



**THE PILGRIM SCHOOL**

Careers Education, Information, Advice And Guidance Policy (CEIAG)

**School Lead:** Head of Applied Learning

**Governor Lead:** Curriculum and Standards committee

**Last reviewed:**

**Approved:** *2 January 2018*

**Date of next review:** to be reviewed every two years

This Policy Should be read in conjunction with the following Pilgrim policies: The Pilgrim Equality Plan; Local Offer Policy; SEND Policy; Curriculum Policy; PSHE & Careers Policy; Work Experience Policy; Literacy and Numeracy Policies

**Signed by Head Teacher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# Careers Education, Information And Guidance (CEIAG) Policy

## Policy Statement

### 1 Recognition of Purpose And Importance Of CEIAG

**1.1** 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 in order to achieve success in post 16 education, training and the world of work. 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, training and life beyond. Our expectations are high for all students, 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. We wish to enable every young person in our school to be treated with equality reach their potential and aspire to employability and improved life chances.

### 2 Aims

**2.1** In our **careers guidance** we aim to provide support and assistance so that students can make informed education, training and occupation choices for a potential career plan. Activities take place on an individual and group basis. Much of the support is face-to-face, personal and individualised but we also encourage and support students 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 reintegration support officers, interviews and action planning with careers and local authority advisors, use of assessment and self-assessment tools, visits to our own and local Careers Fairs, visits to taster sessions and college/work places 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 have to 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 personal aspirations and carry out career exploration. We wish to promote equality of opportunity, celebrate diversity, challenge stereotypes and 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** - These are the skills a young person needs to make them 'employable. They are applied 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 literate in literacy, numeracy and IT
- Valuing British Values, diversity and difference

**2.4** Statutory Government Guidance (*OFSTED. 2013. Going In The Right Direction? Careers Guidance In Schools From September 2012*) and 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.\**

This Statutory Guidance states students should be encouraged to use websites and digital resources for career building, be informed of financial support that may be available to help them stay in education post 16 and secure guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways, A-levels, advanced general qualifications, employment combined with training, supported internships, technical levels and traineeships.

In line with this guidance The Pilgrim School provides a programme of impartial and independent careers education, information and guidance for all key stage 3 and key stage 4 students taught at the bases.

Students taught on a 1-1 basis in the home will be supported by Pilgrim reintegration support officers, education support teachers and partner agencies to investigate options and choices for entering post 16 education, training, voluntary programmes and preparing for a career.

\* Note This guidance is currently under delayed review and new guidance should be issued March 2018)

## **2.5** Defining CEIAG

- Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, 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.

### 3 Roles And Responsibilities

**3.1 The Governing Body** has 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**

**3.2 Working with the Local Authority** We acknowledge our statutory obligation to provide Lincolnshire Education Authority with data on our students' 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. The Pilgrim School has a Careers Service Agreement (BG Futures) to assist with this.

**3.3 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 level careers service agreement, CPD and an appropriate level of financial support for reintegration support officers to provide pastoral careers support in time and travel expenses to transport students for necessary visits.

**3.4 Head Of Applied Learning** in conjunction with **SLT** has over-all responsibility for policy, management and co-ordination of CEIAG and careers education in the school in addition to monitoring provision and liaising with **The Pastoral Manager** over pastoral support for students in making successful careers choices and transitions. Head of Applied Learning is responsible for organising The Pilgrim School Careers Fair and updating and monitoring provision for The Tutorial Programme in which much of career education is currently taught.

**3.5 The Pastoral Manager** in conjunction with **SLT** has overall responsibility for supporting students to engage in career conversations and to make transitional choices at 16 to education, training, voluntary programmes or work. This includes liaising with **Head Of Special Education** and overseeing Health Education Plans, Transition Plans, Career and Learning Plans and targets, careers advice interviews and liaising with transitional services. The Pastoral Manager is responsible for overseeing The Careers Service Agreement and works closely with **Reintegration Support Officers** to ensure all students receive the appropriate level of guidance and support they need. The Pastoral Manager reviews each student's progress and achievement three times a year with the assigned reintegration support officer. The Pastoral Manager is also responsible for ensuring all safeguarding arrangements, including risk assessments and behaviour support plans are in place and monitored for career guidance activities, visits and work experience

**3.6 Head Of Special Education** is responsible for writing and liaising internally and externally on Health Education Plans. This includes ensuring all students with health education plans have career and transitional targets for their time at The Pilgrim School and that transitional plans are in place and their needs are made known to people who will be supporting them when they leave The Pilgrim School

**3.7 Reintegration Support Officers** 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. Reintegration support officers support and if appropriate take students to visit college and work places; attend career fairs, open days and taster sessions and submit applications. Reintegration Support Officers are responsible for working with Case Managers and Head of Special Education in implementing Health And Education or Transition Plans. Reintegration support officers meet with students on a regular basis and are responsible for discussing careers and transition plans with students and writing then monitoring targets each term.

**3.8 Case Managers** have overall responsibility for working closely with assigned reintegration support officers 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

**3.9 All Teaching Staff** have responsibility for ensuring standards of literacy and numeracy 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 tutorials are responsible for ensuring careers information, knowledge and skills are taught at designated points each term in the tutorial programme and this is recorded and monitored in the student self assessment of outcomes. Tutorial and English Teachers should ensure students know how to complete application forms and CVs and write formal letters of application, and how to respond during interviews. A package of activities to support careers education and guidance will be rolled out to students taught in the home and at bases from October 2017 to ensure that students who do not attend tutorials receive careers support.

## 4 Implementation

4.1 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

4.2 CEIAG is

- Long term and continuous
- Tailored to meet individual need
- An essential part of The PSHE/SMSC Tutorial Programme
- An integral part of personal regular reviews with students, their parents and carers and when appropriate outside agencies
- **Incorporates careers and transition targets that are recorded and monitored centrally. Students have records of targets in the three progress reports that go to parents and carers each year** These are commented on in

#### 4.3 CEIAG as part of The Pilgrim Tutorial Programme at KS 3 includes

- Career awareness and decision making
- Researching job profiles at The National Careers And National Apprenticeship service websites
- Investigating the local and national labour market for employment opportunities
- Dispelling gender stereotyping in the workforce
- Understanding equal opportunities, prejudice and discrimination in the work place and how to respond
- Understanding hours and rules of employment
- Understanding legal rights and benefits at work and the role of trade unions
- Knowing about health and safety at work and legal responsibilities
- Understanding how people are paid and how income is calculated and used
- Understanding enterprise skills and opportunities for self-employment

#### 4.4 CEIAG as part of Pilgrim Pastoral Support at KS 3 includes:

- Supporting students to study The Pilgrim Curriculum Brochure and select subject that can be taken in Key Stage 4 and liaising with teachers, case-managers, parents/carers and partner agencies at regular reviews

#### 4.5 CEIAG as part of The Pilgrim Tutorial Programme at KS 4 includes:

- Career awareness and decision making
- Action planning
- 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
- Dispelling gender stereotyping in the workforce
- Understanding equal opportunities in the work place
- Understanding hours and rules of employment
- Understanding health and safety at work and legal responsibilities
- 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

#### 4.6 CEIAG as part of The Pilgrim Pastoral Support at KS 4 includes

- Encouraging and setting up work experience
- 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
- Submitting applications

## 5 Monitoring And Evaluating CEIAG Provision

### 5.1 Provision is monitored through

- Career activity observations
- Student tutorial and careers folders/books
- Student tutorial self assessment of career focus 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 The Pilgrim Careers Fair
- Spreadsheet Log of careers support and guidance

### 5.2 Provision is evaluated through

- 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
- Staff 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 at 16

