



**Upton-by-Chester High School
Careers Education, Information, Advice and Guidance (CEIAG)
and Work Experience Policy
reviewed December 2018**

Rationale

Careers Education Information Advice and Guidance (CEIAG) makes a major contribution to the education of all students. The school provides a stable, structured careers programme of information, advice and guidance for students to learn about employment, the world of work, the skills required and qualification pathways available to them. This is developed throughout students' 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 students with impartial CEIAG
- Support students in making informed decisions which are suitable and ambitious for them
- Prepare students 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 students in the curriculum and in their future careers
- Inspire and motivate students to develop their aspirations
- Provide students with worthwhile experiences including work experience

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

- Stage 1 achieved July 2017

- Stage 2 achieved November 2018

- The school is working towards achieving Stage 3, the full national Quality in Careers Standard Award.

The October 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.

Recognition of this will be through the Quality in Careers Standard Award.

The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>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.</p>	<p>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.</p>
<p>2. Learning from career and labour market information</p>	<p>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.</p>	<p>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.</p>
<p>3. Addressing the needs of each student</p>	<p>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.</p>	<p>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.</p>

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 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 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 student 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 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.	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 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.	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 student has an opportunity to explore what it is like to learn in that environment.

8. Personal guidance	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.	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.
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The methods by which the CEIAG team will accomplish these goals are:

- Working through the three stages of the national quality award The Quality in Careers Standard to achieve the full kitemark.
- Providing a range of opportunities that enhance the curriculum (Year 10 Sixth Form taster lessons, a Careers' evening per academic year, work experience and PSHE lessons based on Careers and work).
- Promoting awareness of the world of work (Using the U-explore program, on-site careers evening, Year 10 Work Experience and working to expand this to Year 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 evening and inviting employers to visit the school and talk to pupils in each year.
- Relating skills, attitudes and knowledge learned in school to the wider world
- Developing students' personal and social skills to relate to the world of work
- Providing informed and impartial guidance
- Enabling students' to make considered decisions in regard to future choices
- Maintaining and developing effective links with industry
- Preparing students' 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). Pupils will be encouraged to have at least two visits to universities to meet staff and students (Gatsby 7)

Specifically, impartial and independent IAG is provided to students through a careers guidance professional with expertise and experience of both the needs of our students and links to careers opportunities at both a local and national level. For post 16 students this facility is extended, guiding our students 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 line managed by S. Beuzit (SLT), the Careers Leader and supported by the Careers Team and Mr Gareth Simpson, link governor.

The Careers guidance specialist is responsible for alerting the school to opportunities for the students 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 H.S. Careers Talks, will enable measurement of success and impact.

Guidance

This policy has been written with regard to the updated (October 2018) Duty on schools to provide independent and impartial Careers Guidance and Inspiration for pupils and the accompanying departmental Advice document.

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/ Careers guidance and access for education and training providers.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf)

The Quality in Careers Standard:

<http://www.qualityincareers.org.uk/the-standard/introduction/>

Policy Updated December 2018

December 2018 following the update to the DFE statutory guidance October 2018
Next review September 2019

Annex A: Provider access statement on provider access

Upton-by-Chester High School: Provider Access Policy

Introduction

This policy statements 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.

Pupil entitlement

All pupils in years 7-13 are entitled:

- to find out about technical education qualifications and apprenticeships 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 - through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Suzanne Roberts - Careers Leader Administrator on 01244 981240

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:

	Autumn Term	Spring Term	Summer Term
Year 7	Annual Careers evening	Upton H.S. Careers Talks	Visit from a local employer (i.e. Chester zoo)
Year 8	Annual Careers evening Visit from local employers	Options Evening - Careers Adviser in attendance	Upton H.S. Careers Talks Barclays Life skills programme
Year 9	Annual Careers evening	Parents Evening Careers Adviser in attendance Visit from local employers	JobCentre Plus workshop
Year 10	Annual Careers evening Visit from local employers	Parents Evening Careers Adviser in attendance "Writing a CV" Presentation delivered by Jobcentre Plus Apprenticeship week events Upton H.S. Careers Talks - Work Experience	Year 10 Sixth Form taster lessons JobCentre Plus workshop Work experience preparation Work Experience
Year 11	Annual Careers evening Visit from local employers	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 Apprenticeship week events 6th form Open Evening	GCSE examinations Careers Adviser available
Year 12	Annual Careers evening Upton H.S. Careers Talks Chester University Visit Skills morning - "Building your own profile" Visit from Local employers i.e. Airbus Sixth form Careers Programme	Upton H.S. Careers Talks Higher Education lessons Post 18 options Visit from Universities Sixth form Careers Programme	'Self development week' - work placement, community work or project to enhance UCAS application Visit from Universities Sixth form Careers Programme
Year 13	Annual Careers evening Upton H.S. Careers Talks UCAS Support Sixth form Careers Programme in PLAN	Upton H.S. Careers Talks Sixth form Careers Programme in PLAN	Examinations

December 2018 following the update to the DFE statutory guidance October 2018
Next review September 2019

Please contact our Careers Leader to identify the most suitable opportunity for you:
careersleader@uptonhigh.co.uk or telephone the school: 01244 981240

Premises and facilities

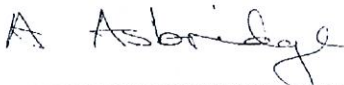
The school will make the main hall, classrooms or private meeting rooms available for discussions between provider and students, as appropriate to the activity. The school will also make available A.V. and other specialist equipment to support provider presentations. This will all be discussed and agreed 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 Learning Hub Manager. The Learning Hub is available for Year 7-11 students before registration, at break, lunchtime and after school. The Learning Hub is available throughout the day for Year 12 and 13 students.

Approval and review

Approved [date] by Governors at Curriculum and Standards Committee

Next review: [date]

Signed:


Mrs A.M. Asbridge
Chair of Governors

Signed:


Mrs P. Dixon Headteacher