



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

## 1. Introduction / Rationale

Schools have a statutory duty to provide access to independent and impartial careers education for students in Years 8-13 (“careers guidance and inspiration in schools” DfE 2015). Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress.

Uxbridge High School has high expectations for their students and will make every effort to help them make well informed and realistic decisions, which will enable them to reach their full potential in the future. We will achieve this by providing access to impartial and independent information and guidance about the range of education and training options that are most likely to help the young people achieve their ambitions.

Careers education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, carefully considered choices and plans that enable them to progress smoothly into further learning and work, and to help them manage their careers and sustain employability throughout their lives.

Careers education, combined with effective information, advice and guidance, is critical to young people’s educational career in:

- avoiding disengagement during key stage 3;
- choosing KS4 options;
- helping to avoid underachievement or disengagement during key stage 4;
- choosing appropriate post-16 and post-18 destinations.

Careers education also draws on and contributes to the whole school curricular development of students’ employability skills which are listed below:

- self-management;
- team working;
- business and customer awareness;
- problem solving;
- communication and literacy;
- application of numeracy;
- application of information technology.

## 2. Purpose

This policy sets out the nature and aims of careers education at Uxbridge High School. The aims of good quality, impartial careers education may be summarised as follows and are based around the principles of developing employability skills taking into consideration of the CDI (Career Development Institute) framework and the “Gatsby Benchmarks”

CDI:

- **Self-development** - through careers, employability and enterprise education;



- **Careers exploration** - learning about careers and the world of work;
- **Career management** - learning how to develop career management and employability skills (to include managing changes and transitions).

Gatsby Benchmarks:

- A stable careers programme
  - Learning from career and labour market information
  - Addressing the needs of each student
  - Linking curriculum learning to careers
  - Encounters with employers and employees
  - Experiences of workplaces
  - Encounters with further and higher education
  - Personal guidance
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- To be an integral part of the curriculum and to contribute to the ongoing drive to raise aspirations, develop key employability skills and illustrate the relevance of subject studies to later life.
  - To provide comprehensive information and high quality, independent careers guidance (advice) so that students, assisted by their parents / carers, can make informed decisions at key transition points.
  - To actively promote equality of opportunity and to challenge stereotypes.
  - To support the progress of students, including helping them to overcome any overt and hidden barriers to progress that they may encounter.

### 3. Staffing

All staff are integral to CEIAG through their roles as subject teachers. Careers focused sessions are delivered by relevant staff and the school contracts an independent careers advisor (65 days over an academic year) to provide impartial and independent careers advice and guidance. This is available to students from Year 8-13.

This (careers) education is delivered within programmes of personal, social, health and economic education (Citizenship), assemblies, visitors (face to face or virtual) and through the wider curriculum, particularly with aspects of work-related learning at key stage 3 and 4.

Other events such as a careers convention are typically provided on an annual basis. Work experience preparation and evaluation occur in tutor time.

### 4. Management

The head of careers:

- is responsible for the delivery of careers education and the coordination of information advice and guidance for Years 8-13;
- is responsible for the organisation and administration of work experience for Year 12;
- liaises with students, the independent careers adviser, tutors, parents and trustees;
- facilitates the provision of information, advice and guidance making best use of available time and resources;



- identifies and promotes links with local employers and their organisations;
- assists in the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. leadership team, heads of house, house guidance leaders, tutors and parents;
- evaluates events and the contributions of outside agencies to ensure the career education aims are met;
- organises visits to local colleges, work-based education and training providers;
- works with the relevant head of house to identify appropriate opportunities for supplementary local college and work-based education;
- sources and maintains an effective collection of published material, including training provider prospectuses, and computer based resources, to assist students in making informed career choices;
- prepare, deliver and support careers related aspects to contribute to relevant schemes of work at key stages 3 and 4, including the development of skills that employer's value.

The head of sixth form and sixth form guidance leader has the responsibility of supporting students in making decisions concerning higher or further education, or alternative routes such as apprenticeships or employment after Year 13. This support includes talks by outside speakers and attendance at selected, appropriate, special events.

Careers information, advice and guidance is very much a whole school activity – every member of staff, when approached, should respond with appropriate guidance and support and refer them to the careers advisor.

Links with local and national employers and other organisations such as young enterprise will be pursued in order to enhance the careers information, advice and guidance which is available to the students.

## **5. Links outside of school**

The school will work with the local authority, including sharing information. In particular, in accordance with Section 13 of the Education and Skills Act 2008, the school will notify the local authority whenever a 16 or 17-year-old leaves an education or training programme before completion. The school will also collect, maintain and provide accurate data for each student on their destinations for 3 years after they leave school (Year 11).

Links with local and national employers and other organisations such as young enterprise will be pursued in order to enhance the careers information, advice and guidance which is available to the students.

## **6. Quality and evaluation**

The quality of careers education is evaluated and reported to the leadership team and trustees annually and evaluated for effectiveness at least every 3 years. It will be evaluated using systematic feedback from:



- the analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment;
- through surveys of students in the school and also through exit surveys towards the end of Year 11 and Year 13;
- feedback from students who have used the services of the independent careers adviser;
- feedback from employers;
- through surveys from both teachers and parents/carers.

## 7. Overview of our careers programme

The programme includes activities for all students from Years 7 to 13 that are delivered through:

- Assemblies
- Enrichment activities
- Tutor Time
- Citizenship
- Employer encounters
- Workplace experiences
- Careers, Education, Information, Advice and Guidance (CEIAG)

**Key stage 3:** By completing a series of tasks key stage 3 students will be able to explain what work and Work Related Learning means. They will have a better understanding of themselves including personal characteristics, abilities, interests, potential weaknesses and limitations. They will be able to examine how these skills are used in daily life and the links between personal skills and employment. They will also use online programmes to research information about potential career opportunities and use the information to help them make choices on post 14 options. Year 8 will have access to group sessions with the school's impartial careers advisor and Year 7 will complete interview skills and CV writing in citizenship lessons.

**Key stage 4:** By the end of this key stage the full cohort will have enhanced their self-knowledge, career management and other employability skills. Used resources to investigate future choices and explored alternative routes to their future goals. Had access to CEIAG via a 1:1 meeting with the school's impartial careers advisor to help them firm up their choices and think about the implications using up to date labour market information. Chosen and applied for an appropriate opportunity and made a back-up plan in case things go better or worse than expected.

**Key stage 5:** All students by the end of this key stage will have increased knowledge of careers available at ages 18, 21 and thereafter. They would have been supported through the decision making process regarding higher or further education as well as alternative routes such as apprenticeships and employment after Year 13. Would have had the opportunity to take advantage of work experience opportunities. Have access to CEIAG via 1:1 and group sessions with the school's impartial careers advisor and up to date labour market information. Enhanced those personal and employability skills valued by employers such as time management, problem solving, perseverance, communication, team working and awareness of others.