



# Careers Education, Information, Advice & Guidance Policy

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God

This policy has been produced in accordance with the Equality Act 2010 and the Special Educational Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

**Approved by:** **Headteacher**

<b>Date effective from</b>	October 2022
<b>Date of next review</b>	October 2024
<b>Review period</b>	2 Years
<b>Status</b>	Statutory
<b>Person responsible</b>	Gemma Rullo
<b>Version</b>	1

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## *Introduction*

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This policy is communicated to:

- Governors
- Staff through the Policy folder on the N drive
- Students via Tutors in tutor time and PSHE lessons
- Parents/carers via the website

Lowton Church of England High School is committed to our statutory duty to provide CEIAG to students in all Years from 7 to 11 and ensure that all students have access to impartial and inspirational careers information, advice and guidance in accordance with the 1997 Act, 2003 Regulations, 2008 Act, April 2014 Statutory Guidance, and January 2018 Statutory guidance.

This policy is based on new statutory guidance for governing bodies, school leaders and school staff published by the DfE in January 2018, and non-statutory guidance “Careers Guidance and Inspiration in Schools”. National Careers Council advice is also used to ensure the school’s provision for CEIAG is meeting or exceeding national standards and recommendations as set out in The Gatsby Benchmarks.

### **Ethos**

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. The careers programme at Lowton Church of England High School is committed to delivering high quality Careers Education, Information, Advice and Guidance (CEIAG) by ensuring students make effective and informed decisions about their future through greater self-awareness, career exploration, supported and independent career management, work related learning and the development of employability skills. A vital part of this is contact with employers, training advisors, colleges and universities.

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; and 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.

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## *Aims*

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The school 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). Our model for CEIAG is based on the Gatsby objectives and the Association for Careers Education and Guidance (ACEG) Framework for Careers and Work-Related Education. These objectives underpin the quality of our provision in school. Our Aims:

1. To develop student's self-awareness: a greater understanding of their strengths, current limitations, personal qualities, interests and values through guided use of an ICT Careers based Programme.
2. To encouraging and supporting career exploration and research through both enrichment and curriculum-based classroom/group work activities, one-to-one guidance interviews, interactive careers media and online tools, access to a comprehensive careers information library and resources, working with employers, visiting speakers and work related activities delivered by representatives from industry.
3. To provide work related learning and increased exposure to a range of life-long learning and career opportunities in order to enable students to make effective decisions about their future;
4. To develop skills and professional ethics to meet the demands of a changing work environment;
5. To embed all of the above, increasing students' confidence, resilience and skills in managing their career journey, including any transition points from secondary education to further/higher education and entry to work or apprenticeships.

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## *Roles and Responsibilities*

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**Headteacher:** It is the role of the Headteacher to ensure that this policy is implemented and that adequate provision is made within the school budget for the provision of CEIAG.

**SLT lead for CEIAG:** The school has appointed Miss Rullo as the member of the senior leadership team that will lead CEIAG. The SLT lead will advise on and oversee the management of CEIAG, and has attended appropriate CEIAG leadership training. She will ensure that correct procedures are followed and that all students, parents or professionals involved have fully understood the school's role and what strategies will be implemented. Miss Rullo 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. She will audit careers provision through Compass and ensure the school works towards the Gatsby Benchmarks.

**Careers & Enrichment Co-ordinator:** The school has a Careers Co-ordinator, Mrs Ashton, whose responsibility it is to co-ordinate CEIAG and work related learning across the school and to facilitate impartial careers guidance interviews for students.

**Careers Personal Advisor:** The school provides access to an appropriately qualified Careers Personal Advisor through brokering the services of Wigan Local Authority. The Personal Advisor will work with individual students as well as groups of students where relevant to ensure smooth transition throughout the key stages, to raise aspirations and to signpost further support services around information, advice and guidance where appropriate. The LA Careers Advisor is available in school one day per week and attends school parents' evenings.

**All teachers:** Every tutor and teacher may, as part of learning time, deliver CEIAG. There is also an expectation that CEIAG is woven through all curriculum areas. Many aspects will also be delivered in RS, form time and school Enrichment days. Hence all teachers and tutors are responsible for signposting students to where they can get further information, advice and guidance.

**Governor with responsibility for CEIAG:** The school has appointed a lead governor, Mr Rob Jepson, for CEIAG who is responsible for familiarising the school's governing body with the CEIAG policy and ensuring that school staff follows statutory guidelines. They would also be expected to work to ensure sufficient time and resources are allocated to CEIAG to fulfil the policy and ensure that value for money is being achieved.

**Consultation:** Reviews involving all stakeholders will be held annually. Sooner if circumstances change.

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## *Provision*

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Lowton Church of England High School is committed to providing an effective careers education programme that prepares students for the next steps in their education, training or employment. The school is committed to ensuring that students gain stimulating and inspiring information about a wide range of career pathways directly from employers. All aspects of provision actively avoid stereotyping and each year the curriculum is developing to ensure students are inspired to aim high and enter the full range of professions and careers.

**Equalities:** Lowton Church of England High School consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes. We ensure that disadvantaged students and those with Special Educational Needs and Disabilities have early careers interviews to ensure sufficient planning and transition for their next step, to maximise post 16 take-up and prevent drop-out.

**Careers Education:** Careers education is embedded in the curriculum within tutor time, and in enrichment activities, such as Year 8, 9 and 10 Careers Day. This is also achieved through engagement in STEM activities and other education schemes and through employer and careers fairs. All curriculum areas provide careers information and education and industry-related knowledge, and helps students think about the skills that can be applied in different jobs. A regular audit of provision tracks coverage of CEIAG across the curriculum and helps to deploy resources to areas of need.

**Careers information:** Lowton Church of England High School is committed to ensuring students gain sufficient information to consider a wide breadth of career possibilities and support decision making. The school provides comprehensive careers information and education and access to careers software and websites. There is a dedicated and fully resourced careers library, as well as online packages and careers websites. Resources available are differentiated to suit individuals and groups according to their needs and requirements. All Post 16, and 14+ providers are actively encouraged to attend careers events including UTC representatives to ensure a fair coverage of all available routes and qualifications.

**Work-Related Learning:** Lowton Church of England High School is committed to ensuring that vocational training and apprenticeships are promoted effectively through all aspects of CEIAG provision. The school is committed to providing work related learning opportunities to provide students with first-hand knowledge of the world of work. A range of opportunities are provided that expose students to real work situations and enable them to develop a wide range of skills, sector-based knowledge and attitudes required in the labour market. These include Enrichment Days, Careers Marketplace, UCAS training, STEM activities, College and University taster days, assemblies and careers lessons.

**Monitoring, reviewing and evaluation:** Self-evaluation of careers provision is produced annually. Progress towards The Gatsby Benchmarks will be through Compass evaluation and including Areas for Development in the school SEF\SIP for that academic year.

This includes:-

- Monitoring and evaluation of destinations data used to identify improvements needed in CEIAG provision, as well as student attainment and progression into Further, Higher Education, Training and Employment;
- The budget provided for both careers and work experience is audited and monitored each financial year according to the CEIAG improvements as noted in the School Development Plan;
- The number, quality and impact of careers interviews is analysed through data, destinations data, observations and evaluating action plans;
- Feedback is sought using feedback forms, online questionnaires, evaluation forms and email. Careers provision and guidance is evaluated based on feedback from students, parents and teachers, and tweaked accordingly.