



New Mills School

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

Revision	Authorised by	Date	Adopted by	Date
Draft	D McGloin	May 2015	FGB Min No.13b	16/07/2015
Review	E Davies	December 2020	FGB Min No. 7	15/12/2020

Revision	Date	Description of Changes
Draft	May 2015	New Policy issue
Review	December 2020	Rewritten Policy

Signed:F Wicks.....
Chair of Governors

Date:15/12/2020.....

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

Rationale for CEIAG

The rationale for CEIAG is enshrined in the school's stated aims, that being "to ensure that students of all abilities and backgrounds have high aspirations and achieve their potential". The CEIAG policy sets out how the School intends to provide a comprehensive CEIAG programme which will equip students with the ability to assess their current strengths, consider areas for development, research current and future opportunities and acquire the employability skills valued by future employers. The strategy that we have adopted is designed to meet the Gatsby Charitable Foundation's Benchmarks and conforms to statutory requirements. Following this guidance will ensure that we are inspiring all pupils to consider all future possibilities, to aim high, to take advantage of opportunities both inside and outside school and to become informed about education, training and career options.

AIMS

The aims of the CEIAG programme at New Mills School are to:

Make students more respectful by;

- Fostering in each student a positive attitude towards acquiring those skills relevant to adult life and to develop in each student self-confidence, self-reliance and a sense of personal worth.

Make students more resourceful by;

- developing personal and employability skills necessary for success in adult and working life
- enabling students to use effectively the resources available to them so they can make and implement informed and appropriate decisions throughout their school journey which are suitable and ambitious for them

Make students more resilient by;

- ensuring they experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- supporting each student to reach personalised goals that will enable them to manage change and transition and to leave school for a positive destination and to pursue the career of their choice.

Make students more reflective by;

- Providing information, advice and guidance on the wide variety of education, training and career opportunities available both locally, nationally and internationally.

Make our students more responsible by;

- Developing the knowledge, skills and values that will support their future ambitions, economic well-being and financial capability.

Careers Entitlement

Year 7 & 8 students

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves
- Students are introduced to careers resources and informed how to use them (inc. careers software and websites available in school & the careers library)
- Students have optional access to independent and impartial advice via drop-in sessions
- Students have access to motivational speakers / employers / alumni through presentations / assemblies and tutorials.
- Students have the opportunity to visit a local University and the Skills Show Northwest and will be invited to the bi-annual careers fair.
- Students should have the opportunity to participate in extracurricular clubs and enrichment activities that develop an understanding of the pathways available through the study of different subjects.
- Students are introduced to the world of work and how it is constantly changing through the tutorial programme
- Students are introduced to local labour market information and understand its relevance to the decisions they make at key transition points.
- Students will experience curriculum-based careers learning opportunities (this may include employer encounters and workplace visits).

Year 9 students

- Students are further encouraged to identify personal traits, strengths and skills and to develop confidence and have high expectations of themselves to that they make informed and appropriate post 14 decisions.
- Students are enabled to access careers resources (inc. careers software and websites available in school & the careers library) and to use them proficiently.
- Students have access to independent and impartial advice via group activities with the Independent Careers Advisor. Students also have optional access to personalised advice through drop-in sessions.
- Students have access to motivational speakers / employers / alumni through presentations / assemblies and tutorials.
- Students have the opportunity to attend Options Evening and the bi-annual Careers fair.
- Students will participate in Futures day, which is designed to encourage them to link GCSE options to bespoke careers pathways and future plans

- Students continue to learn about the world of work and will investigate different jobs and careers and what they mean in terms of lifestyle and economic and emotional wellbeing through the tutorial programme.
- Students will experience curriculum-based careers learning opportunities (this may include employer encounters and workplace visits).

Year 10 students are entitled to...

- Students will agree personal action plans with their tutors and the careers advisor and will be supported in identifying specific actions required in order to achieve those goals.
- Students are enabled to access careers resources (inc. careers software and websites available in school & the careers library) and will be encouraged to use them to find out more specific courses / careers
- Students have access to independent and impartial advice with a one-to-one meeting with the Independent Careers Advisor.
- Students have access to motivational speakers / employers / alumni through presentations / assemblies and tutorials.
- Students have the opportunity to visit a local University and two local colleges during Futures Week and the bi-annual careers fair.
- Students will learn about job application processes and interview techniques and will participate in mock interviews with local employers to give students more in-depth careers knowledge and advice.
- Students will be supported in preparing a CV which will be critiqued by local employers.
- Students will complete a one-week work experience placement.
- Students will experience curriculum-based careers learning opportunities (this may include employer encounters and workplace visits).
- Students continue to participate in CEG based learning through the tutorial programme. This will include exploring post-16 and career pathways, understanding the relevance of labour market information and developing their financial literacy.

Year 11 students are entitled to...

- Students will agree personal action plans with their tutors and the careers advisor and will be encouraged to consider all their options including further study and apprenticeships..
- Students are enabled to access careers resources (inc. careers software and websites available in school & the careers library) and to use them proficiently.
- Students should use interviews with the Independent Careers Advisor to help understand different career pathways and entry requirements and will be encouraged to make contingency plans should results be better / worse than expected and set personal targets for development. The Careers Advisor can provide individual support to further develop CVs and cover letters.
- Students have access to motivational speakers / employers / alumni through presentations / assemblies and tutorials.
- Students have the opportunity to visit the bi-annual careers fair.
- Students will attend assemblies delivered by a range of local colleges to understand their offer
- Students will attend an NCS assembly
- Students will experience curriculum-based careers learning opportunities (this may include employer encounters and workplace visits).
- Students continue to participate in CEG based learning through the tutorial programme. This will be encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers. Students are kept up to date with post-16 deadlines

Students with Special Educational Needs or Disabilities (SEND) are entitled to:

- Follow the same programme of careers as their peers, with adaptation and support from the SEND team where appropriate
- Additional support during the year 9 options process and the Post-16 transition process (the SEND team will be available to meet with parents/carers to discuss options suitability, where individual need is likely to have an impact on choices made)
- Additional support during work experience placements (working in conjunction with the Careers Lead, the SENDCO will ensure that providers are aware of individual needs, in order to promote a positive experience).

Students in receipt of Pupil Premium funding are entitled to:

- Personalised support and additional support from the Independent Careers Advisor in Year 10 and 11.

Parents are entitled to:

- Access to links to the National Careers Service information and other independent websites and resources via the school website.
- Contact and meet with the independent careers advisor and careers lead
- Attend careers guidance meetings with their son / daughter
- Access careers related information and guidance through parent information evenings, the website and careers education materials produced by the school.

Roles and responsibilities

Careers team

Emma Adrio: Head of School with responsibility for Student Development

Emma Davies: Student Development and Outcomes Lead / Careers Lead

Felicity Wicks: Link Governor

Phil Nelson: Independent Careers Advisor

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area.

Equality and Diversity

Careers education is provided to all students and provision is made for all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated

Monitoring, Review and Evaluation

The Assistant Headteacher responsible for Student Development along with the Student Development and Outcomes Lead is responsible for ensuring the CEIAG programme is reviewed and evaluated in line with school monitoring processes and this will help inform planning and future provision. Evaluations will include feedback from students, staff, stakeholders (visiting colleges, agencies) and parents. The process of review and evaluation incorporates the following:

	Focus	Methods	Occurrence

1	Student Needs	<ul style="list-style-type: none"> - Whole school pupil voice - Work scrutiny of materials completed during Personal Review Fortnight (i.e. Personal Development Logs, Leadership Ladders and Report reviews) and PD books - Pupil voice review of 1-2-1 IAG meetings - Tracking IAG discussions against Personal Action Plans and confirmed destination data - Tutorial / PD learning walks and lesson observations 	<p>Bi-annual</p> <p>Thrice annually (Christmas, Easter & Summer)</p> <p>Ongoing weekly</p> <p>Half-termly</p>
2	Parent Needs	<ul style="list-style-type: none"> - Parent voice on 1-2-1 IAG meetings - IAG featured as part of whole-school parent voice activities 	Ongoing weekly
3	Staff needs	<ul style="list-style-type: none"> - Staff voice to review and amend tutorial programme materials - Staff survey to measure CEG integration into the curriculum and to identify training gaps - Annual audit to curricular linked CEG provision 	<p>Annually</p> <p>Annually</p> <p>Annually</p>
4	Business Engagement	<ul style="list-style-type: none"> - End of year survey to understand how we can improve our relationships with local businesses - Feedback activities following any CEG activity / event 	<p>Annually</p> <p>As needed</p>
5	Overall Careers Programme	<ul style="list-style-type: none"> - Destination Data (analysis of data to monitor the number of students who progress into training, education and work in relation to labour market trends) - SEF completion - NEET statistics 	Annually

Strategy review date:

School Careers Lead: Emma Maslen
 Email: Edavies@newmillschool.co.uk
 Telephone number: 01663 743 284

Appendix 1: The Gatsby Benchmark descriptors

Benchmark	Description
1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Appendix 2: Delivery Map

Our careers strategy evolves across year 7-11 to ensure delivery in appropriate to need;

- Y7 and 8 focuses on exploring interests, motivations and developing a broad understanding of the world of work
- Y9 focuses on building aspirations and exploring career opportunities
- Y10 focuses on self-presentation / what employers want
- Y11 focuses on making plans and applications for post-16 learning

	Year 7	Year 8	Year 9	Year 10	Y11
Tutorial programme	<ul style="list-style-type: none"> - 5Rs - CEG and flight paths - Academic resilience - Social action project 	<ul style="list-style-type: none"> - Enterprise - Financial literacy - Equality and diversity - Academic resilience - Online safety 	<ul style="list-style-type: none"> - CEG - Equality and diversity - Academic resilience 	<ul style="list-style-type: none"> - Work experience preparation - Financial literacy - Mental wellbeing 	<ul style="list-style-type: none"> - CEG
	Access to motivational speakers / employers / alumni through presentations / assemblies and tutorials.				
Events	Trip to a local University	Trip to Skills Show Northwest	<ul style="list-style-type: none"> - Options Evening - Options Taster Day - Futures Day 	Work experience week Futures Week (to include a visit to a local University and local colleges, mock interviews & CV writing workshops)	Local College assemblies NCS assembly Signposting to external careers talks, fairs, open days, employer taster days.
	Student Development review weeks				
	National Careers Week / National apprenticeship week recognition				
	Bi-annual careers fair				
Independent Advice and Guidance	Access to independent and impartial advice via drop-in sessions		Group meetings with the careers adviser	Individual IAG meetings <ul style="list-style-type: none"> - A minimum of two meetings across KS4 - Parents invited to attend 	

		Access to independent and impartial advice via drop-in sessions			
Curriculum based careers learning	Curriculum-based careers learning opportunities (this may include employer encounters, workplace visits, industry competitions and inspirational talks).				
Other	Introduction to the careers library			Discover Us programme	
	Access to the careers library / online career tools and are shown how to use them effectively (inc. careers software and websites available in school & the careers library)				

Appendix 3: Work experience provision

- The aim of work experience is to provide an opportunity for all students to learn in the work place; an experience that cannot be replicated in school.
- All students are expected to complete a week long work experience placement in year 10.
- The overall organisation of work experience is undertaken by the Student Development and Outcomes Lead (the Careers Lead for the school) with suitable admin support.
- The students are expected to arrange their own work experience placement.
- Parents are informed and communicated with throughout the process and a work experience agreement form is required to be signed before the students commence their placements.
- Derbyshire County Council is responsible for carrying out the checks to make sure the placement meets expected health and safety requirements and also to ensure that the placement is covered by Employers Liability Insurance. If Derbyshire County Council are unable to approve the placement due to a health and safety issue or a lack of insurance, the school will be unable to approve the placement for the student.

Appendix 4: Access Policy Statement

Careers Guidance and Access for Education and Training Providers.

Introduction:

This 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.

Pupil Entitlement:

At New Mills School, we are committed to providing impartial careers advice for all students as part of a strategically planned curriculum and enrichment provision. This includes information and education about the full range of learning and training pathways on offer to them in our changing world.

All pupils 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 - through options events, assemblies and group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses

Management of provider access requests

In the first instance, requests by providers should be sent to the School's Careers Lead, Emma Davies (Student Development and Outcomes Lead)

Email: Edavies@newmillsschool.co.uk with a minimum of 4 weeks' lead time.

Opportunity for access

All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits to the School, interruption to preparation for examinations or rooming and space availability to host the activity. The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available technical equipment to support provider presentations. This will need to be discussed and agreed in advance of the visit with the Careers Leader or a member of the Student Development Team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature in the Careers Library, which is managed by the school librarian. The library is available to all students at lunch and break times.