what it’s like to learn in that environment.* |
| **8. Personal guidance*** Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
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**Appendix 2 – CEIAG Curriculum provision**

The CEIAG is a planned programme of learning experiences with learning outcomes for Year 5 to 8, which enables young people to:

* Develop themselves through career and work-related education delivered both within the curriculum and through extra-curricular activities.
* Have higher aspirations through challenging stereotypes and encouraging them to consider a wide range of careers.
* Make the most of their potential and go on to careers or training that suit their needs and abilities and where appropriate is differentiated
* Develop their ability to make an informed choice about further education, apprenticeships, traineeships, university or employment, that is achievable realistic and sustainable for their future
* Learn about and actively research information on careers and the world of work
* Be aware of the range of life and occupational opportunities in a context of local, national and international social and economic change
* Understand about the importance of school subjects, how they relate to, and are intrinsic to, potential future career opportunities
* Understand the value of out of school opportunities to support their career aspirations
* Develop personal and social skills, and understand how these skills will enable them to develop successful career pathways
* Pupils will be prepared for encounters with employers and provided with any special
* Support that will allow them to benefit fully from the experience.
* The school will work with families of students to help them understand what career options are available.

The North East’s Strategic Development Plan also informs our CEIAG strategy, which is a blueprint for the activities that need to take place to improve the region’s economy. In order to do this, we are supported by a North East Local Enterprise Partner who is provided by The North East Local Enterprise Partnership (North East LEP).

We pursue a varied and blended approach to the exploration of career pathways and the development of employability skills across the curriculum to ensure that pupils have the essential skills to be work ready.

The CEIAG curriculum is aspirational, ensuring all pupils are aware of the possibilities open to them. This is linked to the school values and the work in the PSHE curriculum, where we believe in and build pupils’ self-esteem and develop confidence and resilience so they can aim high and attain their career aspirations.

Guidance on Further/Higher Education, apprenticeships and career choices forms an integral part of this programme, along with pupils understanding the importance of career opportunities and progression. Representatives from outside agencies, universities and local providers and links with industry are involved in the delivery of careers guidance.

 CEIAG opportunities are well planned to adapt to the pupils of different ages, with external agencies such as the NTLT and Connexions coming in to school target specific age groups and deliver age appropriate workshops

Students have access to a wide range of literature both in school and websites particularly the Unifrog platform, and get an opportunity to meet a number of different employers, as curriculum links in PBL develop, and to find out about careers- including apprenticeships- in a Career speed dating event.

The aims are delivered through a variety of methods which include but are not limited to:

* Curriculum delivery, subject specific content particularly PBL and Year 6 Enterprise and finance unit
* Use of the Unifrog platform
* Visiting speakers and workshops, recent examples include different authors, RAF, NHS, Beat the Rat Race
* Opportunities within the curriculum for enterprise- Year 6 Enterprise and finance unit in PBL with a Christmas, Easter and Summer Fayre
* STEM club and STEM pupil ambassadors in Year 8 working with Year 5 students
* Seven Billion Ideas drop down day in Year 5-Students have the opportunity to work together in order to meet a specific brief or challenge and will be encouraged to work creatively to solve problems, overcome barriers, communicate effectively, develop ideas and present confidently
* Whole Year group training of skills and understanding delivered by NTLT and Connexions
* Coding club
* Cyber security competitions

**Unifrog**

UniFrog is a platform which allows Valley Gardens Middle School pupils to research potential future career opportunities. Students can complete interactive personality and interests’ quizzes, and learn more about local labour market information, career progression, universities, apprenticeships and higher education courses.

Unifrog can serve as a reference point for writing personal statements, recording career related activities that pupils have undertaken and will undertake in school, in addition to recording relevant career competencies and transferable skills that they may experience both in and out of school

**Career Advocates**

STEM (IT/Computing) - David Fairlamb,

STEM (Science) Fiona Bradley, Sarah Harker

STEM (DT, Engineering,) Sarah Hill

Humanities/ Environmental studies and Sustainability - Alison Goel, Charlotte Dodgson, Ruth Webb

Mathematics- Scott Gibson

English/Drama/Performance/Art- Paul McIntosh, Sarah Scott, Kristian Grundy

Vocational careers- Jonathan Roys, David Robson

MFL- Sarah Vickers

The role of an advocate is to point students in the direction of information around their particular designated area should the students wish to research, learn about, or be made aware of opportunities in that area but also to actively seek opportunities, both curricular and extracurricular, to engage students in practical experiences, meetings and visits connected to jobs and careers in that area.

A young person does not pass or fail in this area of learning at Valley Gardens but can reflect on their own learning and experiences and set personal goals and agree strategies to reach them. This process of reflective assessment has a positive impact on a young person’s self-awareness and self-esteem. The impact of such a process is continuous and its impact may not be immediately obvious.

* Students will make informed decisions about careers, training and opportunities relevant to their area of interest abilities and strengths
* students will have a good knowledge of the opportunities available in industries within their local and surrounding areas
* Students will have had interactions with employers, universities and training providers so that they are more aware of the options open to them
* Students will have developed independence skills in completing skills assessments and begin to understand their own strengths and areas for improvement.