



CEIAG
Careers Education, Information, Advice
& Guidance Policy
Ref C020

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1. Background and Rationale for CEIAG

There has been a statutory duty on schools since the Education Act 2011 to provide independent, impartial careers information and guidance.

The Ofsted report: 'Going in the right direction?' (2013) states that schools should:

- develop and implement a clear strategy for careers guidance
- use destination data on students' progression after leaving school or transferring to Year 12 in their sixth form to monitor the choices made by students at the end of Year 11
- ensure that every school governing body has an employer representative, and that the vocational route, including apprenticeships, is given equal status to the academic route, for example, by fostering greater links with employers so that young people and their parents/carers are exposed to a wider range of career options
- promote the wider range of progression routes available at further education colleges, independent learning providers, and communities and skills providers.

Further guidance in 2014 from the Department of Education sets out clearly the responsibilities now placed on schools to ensure all students have access to CEIAG that encourages all students, including the most vulnerable to develop "high aspirations and consider a broad and ambitious range of careers."

Schools are expected to work in partnerships with; local employers and other education and training providers as well as facilitating access to a range of inspirational role models.

Schools should create a learning environment which allows and encourages students to tackle real life challenges and develop employability and entrepreneurial skills.

Given the government has raised the participation age (RPA) so that all young people are now required to continue in education or training beyond the age of 16 schools must ensure students understand this and are suitably supported to make appropriate choices about the routes they pursue. In addition schools are required to share information with the local authority and use this Destination Measures data to see how successfully their students make the transition to the next stage of education or training.

Chorlton High School is committed to providing quality and impartial careers education, information and guidance ensuring students are able to make informed and aspirational choices about their future routes. At the core of all the careers work is the belief that quality CEIAG has a positive effect on student engagement, attitudes and outcomes; it improves the options students have on leaving Chorlton High School and results in improved life chances for them and their families. In essence our students can continue to be happy, creative and successful well after leaving school.

2. AIMS and Objectives

Chorlton High School is committed to:

- Offering impartial careers education, information, advice and guidance to all students
- Ensuring equality of opportunity for all and challenging stereotypes.
- Building a careers programme that is progressive, relevant and enabling.
- Offering a range of opportunities to develop student's aspirations, self-awareness and participation in the CEIAG programme provided by our 'CHS Guidance Community'
- Developing an understanding of employability skills and what is needed for success in the work place.
- Providing the opportunity for work experience for all students

- Empowering students by ensuring they know how to make good use of the paper-based, on-line and staff resources available so that they can make informed and appropriate choices throughout their school journey
- Supporting students in their self-reflection and critical thinking which they can then use to inform and develop individualised Plan of Action.
- Working in partnerships with parent/carers, FE Trainers and providers, employers and other related services.
- Ensuring all students are suitably prepared for their transition from KS3 to KS4 and KS4 to KS5/Post 16 routes
- Embedding feedback from students and staff throughout the CEIAG delivery in order to inform and improve subsequent delivery of CEIAG.
- Encouraging students to become lifelong learners and remain Happy, Creative and Successful.
- Working with Manchester Connexions service and providing Destinations data
- Supporting students/families that require further input and IAG even after leaving CHS to ensure they do not become NEET.

3. Curriculum:

The school has mapped out the CEIAG provision in line with the recommended CDI - ACEG framework. The ACEG framework is structured around the 17 'big ideas' in careers and work-related learning and these have been embedded in the delivery of CEIAG at CHS building from Year 7 through to Year 11.

The careers programme is differentiated to ensure progression (although there is a clearer focus at key transitional points.) This is achieved by giving each year group a particular focus and drive. CEIAG occurs through the Academic curriculum, Life Skills curriculum and the Enrichment curriculum.

- **Year 7** – Dare to dream – Aspiration and the mapping of skills and abilities.
- **Year 8** – Recognising and developing employability skills / option choices for KS4.
- **Year 9** – Researching career choices and where the subjects being studied can lead. Looking at which skills are missing and need to be acquired. Development of the CHS Qualities of Success (QOS)
- **Year 10** – Researching college courses and the further development / embedding of employability skills through work experience. Developing skills and interests profile; building on the CHS Qualities of Success.
- **Year 11**- Consolidating CHS QOS and Employability skills. Deciding on which route to follow and completing the Application process. Securing the grades required.

Throughout the five year CEIAG programme students will be given the opportunity to participate in a variety of activities including:

- subject specific information from staff and curriculum areas
- group work and individual interviews when choosing options and making decisions about post 16 choices
- information and research activities in the library / ICT suites eg. Using Kudos
- work-related learning (including two weeks work experience)
- action planning and recording achievement (using Future Foundations Booklets in Year 7+8 and Progress Files from Year 9 to Year 11)
- taking part in aspirational career experiences
- participating in careers events in Years 8 and Year 10 + Year 11 and Options evenings
- Listening to presentations from Curriculum staff (Year 8) and Post 16 providers (Year 10 +11)
- taking parts in college visits

- completing one to one CEIAG sessions with the Careers Advisor
- participating in specific Extended Learning Experience (ELE) events that develop student employability, interview or entrepreneurial skills.

4. Timetabling:

The CEIAG programme integrated into the Life Skills sessions and is given additional credence by the use of profile staff within each year group.

- In Years 7-10 all students have an hour lesson each half term and tutor activities weekly. The sessions are delivered by the attached SLT member and Head of Year.
- In Year 11 all students have an hour lesson a week. The sessions are delivered by a set of designated staff.

5. Careers Advisor:

The school has a contract with an independent career guidance service for the provision of a named Careers Advisor to provide a specified number of days of Careers Education, Information, Advice and guidance across the school (currently 86 days in 2014/2015). As part of the agreement the advisor is required to attend the Parents' Evenings of Years 8 to 11. In addition, the advisor supports the transition careers input in Year 8 where students make option choices for KS4 and Year 11 where students look at Post 16 routes; at both these events the advisor is available for parental / student enquiries.

Each student in Year 10 or 11 is given the opportunity to have a minimum of one face to face session. During the session the student will have an individual Action Plan drawn up, a copy of which is added to SIMS and is updated after further meetings.

In addition, any student at CHS can make an appointment to see the advisor through the Library or attend a drop in session after school one evening or a lunch time drop in held once a week.

When deciding on the order of students seeing the careers advisor, risk factors and attainment data are used to group accordingly. (see Appendix 1)

Tutors, Heads of Year and Senior Staff can make a referral at any point.

Where a referral is made by Safeguarding, A&A or the Head of Year at any point, these students are prioritised.

6. Staffing:

CEIAG is delivered by a range of staff that form the 'Guidance Community' at our school. Each member of staff plays a crucial role in providing comprehensive support to all our students (see Appendix 2). All staff within the guidance community are expected to maintain and develop relevant expertise and knowledge to support them in delivering CEIAG. The SLT CEIAG Lead is responsible for the identification of need, the implementation of appropriate CPD and for monitoring its impact.

7. Resources:

The school has a specific careers room which is suitable for interviews and reviews. The room is situated in the Library.

- Within the Library a careers section has been developed and continues to be added to. Funding for resources (including on-line sites) can be gained through the Life Skills budget.
- Contract for the provision of an Independent Careers Advisor in school is secured through the school budget annually.
- Funding for Life Skills and CEIAG curriculum is allocated in the annual budget.
- Funding for Educational Business partnerships (EBS) and the provision of Work Experience for all Year 10 students is allocated annually from the school budget.
- Funding for additional CEIAG events can be sourced from other school budgets.

8. Monitoring and review:

The CEIAG and careers provision has a built in review annually.

Careers events and activities have project reviews built in. All these evaluations are then used to inform future planning and delivery.

This policy will be reviewed as part of the policy review programme, built into the Governing Body Workplan.

Chorlton High School is committed to the provision of quality CEIAG for all students. As such we will monitor the provision to ensure that we are effectively catering for students needs. This includes:

- Annual review of CEIAG and careers provision
- All careers activities are impact evaluated
- Use of evaluations to inform future planning and delivery
- Annual survey of students and parents.

The governing body will be regularly updated on the destinations of students. This will enable senior leaders and Governors to regularly review the impact of this policy.

Document Control	
Title	C020 CEIAG Policy
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Related Policies/Guidance	Post-16 Transition policy (In development)
Review	2 year
Author	P. Banger
Date consultation completed	25/11/2014 – 09/12/2014
Date adopted by Governing Body	

APPENDIX 1:

Priority	Profile of students
1	Students who are SEN(SA+, S) LAC students Vulnerable students – identified by Safeguarding
2	GOLD students who are sitting on D's in English and Maths
3	GOLD students who have Attendance between 90-95%
4	GOLD students who have attendance below 90%
5	GOLD students who have attendance above 95%
6	SILVER students
7	GREEN students - if not already seen through priority 1 status
8	BLUE students - if not already seen through priority 1 status
9	BRONZE students

APPENDIX 2:

	Responsibility
CEIAG SLT Lead	<ul style="list-style-type: none"> • Line Manage Achievement Team • Day to day management of Careers Advisor • Oversee EBS contract • Destinations data – liaise with LA • Manage Connexions agreed contract – sharing information • RPA agenda • Manage Life Skill staff (Year 11) • Liaise with Post 16 providers and set up • Track Alumni and develop Alumni community with SLT colleagues • Liaise with link Governor.
SLT lead for Year group	<ul style="list-style-type: none"> • Plan and deliver Life Skills / IAG curriculum • Oversee ELE provision for Year group
HEAD OF YEAR	<ul style="list-style-type: none"> • Develop Form Tutor curriculum • Deliver Life skills sessions (Years 7 to 10) • Collate data on student career interests/ plans • Work with Achievement team in identifying students for particular careers events. • Liaise with Connexions Intensive team • Review training needs of tutor team
FORM TUTORS	<ul style="list-style-type: none"> • Delivery of Life skills/CEIAG • Support students • Write School Reference to support Post 16 choices.
MENTOR	<ul style="list-style-type: none"> • Identify and liaise with HOY students requiring CEIAG • Provide individual support for students to develop aspirations / future plans and access CEIAG
ACHIEVEMENT TEAM	<ul style="list-style-type: none"> • Set up and run Careers and Aspiration events • Liaise with HOY to identify cohorts of students requiring input • Run after school sessions to support development of Personal Statements and Post 16 applications
LIBRARIAN	<ul style="list-style-type: none"> • Deliver Library orientation session to all Year 7's including introduction to Careers Library. • Support staff and students in accessing KUDOS / CAREERSCAPE and other on-line resources • Manage the appointment requests for Careers Advisor • Support Year 10 and 11 students in accessing College application forms / resources • Update IAG resources
CAREERS ADVISOR	<ul style="list-style-type: none"> • Provide impartial careers CEIAG to all students • Support in staff training • Provide 1 to 1 support • Write and distribute Action Plans • Liaise with Colleges to confirm destinations
LIFE SKILLS COORDINATOR	<ul style="list-style-type: none"> • Develop and oversee Life Skills curriculum • Plan ELE days / CEIAG input in conjunction with SLT leads.
ADMINISTRATION SUPPORT	<ul style="list-style-type: none"> • Careers FE event • Application • Assist with follow up destination phone calls in September