



# **The Thomas Adams School**

## **Policy Statement**

### **Careers Education, Information, Advice and Guidance (Raising Aspirations)**

Updated August 2018

Reviewed by Governors

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## Statutory Duty

“The careers strategy explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils’ horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities.”

“The statutory framework requires every school to secure independent careers guidance for all year 8 to 13 pupils. This makes sure that all pupils have access to external sources of information on the full range of education and training options.”

(Careers Guidance and access for education and training providers, Jan 2018)

## Ethos

“Strong school leadership is crucial to raising the aspirations of all pupils, encouraging them to overcome barriers to success and to do what it takes to fulfil their potential”

(Careers Guidance and Inspiration in Schools, March 2015)

## Principles of CEIAG

To achieve this aim, the 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. This statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duty to secure independent careers guidance and the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships.

## **Benchmark 1:- A Stable Careers Programme**

**Summary:-** The school will embed a programme of careers education and guidance that is known and understood by pupils, parent's teachers and employers.

### **Operational**

- Careers provision is tailored to the needs and circumstances of the pupils.
- Careers Pan (Access Plan) is published on the school website.
- The programme considers the changing labour market.
- A qualified Careers Advisor (supported by Careers Leader) with sufficient status and expertise is in place to support the programme.
- The programme design and delivery is embedded in the school structures.
- The importance of the programme is promoted to the pupils, parents, teachers and employers through a variety of platforms
- Regular evaluations of the programme takes place to inform future development.

### **Measures of Impact**

- The school has a stable, structured careers programme that ha the explicit backing of the SLT and has an identified and appropriately trained leads.
- The careers programme is published on the school website in a way that enables pupils, parent's teachers, and employers to access and understand it. The programme is regularly evaluated by all stakeholders to inform future development.

## **Benchmark 2:- Learning From Career and Labour Market Information**

**Summary:-** Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. The school has the support of an informed advisor to make the best use of available information.

### **Operational**

- The school makes good use of resources available through Local Enterprise Partnership, via the Enterprise Advisor Network.
- Pupils and parents have access to information and opportunities that cover all possible routes via the school website.
- Pro-active measures are in place to make sure pupils and parents have up to date information on all possible pathways.
- Information Evenings are in place to explain and promote the full range of opportunities in an impartial way (including Technical routes).
- A wide range of media is used to encourage pupil's career exploration. This is further supported by a careers assembly plan that is age appropriate.

### **Measures of Impact**

- By the age of 14, all pupils have accessed and used information about careers paths and the labour market to inform their own decisions on study options.
- Parents are encouraged to access the use information about labour markets and future study options to inform their support to their child.

## **Benchmark 3:- Addressing the Needs of each Pupil**

**Summary:-** Pupils have different career guidance needs at different stages. Opportunities for advice and support need is tailored to the needs of each pupil. The school's careers programme embeds equality and diversity considerations throughout.

### **Operational**

- Compass evaluation tool is used to assess how well existing provision meets the needs of all pupils.
- The school explores destinations figures for Key Stage 4 and Post 16 pupils and highlights any deficits in take up of pathways, subjects or courses.
- The careers programme contains specific plans for groups of pupils who need tailored support to make effective career transitions.
- Work with career programme providers who support and enrich our offer.
- Systems are in place to record individual advice and careers interventions given to each pupil.
- Help pupils to be proactive career managers by maintaining their own records of career development.
- Collect and maintain accurate data for each pupil on their education, training and employment destinations after they leave the school.
- Gather information on ex-pupils to create list of alumni to support careers and enterprise programme.

### **Measures of Impact**

- The school's programme actively seeks to challenge stereotypical thinking and raise aspiration.
- Systematic records of individual advice and agreed decisions are kept. All pupils have access to these records to support their career development.
- Accurate data on each pupil's education, training or employment destinations are kept for three years.

## **Benchmark 4:- Linking Curriculum Learning to Careers**

**Summary:-** All teachers should link curriculum learning with careers.

### **Operational**

- Enterprise Advisers are used to support Subjects to embed career opportunities into programme of studies.
- Encourage teachers who have moved into teaching from other jobs to make their previous experience and expertise available to pupils.
- Subject Areas are encouraged to scan programmes of studies to identify potential career-related opportunities.

### **Measures of Impact**

- By the age of 14, every pupil have had the opportunity to learn how different STEM subjects help people gain entry to, and be more effective workers within, a wide range of careers.

## **Benchmark 5:- Encounters with Employers and Employees**

**Summary:-** Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace.

### **Operational**

- Each pupil has seven encounters (or more) with employers during their time at the school.
- A list of "Aspiration Partners" are kept and reviewed to match with the needs of individual pupils.
- Gain feedback from pupils about their experiences with employers. This will inform future planning.
- A collaborative development plan is in place to support policy.
- Support the continued professional development of key staff members and attend external events that allow exposure to employers.
- Parents are aware of the "Aspiration List" and guidance is given to them about positive dialogue with their child.
- Celebrating success by bringing in alumni.
- A comprehensive Careers Fair is in place.

### **Measures of Impact**

- Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.

## **Benchmark 6:- Experience of Workplaces**

**Summary:-** Every pupil 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.

### **Operational**

- Strong and sustainable relationships with local contacts / employers are in place.
- It is made clear to pupils the expectations and standards in the workplace.
- Employers are given the opportunity to feedback to the school on individual pupil progress.
- Record and reflection mechanisms are in place to allow pupils to identify learning outcomes.
- Work placements are supported by staff visits / contacts during the experience.
- Monitoring systems are in place to assess and challenge pupil engagement.
- Assessments are in place to measure the school's works experiences provision in terms of equality, diversity and inclusion.

### **Measures of Impact**

- By the age of 16, every pupil has had at least one experience of a workplace, additional to any part-time jobs they may have.
- By the age of 18, every pupil has had one further such experience, additional to any part-time jobs they may have.

## **Benchmark 7:- Encounters with Further and Higher Education**

**Summary:-** All pupils have the understanding of the full range of learning opportunities that are available to them. This includes both academic and vocational routes.

### **Operational**

- The careers programme is accessible to all students at the school.
- Pupils have the opportunities/are targeted/or advised to attend further and higher education outreach opportunities.
- Pupils are exposed to these pathways within internal events at the school i.e. Careers Fair, Assemblies etc.
- Funding is used effectively to support disadvantaged pupils in accessing these opportunities.
- Tracking destinations of ex pupils is used to identify trends and possible gaps in the programmes offer.

### **Measures of Impact**

- By the age of 16, every pupil should have had a meaningful encounter with a providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeships.
- By the age of 18, all pupils who are considering applying for university have had at least two visits to universities to meet staff and pupils.

## **Benchmark 8:- Personal Guidance**

**Summary:-** Every pupil has the opportunity for guidance interviews with a Careers Advisor. These opportunities should be available whenever significant study or career choices are being made.

### **Operational**

- A systematic programme is in place to support the guidance interviews with the qualified Careers Advisor (Level 6+) including targeted intervention with disadvantaged pupils.
- The careers programme is evaluated systematically to ensure it meets the statutory requirements laid out by the DfE.
- Clear accountability and sustainable funding is in place to support the programme.
- All services offered are reviewed by stakeholders involved.
- Information (when compliant with GDPR / Safeguarding) is shared with relevant parties to inform reporting and ongoing career plans.

### **Measures of Impact**

- 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.

## **Additional Needs**

### **Preventing Young People becoming NEET**

- The school aims to work with local authority and multi-agencies in supporting those pupils at risk of becoming "NEET" by offering targeted intervention.
- The school seeks to identify the multiple barriers (including low attainment, truancy, exclusions, attendance etc.) that is hindering pupil progress and use effective CE/AIG (along with other strategies) to tackle disengagement.
- The "Increased Flexibility Programme" will be targeted at specific groups of students as strategy to re-engage and provide clear pathways to future education and training opportunities.
- Effective use of Pupil Premium Grant to support these interventions will be prioritized in its spending.
- Regular updating, reflecting, planning, implementing and monitoring of the various interventions targeted at this group will take place to evaluate impact and cost effectiveness.

### **SEN Provision**

- The school will look to support SEN pupils as part of their Education, Health and Care (EHC) Plans with effective CE/IAG that maps out possible traineeships, apprenticeships and higher education options.
- We will seek to use the local offer published by local authorities for SEN providers and liaise with employment services, businesses and relevant agencies to allow informed choices to be made.
- Where a pupil has an EHC or "Statement", all reviews from Year 9 onwards will have a focus on preparing for adulthood, including employment, independent living and participation in society. This review will be attended by a qualified CE/IAG provider (Shropshire Youth).
- This will allow us to meet the new statutory guidance for 0-25 Special Education Needs Code of Practice.

**This policy statement is further supported by the Access Policy Statement published on the School Website.**

# Evaluating and Monitoring of Overall CEIAG Provision

## Measurement of Impact

### Success Criteria

- An effective and imaginative programme of CEG in place.
- 'NEET' % below 5% for Year 11
- Close links with external careers support in place.
- Imaginative and stimulating CEG schemes of work in place within the PSHE course.
- At least three whole school work related learning and enterprise education activities taking place which evaluations show to be successful with the students.
- Schemes of work in other subject areas include work related learning and enterprise education elements as per schedule.
- Close and smooth liaison for our students transferring to Post 16 providers.
- All appropriate students involved in liaison activities with higher education and getting an understanding of the possibilities offered by higher education.
- All Year 10 on work experience placements that match their interests.
- Work experience built into the Year 10/11 vocational courses.
- All leaving students have a leaving profile of a good standard.

### Monitoring

- Evaluation of each activity as organised.
- Evaluation of Schemes of work as part of the overall evaluation of the new PSHE course.
- Monitoring and evaluation of the Schemes of work in other subject areas via checking of schemes of work: lesson observations: scrutiny of students' work.
- Survey of students' views as regards CEG provided.
- Annual Review of success of the Careers Partnership.
- Annual meeting with Post 16 providers to review the year.
- Work experience reports on students and students' own report on their work experience.
- Students' and Parents' views on the support that they have received
- Securitise Destination Measures data
- Use of Local Authority Data
- Use of "Compass Tool" to evaluate CE/AIG programme.