



CAREERS INFORMATION ADVICE AND EDUCATIONAL GUIDANCE (CIAEG) POLICY

September 2022

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Approved	
Ratified	
To be Reviewed	September 2023
Policy Lead	Ms J Cassy

Introduction

Career guidance is an essential part of the support we offer to students at Fir Vale School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what students, parents/carers, staff and Governors can expect from the careers programme.

Aims and objectives

The Fir Vale School careers programme aims to:

- Prepare students for life post-education.
- Develop an understanding of different career paths and challenge stereotypes.
- Develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their dreams.
- Help students to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Fir Vale school follows the principles of the Gatsby Benchmarks (see references).

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

Student entitlement

All students are entitled to be fully involved in an effective careers programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Y9 and Y11
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during Ethics curriculum time from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- at least five meaningful encounters by the end of KS4, with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment, self-referral or drop-in; this is available to students of any year group, but Y11's will be prioritised
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.
- to understand how to make applications for the full range of academic and technical courses including apprenticeships.

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school to discuss their son/daughter's progress, on Progress Evenings. They can also phone school and request a meeting with or phone call from all key staff.

In addition, specialist events for parents include Y9 Options Evening and Post 16 Options evening (Aspirations and Destinations). Sheffield College, Longley Park 6th Form, Sheffield Futures and other post 16 providers are present at these events where appropriate.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via the school website, social media and texts home.

Delivery of the careers programme

KS3 Ethics

Year 7: Aspiration (Topic 5)

- What skills have I developed in my life?
- Who influences you?
- What are my skills, qualities and learning style?
- What is work?
- What are my targets?

Year 8: Aspiration (Topic 6)

- What are my thoughts about careers?
- What jobs will be there for me?
- Who does which job and how?
- What's your career plan?

Year 9: Aspiration (Topic 4)

- Do some personalities suit different careers?
- What is the Labour Market?
- What different types of job are there?
- What is an apprenticeship?
- What should I choose for KS4?

By the end of Y9, all students will have had the opportunity to:

- be introduced to career resources to help them understand their preferences and the options open to them.

- develop their self-awareness
- receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting.

KS4 Ethics

Me and My Studies (Topic 3)

- How do we make academic progress?
- How do I revise?
- What is Exam Stress?
- What pathways can I follow after Fir Vale?
- Where could I go after Fir Vale?
- University advice and guidance

Key activities: Post-16 applications

Students will learn how to write a personal statement for post-16 applications; get support to apply through Sheffield Progress; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

- Work and Career
- Employment rights and responsibilities
- Financial choices
- Next Steps, KS5 choices and applications

By the end of Y11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (one-to-one) with a careers adviser
- Develop further experience in the workplace (optional)
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

Career guidance meetings

Fir Vale school has its own careers advisor who provides independent and impartial advice. Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Y11s are most likely to access the service. Students are identified for careers meetings based on need and through self-referral. Drop ins are also available at lunchtimes.

Needs-based referral

The referral procedure works as follows:

- Heads of Year, Inclusion Co-ordinators, SENCO Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving student premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- Students complete their own careers questionnaire late in Y10 where they're asked about their career and post-16 ideas.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that students of all abilities can access the support they need. For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor or Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and via form tutors. The careers adviser will record action plans and share with the Careers Leader, Head(s) of Year and Form Tutor. Students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

External providers - Baker Clause Policy Statement

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. We are happy to consider requests from training, apprenticeship and vocational education providers to speak to students.

Fir Vale school also proactively seeks to build relationships with these partners as we plan our Careers Education, Information, Advice and Guidance (CEIAG) programme activity throughout the school year to ensure that providers have multiple opportunities to speak to students and their parents across years 7-11. The purpose of these relationships are to offer information on vocational, technical and apprenticeship qualifications and pathways. Fir Vale school ensures that staff involved in personnel guidance and pastoral

support are up to date on their knowledge of these post 16 and post 18 pathways, through a programme of Continuing Professional Development.

Opportunities for providers to speak with students may include school assemblies, employer and provider engagement events or opportunities to speak with students and parents on a one-to-one basis supporting GCSE or post 16 option choices. Fir Vale school's CEIAG programme is monitored for quality and impact by the Careers Lead and Senior Leadership Team, monitoring of access to and opportunities to engage with, technical, vocational and training providers will form part of this process.

In the first instance, requests by providers should be sent to the Academy's Careers Lead Jenny Cassy jcassy@firvale.com with a minimum of 6 weeks' lead time. All requests will be considered on the basis of; staffing availability to support the activity, clashes with other planned activity, trips or visits to the Academy, interruption to preparation for examinations or rooming and space availability to host the activity.

Management and staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Headteacher, and working with the Assistant Heads and Heads of Year.

Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Form Tutors and Ethics teachers.

Staff Development

Form Tutors and Ethics teachers are introduced to the concepts, aims and programme for careers education at Fir Vale School during training days and staff meetings. This staff development is further enhanced at Year Team meetings. The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources. All curriculum resources are shared and saved on the school system.

Employer links

Links with employers, businesses and other external agencies continue to grow; by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCO to support Education, Health and Care planning.

The destinations of school-leavers are monitored and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme and the Ethics taught curriculum
- student destination figures post-16.

References

The Gatsby Benchmarks

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Career Development Institute Careers Framework

<http://www.thecdi.net/New-Careers-Framework-2015>

Careers guidance and access for education and training providers

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/_Careers_guidance_and_access_for_education_and_training_providers.pdf

Careers strategy: making the most of everyone's skills and talents

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/664319/Careers_strategy.pdf

**For questions on Fir Vale school's Careers programme, please contact the School's Careers Lead:
Jenny Cassy: jcassy@firvale.com**

This policy will be reviewed by the headteacher in conjunction with the faculty leader on an annual basis.