




Name of Policy	Careers education, information, advice, and guidance policy.
School lead	Head of applied learning
Governor lead	Curriculum Governor
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Links to other policies	<ul style="list-style-type: none">- The Pilgrim School Equality plan.- Local Offer Policy.- SEND Policy.- Curriculum Policy.- PSHE and Careers Policy.- Work Experience Policy.Literacy and Numeracy Policies.
Headteacher sign off signature and date	



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➤ 1: Recognition of purpose and importance of CEIAG.

- At the Pilgrim School we recognise that effective careers guidance contributes to raising aspirations, improving motivation, and supporting young people to overcome barriers of physical disability, illness, and poor mental wellbeing to achieve success in post 16 education, training, and the world of work. This is at the centre of our desire to be a Beacon School of hope. We are proud that our school plays a critical role in promoting life skills and preparing our young people for the next stage of their education or training and beyond. Our expectations are high for all pupils, including our most vulnerable and those with special health or educational needs so that every student is challenged appropriately and acquires the knowledge, skills, and attitudes for lifelong learning – so enabling every young person to achieve their potential and enhance their employability and life chances.

➤ 2: Aims

- **2.1:** In our careers guidance we aim to provide support and assistance so that pupils can make education, training, and occupational choices to support potential careers. The activities may take place on an individual or group basis. Much of the support will be face-to-face, personal, and individualised but we also encourage and support pupils in being competent independent users of distance learning, guidance, and services. This includes working with partner agencies, using help lines and web-based services provided by 'The National Careers Service' and 'The National Apprenticeship Service'. Our careers guidance and support within school includes careers information provision, regular career planning sessions with pastoral and welfare support specialists, interviews and action planning with careers and local authority advisors, use of assessment and self-assessment tools, taster sessions and college/work visits and working in partnership with transition services.
- **2.2:** We are aware how important it is for young people to develop careers skills that will enable them to confidently manage their own career plans and acknowledge the role they must play in contributing to the well-being of themselves, their families, the communities they are part of and the wider environment and economy. Our careers provision, therefore, aims to support students to develop awareness of their own economic well-being and self-efficacy, raise aspirations and carry out career exploration. We wish to encourage students to become more adaptable, resilient, enterprising, and confident in making decisions and transitions and in presenting themselves well in applications and interviews.
- **2.3:** At The Pilgrim School we aim to promote the importance of transferable employability skills - The skills a young person needs to make them 'employable'. This is done across the curriculum and in identified careers, PSHE, tutorial and pastoral support sessions. These skills include:
 - Communication negotiation and interpersonal skills.
 - Problem solving.
 - Organisational skills.
 - Being self-motivated.
 - Working under pressure and to deadlines.
 - Team working.
 - Learning to adapt and change.
 - Being literacy, numeracy, and IT efficient.
 - Valuing diversity and difference.



- In line with statutory Pilgrim School aims to provide impartial careers education, information and guidance for all key stage 3 and key stage 4 pupils taught at the bases. Pupils taught on a 1-1 basis in the home will be supported by assigned Pilgrim home pastoral and welfare support specialists, education support teachers and partner agencies to investigate options and choices for entering post 16 education, training, voluntary programmes and preparing for a career. Pupils taught in the home also have on-line access to career focussed tutorials and resources.

Government guidance The provide a programme of

➤ 3: Mandatory entitlement.

- **3.1:** From January 2023 all pupils in years 8 to 13 are entitled to:
 - Encounters:
 - 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 rang of local providers about the opportunities they offer, including technical education and apprenticeships – through options, events, group discussions and transfer events.
 - To understand how to make applications for the full range of academic and technical courses.
- There will be a minimum of two encounters for pupils during key stage 3 (year 8 to 9) and two encounters for pupils during key stage 4 (year 10 to 11).
- These provider encounters will be scheduled during the main school hours and may occur at the bases or live online with the pupils at the bases and in the home.
- The provider will be given a reasonable amount of time to, as a minimum:
 - Share information about both the provider and the approved technical education qualification and apprenticeships that the provider offers.
 - Explain what career routes those options could lead to.
 - Provide insights into what it might be like to learn or train with that provider.
 - Answer questions from pupils.
- **3.2:** All pupils in key stage 4 are entitled to a careers support and planning interview with a level 6 careers provider. At The Pilgrim School, this currently remains the responsibility of The Mainstream School when pupils are dual registered, and The Pilgrim School buys in support for any single registered pupils. We acknowledge, however, that some pupils respond and interact better with familiar staff in familiar surroundings. Some pupils may also need additional support over a period. As a way of responding to this, a member of staff is currently completing level 6 careers advice training so that in the next academic year we can fully support single registered pupils ourselves and provide underpinning support to mainstream schools.

➤ 4: Defining CEIAG.

- **Independent** is defined as external to the school. External sources of careers guidance and inspiration could include employer and college visits, career speakers, Link advisors and speakers from Lincolnshire Careers Hub, mentoring, website, telephone, and helpline access.
- **Careers guidance** refers to a coherent programme of activities that inform, inspire, and motivate young people, preparing them for work and supporting them to understand what the different education and training choices are.

- **Impartial** is defined as showing no bias or favouritism towards a particular education or work option.
- DfE Statutory guidance for governing bodies, school leaders and staff', April 2014 defines Careers Advice and Guidance as:
- 'A coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.'

➤ **5: Roles and responsibilities.**

- **Governing Bodies** have a statutory duty to ensure that all registered pupils at a school are provided with impartial careers guidance from year 7 onwards. At The Pilgrim School this is **The Governor** with responsibility for **Curriculum and Standards**.
- **Working with the Local Authority** - We acknowledge our statutory obligation to provide Lincolnshire Education Authority with data on our pupils' destinations and to work with The Local Authority to support our more vulnerable young people including those with pupil premiums, those with special educational needs and those who are disengaged or at risk of disengaging.
- **SLT** is responsible for reviewing, evaluating and taking into account destination statistics, impartiality, teaching, learning and good practice, principles and guidelines for any statutory inspection requirements **The School Business Manager** has responsibility for ensuring CEIAG is appropriately budgeted for including money needed for a careers curriculum and resources, an appropriate careers service agreement, CPD and an appropriate level of financial support for pastoral and welfare specialists to provide careers support in time and travel expenses to transport students for necessary visits.
- **Head Of Applied Learning** in conjunction with **SLT** has over-all responsibility for policy, management of CEIAG and careers education in the school in addition to monitoring provision and liaising with **The Pastoral Head** over pastoral support for pupils in making successful careers choices and transitions. Head of Applied Learning is responsible for updating and monitoring provision for The PSHE Programme in which much of career education is currently taught.
- **The Pastoral Head** in conjunction with **SLT** has overall responsibility for supporting students to engage in careers education/ conversations and to make transitional choices at 16 to education, training, or work. This includes liaising with **Head of Special Education** and overseeing Health Education Plans, Transition Plans, Individual Learning Plans, careers advice interviews and liaising with transitional services. The Pastoral Head is responsible for overseeing. The Careers Service Agreement and works closely with **Pastoral Welfare Specialists** to ensure all students receive the appropriate level of guidance and support they need. The Pastoral Head is also responsible for ensuring all safeguarding arrangements, including risk assessments and behaviour support plans are in place and monitored, career guidance activities, visits, and work experience.
- **SENDCO** is responsible for writing and liaising internally and externally on Health Education Plans. This includes ensuring all pupils with health education plans have careers and transitional targets for their time at The Pilgrim School and that Transitional Plans are in place and their needs are known to people who will be supporting them when they leave The Pilgrim School.

- **Pastoral Welfare Specialists** are responsible for working on an individual basis with students, their families, and carers. They are instrumental in raising aspirations, building resilience, confronting emotional and social barriers, exploring career opportunities and choices, supporting decision making and preparing and supporting students to talk to advisors and providers and if appropriate take students to visit college and workplaces; attend career fairs, open days and taster sessions and submit applications. They are responsible for working with Academic Links and SENDCO in implementing Health and Education or Transition Plans. They meet with students on a regular basis and are responsible for discussing careers and transition plans with students and writing then monitoring curriculum and transition targets each term.
- **Academic Links** have overall responsibility for working closely with assigned pastoral welfare specialists in ensuring students have the right level of provision and support for their curriculum needs including career information and careers pathways and routes post 16. This may include liaising with a student's main-stream school, reintegration, or outside agencies.
- **The Community Liaison Manager and Work Experience Co-ordinator** is responsible for liaising and arranging for visitors and speakers to visit the three bases, making links in the local community, and arranging and monitoring work experience.
- **All Teaching Staff** have responsibility for ensuring standards of literacy, numeracy, and IT necessary for career pathways are maintained and transferable skills (referred to in section 2.3) are promoted across the curriculum and school day. Staff assigned to lead PSHE lessons are responsible for ensuring careers information, knowledge and skills are taught at designated points in the PSHE programme and this is recorded and monitored in assessment plans and recorded on the careers and development tracking sheet. PSHE, BTEC and support staff and English teachers should ensure students know how to complete application forms and CVs and communicate during interviews.

➤ 6: Implementing.

- At The Pilgrim School CEIAG encompasses:
 - Student Self Development – to understand themselves and the influences on them and that CEIAG is not just about finding a job but is concerned with preparation for life.
 - Career Exploration – to investigate opportunities in learning and work.
 - Career Management – to make and adjust plans to manage change and transition.
- CEIAG is:
 - Long term and continuous.
 - Tailored to meet individual need.
 - An essential part of the PSHE/SMSC Tutorial and Workshop Programme.
 - An essential part of The BTEC programme.
 - An integral part of personal regular reviews with students, their parents, and carers and when appropriate outside agencies.
 - An area where progress and achievement in careers and transition targets are recorded and summarised in termly summative reports.
- CEIAG as part of The Pilgrim PSHE Programme at KS 3 includes:
 - Career awareness and decision making.
 - Meeting and discussing education, training, and work opportunities with local provider.
 - Researching job profiles at The National Careers and National Apprenticeship service.



- Investigating the local and national labour market for employment opportunities.
- Dispelling gender stereotyping in the workforce.
- Understanding enterprise skills and opportunities for self-employment.
- Understanding the link between money sense and having a career.
- Understanding own strengths and skills
- CEIAG as part of Pilgrim Pastoral Support at KS3 includes:
 - Supporting students to study The Pilgrim Curriculum Brochure and select subject that can be taken in Key Stage 4 and liaising with teachers, academic links, parents/carers, and partner agencies at regular reviews.
 - Introduction to Local and National labour market information.
- CEIAG as part of The Pilgrim PSHE Programme at KS4 includes:
 - Career awareness and decision making.
 - An introduction to action planning and recording choices.
 - Researching job profiles at The National Careers website to produce various job profiles and researching apprenticeships at The National Apprenticeship Service.
 - Assessing own strengths, weaknesses, aptitude, and skills tests via The National Careers Website.
 - Investigating opportunities for Apprenticeships and how to obtain apprenticeships in local area at The National Careers Website.
 - Investigating the local and national labour market for employment opportunities.
 - Meeting and discussing opportunities with local providers of education, training, and employment.
 - Dispelling gender stereotyping in the workforce.
 - Understanding enterprise skills and opportunities for self-employment.
 - Understanding what interview and employability skills are and how to develop them.
 - Listening to visitors talk about courses, apprenticeships, and job opportunities.
 - Understand how to complete C.V.s application forms and letters of application.
 - Understand how to respond at interviews.
 - Career Progression Units are mandatory for students studying BTEC Level 1 Vocational Studies and Level 1 Sport and at the core of studying level 2 BTECs such as Health and Social Care.
 - From 2022 students taught at the bases and in the home will be given the opportunity to study BTEC Work skills from Entry Level 3 – Level 2 as a subsidiary award, award, certificate, or extended certificate.
- CEIAG as part of The Pilgrim Pastoral Support at KS4 includes:
 - Encouraging and setting up work experience.
 - Having two encounters with local career providers in each key stage.
 - Making transition plans for post 16 education and liaising with college personal.
 - Making familiarisation visits to college courses and departments.
 - Attending college courses and taster days.
 - Visiting NACRO and Apprenticeship Providers.
 - Support in attending The Pilgrim School Careers Fair and open days at local colleges.
 - Keeping parents, carers and partner agencies informed of plans and progress.



➤ **7: Monitoring**

provision.

- Provision is monitored through:
 - Compass+ progress evaluations against Gatsby Benchmarks.
 - Personal Development and PSHE Tracker.
 - BTEC Tracker.
 - Career activity observations and Deep Dives.
 - Student folders/books.
 - Student self -assessment outcomes.
 - Attainment and Achievement folders.
 - Student career action plans/career pathway plans.
 - Transition plans.
 - Career Interview Records.
 - National Career Service self -evaluation of strengths & skills.
 - Scrutiny of review notes.
 - Feedback discussion with students/parents, carers.
 - Student Voice.
 - Student Exit Surveys.
 - Attendance of students and attendees at Career tutorials and The Pilgrim Careers Fair.
 - Spreadsheet Log of careers support and guidance given by PSWS.

➤ **8: Evaluating provision.**

- Attainment and achievement key indicators.
- Increased uptake of students accessing college, apprenticeship, and traineeships.
- Student case-studies.
- Destination statistics.
- Reduction in NEET figures.
- Student Voice and Feedback.
- This policy will impact upon the performance of the school by Ensuring pupils make good progress in all areas of CEIAG curriculum and making successful transitions post 16. It is at the centre of the concept of being a beacon school of Hope.