

Weatherhead High School

A high performing academy providing excellence for all

CEIAG Policy

Careers Education, Information, Advice and Guidance

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Careers Education, Information, Advice and Guidance (CEIAG), WORK RELATED LEARNING AND ENTERPRISE POLICY

Introduction

Weatherhead High School is committed to raising aspirations, challenging stereotypes and instilling world-beating ambition within our students. CEIAG at Weatherhead incorporates Work Related Learning and Enterprise activities, and aims to encourage students to make the most of the opportunities available and steer students towards making informed choices about their future.

Aims

- To provide independent and impartial careers guidance to Years 7-13.
- To provide students with access to a qualified Level 6 careers professional based fulltime in school.
- To ensure students gain an understanding of the world of work.
- To provide students with the 'softer' skills recognised by employers.
- To provide a supportive environment to enhance the well-being of students.
- To make students aware of the range of opportunities available to them linking to local labour market information and growth sectors.
- To ensure that students are equipped with the skills needed to thrive in the wider community.
- To ensure that students progress into a positive destination once they leave Weatherhead.
- To ensure that CEIAG is an integral part of the whole school curriculum and embedded throughout subject areas.
- To work with external organisations to ensure regular employment engagement.
- To utilise The Enterprise Advisor Network (Careers and Enterprise Company) and work closely with our Enterprise Coordinator and Enterprise Advisor in terms of strategic planning, delivery and review of provision.
- To provide students with up-to-date career opportunities specifically linked to curriculum areas.
- To provide enterprise opportunities to encourage students to be creative and resilient in the changing global economy.
- To promote equality and challenge stereotypes with regards to future choices.

Broad Aims

In response to **The Gatsby Benchmarks**¹ and the National Quality in Careers Standards for CEIAG, there is a need to highlight the broader aims for students:

¹ The 8 guiding principles of the Gatsby benchmarks include: 1 A stable careers programme, 2 Learning from career and labour market information, 3 Addressing the needs of each pupil, 4 Linking curriculum learning to

- Self-Development – to understand themselves and the influences that affect them.
- Career Exploration – to investigate opportunities in learning and work.
- Career Management – to make and adjust plans to manage change and transition.

Key legislation/Frameworks/Statutory Duty

The statutory duty requires governing bodies to ensure that all students are provided with independent careers guidance from Year 7 to Year 13.

The governing body must ensure that the **(a) independent (b) careers guidance** provided:

- Is presented in an **(c) impartial manner**.
- Includes information on the range of education and training options, including apprenticeships and other vocational pathways.
- The guidance that the person is giving, considers it will promote the best interests of the students to whom it is given.
- **(a) Independent** is defined as external to the school and could include employer visits, mentoring, website and telephone contact. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.
- **(b) Careers Guidance** refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.
- **(c) Impartial** is defined as showing no bias or favouritism towards a particular education, training or employment option.

The following key documentation was consulted in producing this CEIAG Policy:

careers, 5 Encounters with employers and employees, 6 Experiences of workplaces, 7 Encounters with further and higher education, 8 Personal guidance

- Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff, DfE January 2018.
- Careers Strategy: Making the most of everyone's' skills and talents December 2017.
- Good Careers Guidance, The Gatsby Charitable Foundation, 2014.
- The 'Baker Clause' Technical and FE bill amendment, 2017.
- Education Act, DfE, November 2011.
- The CDI's Framework for Careers, Employability and Enterprise Education, January 2016.
- The Careers and Enterprise Company Enterprise Advisor Network to bridge the gap between education and employment.
- Equality and Diversity Act 2010.

Commitment

- To encourage students to be ambitious and aspirational.
- To deliver CEIAG in line with recommendations from 'The 8 Gatsby Benchmarks', and to continuously monitor and review using Compass.
- To make students aware of the range of different learning and training routes available to them, as outlined in the **Baker Clause**².
- Having achieved the Quality in Careers Standard (QiCS) 'Career Connect Quality Award for Excellence in CEIAG', maintain these standards in the delivery of CEIAG, and to work towards renewing this Award when appropriate.
- To work closely with our Enterprise Advisor to ensure that we enhance links between education and business in line with the vision of The Careers and Enterprise Company.
- To ensure that each and every student can access CEIAG.
- To embed careers into the curriculum.
- To provide Work Experience for all Year 10 students and a further experience of work in 6th Form.
- To provide face-to-face Future Choices interviews for all Year 11 students with a Level 6 careers professional.
- To support students during key transition periods.
- To encourage students to ask themselves "Who will I be?" not "What will I be?"

Resources/Examples of delivery methods

- Access to Labour Market Information – displays around school and guidance on growth sectors through 1:1 interviews/assemblies/drop-in sessions.
- Links with local colleges/universities/training providers to monitor destinations.
- Membership of the Liverpool City Region Careers Hub to share best practice.

² The government has agreed to an amendment tabled by Lord Baker and other peers to the Technical and Further Education Bill mandating schools and academies to allow a range of education and training providers access to pupils aged between 13 and 18 to promote technical education qualifications or apprenticeships.

- Links with a wide variety of employers.
- Access to Enterprise Advisor and Enterprise Coordinator.
- Face-to-face advice and guidance through 1:1 interviews at KS4/KS5.
- Enterprise opportunities.
- Business mentoring.
- Vocational learning opportunities.
- Careers drop-in sessions.
- A room dedicated to housing CEIAG resources and conducting Future Choices interviews.
- Access to digital technologies.
- Careers events within school.
- Use of career web tools including Start and Unifrog to encourage independent career planning and to log career interactions.
- Work Experience opportunities for students.
- FE/HE visits.
- Specific support for students identified as having SEND or being a CLA.

Management/Key Personnel

- CEIAG provision is managed by the Assistant Headteacher for Achievement and Aspiration.
- CEIAG is delivered by the Careers Manager, (qualified to Level 6 in Guidance and Development), who is based in school fulltime and is responsible for day-to-day implementation and running of CEIAG across the school.
- Work Experience is coordinated by the Work Experience Coordinator, who is responsible for work experience placements.
- Enterprise Advisor and Enterprise Coordinator, support strategic planning of the delivery of CEIAG as part of The Careers and Enterprise Company Enterprise Advisor Network.
- SLT and Governors support the overall ethos of CEIAG across the whole school.

Review

- To evaluate the quality of CEIAG provision regularly and amend accordingly to ensure utmost effectiveness.
- To actively seek students' and parents' opinions on provision to help with evaluation.
- To use the recommendations in the Compass Evaluations and Action Plans to inform the future development strategy of CEIAG at Weatherhead.