



Careers Education, Information, Advice and Guidance Policy

updated July 2022

The purpose of this policy is to provide the highest quality Careers Education, Advice and Guidance that broadens the horizons of all students and ensures they reach their full potential.

1. Introduction

The Careers Education Advice and Guidance (CEIAG) policy has been developed in response to the Education Act 2011, which places schools and academies under a duty to secure access to independent^[1] and impartial^[2] careers guidance^[3] from year 8^[4] up to year 13. This policy is also based on the most recent CEIAG review and in light of new statutory guidance for governing bodies, school leaders and school staff first published by the DfE in October 2018 and updated July 2021.

It is now a statutory requirement for all schools to provide CEIAG that is:

- In the best interests of all students
- Provides information on the full range of options available at 14, 16 and 18 to allow students and parents/carers to make well-informed, realistic decisions
- Presented in an impartial manner

Prudhoe Community High School is committed to working in partnership with a range of external organisations to provide a wide-range of Information, Advice and Guidance (IAG) opportunities for all young people within its care. Prudhoe Community High School strives to follow best practice guidance from the careers profession and work towards achieving/sustaining all eight Gatsby benchmarks. The CEIAG programme at Prudhoe Community High School will follow the Framework for Careers, employability and enterprise education published July 2021 to ensure quality and breadth of careers and work-related education for young people. Any external Careers advisor that the school engages with will need to be qualified to a minimum of level 6 from a Matrix accredited organisation or be registered with the Career Development institute.

Prudhoe Community High School is also committed to liaison with Northumberland County Council (NCC) and other relevant organisations to ensure Pupil Premium (PP), SEND and other vulnerable groups of students gain access to IAG regarding mainstream education, employment and training and also the full range of specialist provision and additional support that is available for them to access that provision.

^[1] Defined as external to the school

^[2] Defined as not showing particular bias or favouritism to one particular education or work option

^[3] Careers guidance refers to services and activities, intended to assist individuals of any age and at any point throughout their lives, to make education, training and occupational choices and to manage their careers.

^[4] The extension to year 8 pupils will extend the careers duty to middle schools for the first time, ensuring pupils can access careers guidance during their final year to help support the transition to a new school.

2. Objectives

PCHS aims to prepare all students for their futures by providing independent information, advice and guidance, thus ensuring successful progression to Further and/or Higher Education, training and work (including apprenticeships). PCHS aims to develop a CEIAG Programme that meets the needs and aspirations of all young people. Input is differentiated across the age and ability range, and personalised to ensure progression in their career learning and development.

The school's CEIAG Programme will be published and made available publically in line with statutory DFE guidance. Our model for CEIAG is based on the Gatsby objectives and the Framework for Careers, employability and enterprise education published January 2020. These objectives underpin the quality of our provision in school.

Prudhoe Community High School CEIAG aims:

- To ensure each and every child leaves PCHS having experienced at least 5 meaningful encounters with employers during Years 9-13.
- To develop students self-awareness, encourage career exploration and develop students' employability skills
- To provide students with opportunities for "real life learning" and be an integral part of the school curriculum
- To provide effective CEIAG that should strengthen student motivation and aspiration, broaden horizons and support and encourage attainment in learning.
- To embed a culture of independent and impartial careers guidance throughout key points of a student's academic career; Y8-9 transition, GCSE and post-16 options.
- To challenge stereotyping and promote equality and diversity.
- To use our PCHS website along with other means of electronic communication so that all students and parents can access relevant CEIAG information and students' career records.
- To build a network of employers who work with the school regularly to support students in their IAG work.

The curriculum offer will utilise a range of delivery methods, from fact-to-face and online engagement, to targeted days, focused events and school assemblies. The breadth of the curriculum offer should ensure maximum impact and most benefit to the young people within Prudhoe Community High School.

3. Outcomes

The intended outcomes of CEIAG at Prudhoe Community High School is to ensure young people have the ability to understand and enjoy economic stability through a sound understanding of the labour market, both in a local and 21st Century context in order to prepare them for life in modern Britain.

By the end of Key Stage 3, all students will have:

- a good understanding of Prudhoe Community High School's CEIAG values, a better understanding of themselves (personal characteristics, abilities, interests, potential, weaknesses and limitations) and an ability to present themselves appropriately.
- used appropriate resources to research information about opportunities, and use the information to help them make choices about post-14 courses and learning pathways
- received appropriate advice and guidance on post-14 options, and how they might link to post-16 options including the opportunity to meet external providers of technical education, studio schools and apprenticeship providers.
- had the opportunity to learn how different STEM subjects help people gain entry to a wide range of careers

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

- enhanced their self-knowledge, career management and other employability skills
- used a range of resources and opportunities to investigate future choices and explore alternative routes to their goals
- accessed independent advice, guidance and support to help them firm up their choices and think about the implications
- chosen and applied for an appropriate progression route and, if necessary, financial support
- made a backup plan in case things go better or worse than expected
- received appropriate advice and guidance on post-16 options, and how they might link to post-18 options including the opportunity to meet providers of technical education, studio schools and apprenticeship providers.

16-19: By the end of this phase, all students will have:

- extended their self-knowledge, career exploration, career management, other employability skills
- developed their career capital (e.g. with work experience and/or voluntary work)
- devised a set of personal criteria to help them identify appropriate routes to their goals
- Researched, evaluated, obtained guidance on, chosen and applied for an appropriate progression route and, if necessary, financial support.
- made a backup plan in case things go better or worse than expected
- visited at least two universities if they have chosen to pursue this particular route Post 18.
- accessed independent advice, guidance and support to help them firm up their choices and think about the implications

4. Roles and Responsibilities

The Assistant Headteacher for personal development and CEIAG is responsible for the strategic planning and management of the CEIAG programme, and in liaison with the Heads of Achievement and Learning will ensure continuity and the sharing of good practice. Students with additional needs are supported through the SEND-CO. The Governing Body will nominate a link governor to support CEIAG currently Kevin Roberston who has an oversight for personal development. The Assistant Headteacher will ensure the school has an appropriate policy for CEIAG and a statement of Provider Access, both of which will be available on the school website. The school will ensure that the person who is responsible for CEIAG is sufficiently trained to carry out their role.

All staff contribute to CEIAG through their roles as tutors and subject teachers which includes teaching within their subject areas and teaching of the Personal and Cultural Studies (PCS) curriculum. Specialist sessions are coordinated and delivered by appropriate staff; whether internally or externally. The CEIAG programme is planned, monitored and evaluated in consultation with the school's Senior Leadership Team, its Governing Body and was Quality Assured through the completion of the "Inspiring CEIAG" award in 2017, and reaccredited in 2021 and which is reassessed every 3 years. Careers information is available in the LRC which is maintained by the library manager. Excellent administrative support is made available. Our school website will grow and become a supportive tool for both students and parents/carers of Prudhoe Community High School.

5. Partnerships

Prudhoe Community High School is an outward looking organisation and recognises the mutual benefits of working in partnership with a number of local organisations. The number and strength of these partnerships will continue to grow as engagement with external providers increases.

The policy also recognises the range of partners that currently and will continue to support the CEIAG offer within school. These include:

- formal arrangements with external providers of careers guidance and others
- liaison with post 16 providers, further/higher education institutions
- employers and training/apprenticeship providers
- employers relevant to Post 16 Vocational students
- parents and carers

6. Work Experience

Students should have access to high quality work related learning provision, in lower school at Prudhoe Community High School. This can take a number of formats; including assembly presentations from business, visits, careers fairs and business/career research.

All students aged 16-19, whether doing academic or vocational studies or a mix of both are encouraged to follow a study programme tailored to their prior attainment by age 16 and future career aspirations^[5]. All students following Level 3 BTEC Health and Social Care will be allocated relevant work experience as part of our curriculum offer. Prudhoe Community High School strongly believes that meaningful work placement can provide valuable experience of the work environment and help students decide on future careers or study options and demonstrate their potential to future employers or universities. We see Work Experience as a key factor in achieving our strategic purpose “to shape and nurture the most highly prized students in the jobs market.”

The following section of the document will set out how the Prudhoe Community High School will provide a procedure that will ensure meaningful, well-managed and safe work experience for post-16 students.

6a. Definition

Work experience takes place in the workplace and allows young people to experience what it is like to undertake a job supervised by staff who already work in the environment.

To achieve high quality work experience it should be tailored to suit the prior attainment of each student and their career aspiration. In the future, it may also form a requirement of the ‘substantial qualification’ element of a student's’ study programme.

Work experience is funded on the same basis as any other education or training. For 16 to 18 year olds the EFA guidance sets out what counts towards the definition of funded planned hours that:

- are directly relevant to the student’s study programme
- are planned, explicit in the student’s learning plan or timetable, supervised and/or organised by a member of staff; and
- take place normally within the institution’s normal working pattern; this includes out of hours working if the sector demands it.

The length of the work experience placement should depend on an assessment of students and what level of work experience will adequately develop them for progression into employment, taking into account their abilities, prior attainment, career goals and work readiness.

^[5] Department for Education (2013) Post-16 work experience as a part of 16 to 19 study programmes

6b. Responsibility

The responsibility for the organisation of work experience across the post-16 lies with the Assistant Headteacher CEIAG, Head of Sixth Form and the year 12 tutor team. The process should be supported and where possible facilitated through curriculum areas.

A member of staff should be identified to monitor and visit or contact the student on placement and who can be contacted by the student/employer, if necessary, for the full duration of the placement. This would usually be a student's Tutor. Form tutors should also ensure that appropriate evaluation of the placement takes place with the learner to assess progress and learning facilitated by the work experience opportunity in relation to the other aspects of the students' curriculum.

6c. Quality Considerations

Work experience should contribute to students' overall development. When evaluating work experience, staff and students should explore how well students have developed their employability and vocational skills and personal effectiveness (e.g. attendance, attitudes, punctuality, behaviour) in relation to their starting points while on work experience.

Year Teams should also consider how well students on work experience are supported to achieve in a very different environment, and the extent to which they are set challenging tasks at work and receive frequent, detailed and accurate feedback on their progress.

Work experience should be managed so that it is purposeful for each student, it is appropriate, and that it fits into the other aspects of their curriculum. Prudhoe Community High School is responsible for ensuring that students are working in a safe environment.

6d. Health and Safety

Schools and colleges must satisfy themselves that appropriate risk management procedures are in place within the workplace to ensure the safety of any new students entering the working environment^[6]. All work experience providers, systems and premises are vetted by an appropriate body and provide full support to ensure safe work experience placements.

For example, *FutureWorks* vets cost £25 per institution, and for a low-risk workplace, these will be valid for three years. By entering into an SLA with *FutureWorks* the school benefits from a wide database of employers who are safe and regularly host students on work experience.

7. Information and Training

Staff training needs are identified and Prudhoe Community High School will endeavour to meet training needs within a reasonable period of time.

^[6] <http://www.hse.gov.uk/youngpeople/workexperience/>

8. 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 Assistant Headteacher is responsible for the effective deployment of resources. Sources of external funding for activities are actively sought to enhance provision.

9. Monitoring, Review and Evaluation

The CEIAG policy is reviewed bi-annually, and as a result of changes in legislation and/or guidance and recommendations from the Careers profession and other expert bodies.

The CEIAG programme should be reviewed annually to assess the quality and appropriateness of provision. Reviews should be robust and include a range of evidence, such as Student/Staff/Parent Voice, work scrutiny and learning walks.

Monitoring should be ongoing to ensure objectives are met and high quality Careers Education and Guidance is being provided for the young people within Prudhoe Community High School. Measures include the following:

- Online Compass self evaluation tool
- Assessment against the Quality in Careers Standard including annual reviews.
- A yearly plan of monitoring, review and evaluation that:
 - Analyses destination data
 - Takes into account feedback from students, parents, businesses and staff.
 - Takes into account action points from previous previews.
 - Identifies action points going forward.

Monitoring of this policy

What?	How?	When?
Updates will need to occur as Careers, employability and enterprise framework changes, BTEC requirements are altered, legislation changes etc.	Review against Careers, employability and enterprise framework as and when updated. In consultation with RAH, AMO and . K Robertson (link governor for CEIAG) Link Governor visit	July 2023 by JPN Summer term TBA

Action	By whom	By when
Updated	John-Paul Nesbitt	July 2022
Approved	Chair’s action (SM)	13/07/2022
To be reviewed	John-Paul Nesbitt	July 2024