

Upton-by-Chester High School

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



Policy Link	
SLT	Paul Lewis
Governor	Mrs H Nellist
Statutory	Yes

To	Date
Curriculum Committee	February 2025
Full Governing Body	March 2025
Next Review	February 2026
Make available on	
Staff Website	Yes
School Website	Yes

'Learning to shape the future'

Rationale

Careers Education Information Advice and Guidance (CEIAG) makes a major contribution to the education of all learners. The school provides a stable, structured careers programme of information, advice and guidance for learners to learn about employment, the world of work, the skills required and qualification pathways available to them. This is developed throughout learners' time at the school and is always supportive of their aspirations, strengths and skills. This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

Aims and purpose

- Provide learners with impartial CEIAG
- Support learners in making informed decisions which are suitable and ambitious for them
- Prepare learners for the transition to life beyond secondary school (apprenticeships, higher education and the world of work)
- Develop skills e.g. communication, innovation, resilience and leadership which support learners in the curriculum and in their future careers
- Inspire and motivate learners to develop their aspirations
- Provide learners with worthwhile experiences including work experience

As part of our commitment to high quality CEIAG, we have worked towards the national quality award "The Quality in Careers Standard" delivered by Inspiring IAG (3 stages).

- Stage 1 and 2 were respectively achieved in July 2017 and Nov 2018
- Stage 3 the full national Quality in Careers Standard Award was achieved in May 2020

Following Stage 3, there are two Annual Reviews. The first annual review was achieved in May 2021. The second annual review was received in September 2022. We were fully accredited once again in August 2023, this award is for a period of 3 years.

The January 2018 National Careers Strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. In addition to this there is a further initiative to the Baker Clause. This is called the Provider Access Legislation- at each Key Stage all learners should have access to impartial guidance via two encounters with approved providers of apprenticeship and technical education for all learners, for which attendance is mandatory.

Recognition of this is through the Careers and Enterprise network Compass Assessment and through the "Quality in Careers Standard Award".

The Gatsby Benchmarks

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 learners, parents, teachers, governors and employers.	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. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every learner, 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.	By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each learner	learners have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each learner. A school's careers programme should embed equality and diversity considerations throughout.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	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.	By the age of 14, every pupil 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.

5. Encounters with employers and employees	Every learner 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.	Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the learner has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6. Experiences of workplaces	Every learner 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.	By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All learners 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.	By the age of 16, every pupil 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 pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. *A 'meaningful encounter' is one in which the learner has an opportunity to explore what it is like to learn in that environment.
8. Personal guidance	Every learner 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.	Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

The methods by which the CEIAG team will accomplish these goals are:

- Maintaining the status of the national quality award “The Quality in Careers Standard”
- Promoting awareness of the world of work (Using the Unifrog Careers platform, on-site careers evening, Work Experience in both Year 11 and 12)
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement.
- Promoting awareness and understanding of work, industry, the economy and community through activities such as the school’s annual Careers Fair and inviting employers to visit the school and talk to learners in each year group.
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing learners’ personal and social skills to relate to the world of work
- Providing informed and impartial guidance
- Enabling learners’ to make considered decisions in regard to future choices
- Maintaining and developing effective links with industry
- Preparing learners for transition to Sixth Form, Further Education (through local colleges), Higher Education (universities), Vocational Education and Apprenticeships (through Jobcentre Plus including LMI: Local Market Intelligence). Learners will be encouraged to have at least two visits to universities to meet staff and learners (Gatsby 7)

Specifically, impartial and independent IAG is provided to learners through a careers guidance professional with expertise and experience of both the needs of our learners and links to careers opportunities at both a local and national level. For post 16 learners this facility is extended, guiding our learners through the university and apprenticeship application process.

Management

CEIAG involves

- The management and co-ordination of the various aspects of CEIAG
- The activities at each Key Stage
- Monitoring/evaluation
- Liaison (SLT, Governing Body, Partners)

The team is managed by P Lewis (SLT), the Careers Leader and supported by the Careers Team and Mrs Helen Nellist, link governor.

The Careers guidance specialists are responsible for alerting the school to opportunities for the learners and staff to enable the quality of provision to be maintained and improved upon where available. The PSHE team and Pastoral teams deliver work specific lessons and information throughout the year and this is included in PSHE schemes of work and PLAN time through forms. Subject staff are responsible for identification of work related learning elements within schemes/plans and implementation of work related elements.

Review

The strategy is evaluated for its effectiveness throughout the year and new strategies and opportunities are taken up as required and/or as they arise.

Each academic year the team produces an Action Plan using the Quality in Careers Standard kitemark and the Compass careers self-evaluation tool to audit progress against the Gatsby Benchmarks and the national average. This is incorporated into the School Development Plan.

An evaluation of the data retention, destinations, educational visits, expedition participation and attendance at the Upton High school Careers Talks will enable measurement of success and impact.

Guidance

This policy has been written with regard to the updated (January 2023) Duty on schools to provide independent and impartial Careers Guidance and Inspiration for pupils and the accompanying departmental Advice document.

[Careers guidance and access for education and training providers - GOV.UK](#)

Annex A: Provider access statement on provider access

Upton-by-Chester High School: Provider Access Policy

Introduction

This policy statement 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.

Learner entitlement

Provider Access Statement

Here at Upton by Chester High School we are proud of our offering for all of our learners in supporting them with their own vision of what their own future might look like. With no designated pathway set out for any learner we value our broad and varied approach to learning around the world of careers and the different routes on offer for all.

This statement sets out the school's arrangements for managing the access of Providers to learners at the school for the purposes of giving them information about the Provider's education or training offer.

All of our learners in school from year 7-13 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
- To understand how to make applications for the full range of academic and technical courses

A number of events, integrated into the school careers programme, will offer Providers an opportunity to come into school to speak with learners and/or their parents.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the careers coordinator as a hard copy or via email to be shared via the weekly newsletter or respective Google Classrooms.

Management of provider access requests Procedure

A provider wishing to request access should contact Liz Gwyther - Careers Leader Administrator on 01244 259800

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers. The list below shows a comprehensive, yet not conclusive, list of events available to all learners in school.

	Autumn Term	Spring Term	Summer Term
Year 7	Annual Careers Fair	Upton H.S. Careers Talks	Visit from a local employer (i.e. Chester zoo)
Year 8	Annual Careers Fair Visit from local employers	KS3 PAL day	Upton H.S. Careers Talks Barclays Life skills programme (PSHE)
Year 9	Annual Careers Fair	Parents Evening Careers Adviser in attendance Visit from local employers	JobCentre Plus workshop "In ten year's time" (PP)
Year 10	Annual Careers Fair Visit from local employers Work experience	Parents Evening Careers Adviser in attendance KS4 PAL day. Apprenticeship week events Upton H.S. Careers Talks - Work Experience	Year 10 Sixth Form taster lessons JobCentre Plus workshop "A day in the life of a Jobseeker" (PP) Work Experience - Gatsby 6
Year 11	Annual Careers Fair Visit from local employers Apprenticeship week events	Parents Evening Careers Adviser in attendance Post Mock examinations workshops Upton H.S. Careers Talks: <ul style="list-style-type: none"> • FE and local colleges • Apprenticeships and post 16 routes • Higher ideas programme 6th form Open Evening	GCSE examinations Careers Adviser available
Year 12	Annual Careers Fair Upton H.S. Careers Talks Chester University Visit KS5 PAL day Visit from Local employers i.e. Airbus Sixth form Careers	Upton H.S. Careers Talks Yr 12 Work Experience Visit from Universities Sixth form Careers Programme	Work experience – Gatsby 6 Visit from Universities Sixth form Careers Programme Next Steps day Skills morning - "Building your own profile" UCAS discovery day

	Programme		
Year 13	Annual Careers Fair Upton H.S. Careers Talks UCAS/ Next Steps Support Sixth form Careers Programme in THRIVE	Upton H.S. Careers Talks Sixth form Careers Programme in THRIVE	Examinations

We also run half termly Careers Breakfasts which are accessible for all learners.

Please speak to our Careers Leader to identify the most suitable opportunity for yourself.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between provider and learners, as appropriate to the activity. The school will also make available A.V. and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature for the Careers Adviser or the Librarian. The Learning Hub is available for Year 7-11 learners before registration, at break, lunchtime and after school. The Learning Hub is available throughout the day for Year 12 and 13 learners.