



## **Governing Body of Walney School**

# Careers education, information, advice and guidance (CEIAG) policy

Statement as to where and to whom this policy is available

<b>School Staff Responsible for Maintaining this Policy:</b>	<b>Mrs A Redshaw</b>
<b>Governing Body Committee Responsible for Approving this Policy:</b>	<b>Full Governing Body</b>

<b>Date Approved:</b>	<b>June 2019</b>
<b>Review Cycle Length:</b>	<b>2 years</b>
<b>Next due for Review:</b>	<b>June 2021</b>

**Signed (Chair of Committee):** \_\_\_\_\_

## **Aims**

Walney School aims to help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next.

At Walney School we recognise that careers education is an essential part of our provision for all students. Our careers education and guidance programme supports students to make real world connections between their studies and their future.

We aim to provide a robust programme which raises aspirations, challenges stereotypical thinking and develops lifelong learning skills in our students, so that they have the personal resources and critical understanding of the world that will give them the best chance to become the successful workers, leaders, entrepreneurs and citizens of the future. Walney School works collaboratively with internal and external partners in an effort to provide the best possible careers programme for our students.

We are passionate about inspiring our students to be the best that they can be and to reach for the stars in their future career choice. We aim to ensure that 100% of our students enter sustained employment, education or training and that this is at the most appropriate level for each individual.

## **Statutory Duties**

- In line with Section 42A of the Education Act 1997 Walney School will ensure that all of our students are provided with independent careers guidance from Y8 to Y11.
- Walney School will ensure that the independent careers guidance provided:
  - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
  - includes information on the range of education or training options, including apprenticeships and technical education routes;
  - is guidance that the person giving it considers will promote the best interests of the students to whom it is given
- In line with Section 42B of the Technical and Further Education Act 2017 Walney School will ensure that there is an opportunity for a range of education and training providers to access all students in Y8 to Y11 for the purpose of informing them about approved technical and educational qualifications or apprenticeships.
- Walney School will prepare a policy statement setting out the circumstances in which education and training providers will be given access to students, and ensure that this is followed. The policy statement will be published and will include:
  - Any procedural requirement in relation to requests for access;
  - Grounds for granting and refusing requests for access;
  - Details of premises or facilities to be provided to a person who is given access
- Walney School may revise the policy statement from time to time, and republish the revised statement in a timely manner.

## **Commitment**

Walney School is committed to providing all students in Y7-11 with a programme of careers and enterprise related activities, which are differentiated to suit the needs of each individual learner. The details of these will be published on the school website and can be viewed by students, parents and carers as well as employers, partners and education/careers providers.

Our careers programme is guided by best practice set out in the Gatsby Benchmarks (see Appendix A), and in line with government expectations as set out in the statutory guidance of January 2018 (Careers guidance and access for education and training providers, DfE) Walney School aims to meet the Gatsby Benchmarks by the end of 2020. We

use the COMPASS tool to track our progress in the Gatsby Benchmarks and to measure ourselves against schools nationally.

Walney School is fully committed to achieving the Quality in Careers Standard, and we are currently working with Inspiring IAG to ensure that we are delivering the best possible careers guidance. In Spring 2019 we passed phase 1 of this award and are now working towards phase 2. We hope to achieve full accreditation by July 2019

### **Employability Skills**

Every year at Walney School our students record their progress in the following employability skills, which were identified in discussions with our partners in employment, education and training:

- Teamworking
- Communication
- Customer/client service and commercial business awareness
- Organisation, planning and time management
- Problem-solving
- Self-awareness
- Entrepreneurial skills

Students who have gathered sufficient evidence throughout the year in their Employability Passport are awarded certificates.

### **Careers Programme**

The aim of our Careers Programme is to raise the aspirations of our learners and to support them in making realistic decisions for post 16.

A detailed outline of our Careers Programme can be found on the careers section of the school website.

Our careers and enterprise programme is delivered through a combination of methods, which includes at least one module of careers and leadership every year during Personal Development lessons (one 50 minute session per week).

The programme is also supported through assemblies, presentations, employer visits, workshops, extra-curricular activities, STEM workshops, 1:1 impartial and independent guidance, mock interviews with employers, and through the development of Employability Passports.

Walney School hosts events such as Futures Friday, a careers fair and STEM days. We also give students opportunities to attend events such as the National Apprenticeships Fair, college and university taster days and residentials, and promote opportunities such as NHS days, Skillsfest, etc.

In addition, all subjects are expected to draw links between their lessons and future careers choices.

To enable our careers leaders, Heads of Year and tutors to track student progress and employer engagement from Y7-11 Walney School has a database to record each student's achievements, meaningful employer encounters, career aspirations and potential pathways. This enables us to monitor and track the learner journey, helping to plan and prepare targeted meaningful encounters for individual students.

Throughout their career learning journey Walney School also makes use of Unifrog. This online platform enables students to explore and research potential career pathways, courses, qualifications, subject information and also gives up to date labour market information.

All students have at least two meetings with a trained impartial Careers Adviser (either from Inspira or with an external consultant, both of whom the school has Service Level Agreements with, or with an internal member of staff who is undertaking L6 training). Where students have an EHCP, have particular needs, have been identified as being at risk of being NEET, or have other vulnerabilities which require special support, additional meetings and support is given, tailored to the individual. This may include accompanied visits to colleges for example, coaching for interviews, support in completing application forms, etc.

Advise and guidance is available to all students in KS3 and KS4 via the Careers Leaders in school, who will make appointments as appropriate with either internal or external advisers (L4 trained and L6 trained available)

## **Objectives**

Through the Careers Programme we aspire to achieve the following objectives:

- To ensure that students develop the skills and attitudes necessary for success in adult and working life
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+
- To equip students with the necessary decision-making skills to manage transitions at 14+, 16+ and 18+
- To develop in students an awareness of the wide variety of education, training and careers opportunities locally, nationally and internationally
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their learning journey
- To foster links between the school, local businesses, further/higher education and training establishments
- To ensure there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships (in line with the Baker Clause, 2<sup>nd</sup> January 2018)
- To enable students to experience the world of work and develop transferable skills, for example; independence, resilience, personal learning and thinking skills
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training
- To maintain a culture of high aspirations
- To promote equality of opportunity, embrace diversity, challenge stereotypes and ensure any extra assistance and guidance is available to any students who may need it, such as those with SEND, disadvantaged and/or vulnerable students.

## **Learning outcomes**

Students should be able to:

- Realistically and accurately assess their achievements, qualities and skills
- Present this information as appropriate
- Use this information for personal development
- Set career and learning targets.
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work
- Recognise the value and impact their activities at school can have on their future
- Make decisions about their future using all available resources in a timely manner

## **Implementation**

The school guarantees impartial and independent advice via:

- Access to an independent Careers Adviser (either through Inspira or an external consultant, both of whom the school has Service Level Agreements with). Appointments can be made via the Careers Leaders from referrals by students themselves, parents, tutors, Head of Year, and the Pupil Premium Champion. Advice and guidance given to students will:
  - Be presented in an impartial manner
  - Feature information on the range of education or training options, including apprenticeships and other vocational pathways
  - Promote the best interests of the students to whom it is given
- Access for all students and staff to Unifrog website and other appropriate sources of guidance
- Promotion of the National Careers Service Website and Helpline
- Promotion of independent websites relevant to all career needs, from choosing a university or apprenticeship to pursuing a career

- Access to relevant external speakers offering independent sources of information, including local and national employers, representatives from professional bodies and organisations including, representatives of higher education establishments, and former students. Local providers are invited to assemblies, to our careers fair, to Futures Friday events and to other events run by the school throughout KS3 and KS4. If the provider cannot attend, they are invited to deliver information in the form of leaflets. There is a Provider Access Policy published on the school website. Requests for access are directed to the Careers Leaders and appropriate times agreed, where all students will be able to access the provider. In most cases this will be a whole year group assembly.
- Access to the careers library located in the New Build, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Leaders. College and university prospectuses are current and visual displays on the notice boards are kept current. The careers library can be accessed by students before school, during break and lunchtimes and after school.
- The TV display in the entrance hall is used to promote up-to-date information to all students about open evenings, apprenticeship opportunities and careers related events. These slides are also sent to tutors to promote during form time.
- Weekly access to mentors from the Cumbria Collaborative Outreach Programme (CCOP)

There are two senior leaders with responsibility for Careers and Enterprise education: Mrs Allison Redshaw, deputy headteacher and Careers Leader (due to complete L6 training in September 2019) and Mrs Kelly Maden, assistant headteacher and Careers Coordinator (due to complete L6 diploma in February 2020).

All staff have a part to play in the implementation of this policy through their role as teachers and tutors and as subject specialists, or as teaching assistants and support staff.

### **Monitoring, Review and Evaluation**

Our careers education is monitored on a regular basis, via SLT meetings and meetings with our Enterprise Adviser. This allows us to monitor and evaluate the current provision across the school.

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of student responses to provision. This policy will be reviewed annually as part of the whole-school self-assessment process, informing the COMPASS SEF, and will be reviewed by the Governing Body.

Parents will be invited to give feedback on aspects of the Careers Programme on an annual basis.

Student voice activities are conducted with students from various year groups following events and on the whole careers programme at least once a year.

Evaluation of our careers education provision is currently being undertaken by external consultants from Inspira, as part of the Inspiring IAG award.

### **Recording, Assessment and Reporting**

Students' progress is monitored through their Employability Passports. The work is individual and personal to the student and is a log of activities completed and employability skills gained. These skills are not graded.

We record all careers and enterprise activities on Gridmaker and through Tracker.

A report on the Careers programme is presented to the governors annually.

### **Partnerships**

The Careers Programme at Walney School is greatly enhanced through links with several partners, which ensures that our programme is up-to-date and relevant. We strive constantly to expand and improve links with employers, providers and other local groups connected to careers.

- Walney School participates in the Careers and Enterprise Company's Enterprise Adviser Network and we have strong links with our Enterprise Adviser, Mr Godfrey Owen, CEO of Brathay Trust

- Walney School is proud to be an active member of the Cumbria Careers Hub (Furness), which is part of the Cumbria Local Enterprise Partnership
- Walney School works closely with the Cumbria Collaborative Outreach Programme (CCOP), which funds numerous activities to support disadvantaged students in Y9-11, including: Brightside mentoring for Y10 boys, mentoring of Y10 girls, Unifrog, CEIAG award and diplomas, 1:1 guidance interviews, university workshops on finance and how to apply, visits to colleges and universities, revision programmes with MADE, Futures workshops, etc.
- Walney School is proud to work closely with FESP (Furness Education and Skills Partnership) who deliver the Building My Skills programme to our students in Y10 and Y11.

The list of employers or training providers that we work with is constantly growing, and currently includes: BAE Systems, Siemens, NHS, Cumbria County Council, Gen2, Taylor Made Training,

In addition, we work with the following education providers: Furness College, Barrow Sixth Form College, Kendal College, Newton Rigg, Lancaster and Morecambe College, University of Cumbria, University of Lancaster.

Parental involvement is encouraged at all stages. Walney School recognises that parents and carers remain the biggest influence on a young person's career choices and as such we offer parents help and guidance at critical stages in the students' time with us, for example in Y9 with KS4 options decisions.

Parents have the opportunity to speak to the Careers Leaders by phone, by appointment or at any parent consultation events. We also have a dedicated section for parents on our school website about careers.

The school also provides signposting to parents and students to the National Careers Service, through the Employability Passport and through business cards issued to all students.

### **Links with the Governing Body**

The Careers Policy is approved by the Governing Body, and it is regularly informed about the progress of the careers programme via visits to the school and reports/presentations delivered by the Careers Leaders. The link governor is Cindy Kendall.

### **Resources**

Funding is allocated in the annual budget planning. This is planned around the level of funding related to whole school priorities and particular needs in the CEIAG area. The Careers Leaders are responsible for the effective deployment and monitoring of resources.

### **Staff Development**

Staff training needs are identified and make use of the Training Needs Analysis for CEIAG. The CPD at Walney School makes every effort to meet training needs within an agreed period of time.

Key staff also attend local career meetings, such as Furness Career Hub and CCOP meetings, to share good practice with other local secondary schools and career providers.

The annual CEIAG improvement plan is connected to the School Improvement Plan and takes account of the Careers and Enterprise Company's Careers and Enterprise Strategic Plan. It is reviewed termly by the Careers Leaders and annually by the Senior Leadership Team. The Quality in Careers Standard Award also helps to identify desirable improvements.

### **Careers Entitlement Statement (see Appendix B)**

Every student at Walney School is entitled to a thorough, personalised and aspirational programme of careers events throughout their time at the school. They are given support to whichever route they choose at the end of KS4. Our Entitlement Statement is published on the school website careers area.

Parents and carers will be provided with a copy of the Careers Entitlement Statement at the beginning of Y7. The statement will be shared with all students during assemblies on Careers at the beginning of each year.

## Appendix A

### The Gatsby Benchmarks

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from the career and labour market information</b>	Every student, 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.	<ul style="list-style-type: none"> <li>• By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions</li> <li>• All students should have access to these records to support their career development</li> <li>• Schools should collect and maintain accurate data for each student on their education, training or employment destinations.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> <li>• By the age of 14, every student 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.</li> </ul>
<b>5. Encounters with employers</b>	Every student 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	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, students should participate in at least one 'meaningful encounter' with an employer.</li> </ul>

<b>and employees</b>	enrichment activities including visiting speakers, mentoring and enterprise schemes.	<p><i>(A meaningful encounter is one in which the student has the opportunity to learn about what work is like or what it takes to be successful in the workplace)</i></p> <ul style="list-style-type: none"> <li>• By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>6. Experiences of workplaces</b>	Every student 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.	<ul style="list-style-type: none"> <li>• By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	All students 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.	<ul style="list-style-type: none"> <li>• By the age of 16, every student 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 students.</li> <li>• By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</li> </ul> <p><i>(A meaningful encounter is one in which the student has an opportunity to explore what it is like to learn in that environment)</i></p>
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career 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.	<ul style="list-style-type: none"> <li>• Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>

Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation



### **Careers Entitlement Statement**

All students are entitled to independent and impartial external careers guidance, and we will provide many opportunities to develop students' aspirations. Students need to reflect and evaluate their goals and use information obtained to help make decisions about career pathways. Lessons in Personal Development, activities in tutor time, Futures Fridays, visits to universities and colleges, visiting speakers, etc. will support the entitlement statements below.

#### **It is your future so you have a responsibility to:**

- Make the most of the opportunities offered to you
- Research your options
- Attend 1:1 careers meetings with our Careers Adviser
- Be realistic when looking at post-16 opportunities
- Work hard in order to reach your full potential.

#### **In school it is our responsibility to:**

- Give you the opportunity to access independent and impartial careers guidance
- Give you the opportunity to meet with different industries and employers, education and training providers
- Give you the opportunity to learn about the world of work
- Respect your confidentiality

#### **In Key Stage 3 our aim is to support you to:**

- Develop confidence in yourself and your abilities
- Think about what your strengths are and what skills will help you achieve your goals
- Think about what aspirations you have and what you would like to achieve when you leave school
- Give you the opportunity to meet with different industries and employers, education and training providers and to talk to them about their career journeys
- Make informed choices in Y9 about your options

#### **In Key Stage 4 our aim is to support you to:**

- Access information regarding different college courses and understand post-16 options
- Access 1:1 independent and impartial careers guidance
- Use different resources to provide relevant and helpful information, including up-to-date labour market information
- Identify the skills and qualifications you need to achieve your desired goals
- Set realistic future goals

#### **Parents and carers entitlement:**

Parents and carers can access careers support for their child in a variety of ways, including:

- Careers information on the school website
- Contact the Careers Leader or Careers Coordinator by phone, email or appointment via the school's reception.

**Careers Leader: Mrs Allison Redshaw (Deputy Headteacher)**

**Careers Coordinator: Mrs Kelly Maden (Assistant Headteacher)**