



Ken Stimpson Community School

**Careers Education Information Advice and
Guidance Policy**

Last Reviewed:- May 2023

Last reviewed May 2023 **April 25**

1. Vision

1.1. We, the staff and governors, aspire to ensure that all our students, irrespective of ability or background, achieve their potential in full. Our goal is to ensure, wherever possible that all students leave the school age in education, employment or training.

2. Statutory Guidance

2.1. From September 2012, the DfE (Department for Education) has determined that schools have a statutory duty to secure independent and impartial careers guidance for their pupils, guidance should also include information on options available in respect of 16-18 education or training, such as apprenticeships, T-Levels and Higher Technical Qualifications, and strongly recommend that a quality programme of careers education is provided to students in years 8 through to 13 (Ken Stimpson also include Year 7). A new formal careers strategy was introduced in January 2018, together with a requirement that every school should begin to use the Gatsby Benchmarks to improve careers provision. The provider access legislation is a new guidance that came into force from the DfE in January 2023 (See separate statement). A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their career throughout their working life.

2.2. The school is committed to providing a planned programme of careers education for all students in Years 7-13, within a clear framework linked to outcomes for pupils following (The CDI's Career Development Framework and Gatsby Benchmarks)

2.3. The school will follow guidance from the DfE, QCA and OFSTED, including statutory guidance on the Participation of Young People in Education Employment or Training.

2.4. The school aims to inspire every student through more exposure to local and business professionals who can help make balanced informed decisions regarding their future aspirations.

2.5. We will work with local authorities to support more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

3. Intent

3.1. The careers programme is designed to meet the needs of students at Ken Stimpson Community School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. – **Please refer to appendix 1 for the holistic provision and CEIAG coverage.**

3.2. Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. The programme will promote equality of opportunity and inclusion.

It will:

3.3. Develop a sense of self awareness and a knowledge of essential skills, abilities and potential;

3.4. Develop a knowledge of the world of work and the opportunities for continuing education, training and employment;

3.5. Inform decisions about their continuing education, training and employment choices and be able to implement those decisions;

3.6. Develop a structured approach to vocational decision making using individual career action plans;

3.7. Help acquire and recognise transferable skills which will allow students to be effective in a variety of situations in adult and working life and overcome the overt and subtle barriers which they may encounter as they progress through school into working life.

3.8. The above may take many different forms, including information evenings, outside speakers in PSHE lessons, careers fairs, meetings with mentors, transition meetings for vulnerable and SEND/EAL pupils and advice given on work experience programmes as well as face-to-face interviews with an independent adviser. Including on-line programmes that students can use in their own time.

4. Implementation

4.1. The programme has been developed to ensure all students are entitled to careers education and guidance that is impartial and confidential and promote equality of access involves a number of staff who both contribute and coordinate the CEIAG provision in Years 7-13. The members of staff involved are as follows:

4.1.1. The Assistant Principal with overall oversight and responsibility for CEIAG

4.1.2. The SENCO and linked support staff

4.1.3. The Careers Lead/Careers Adviser

4.1.4. The Careers Coordinator in conjunction with the Careers Lead/Head of PSHE and the member of the Leadership Team responsible for PSHE.

4.1.5. Learning Mentors

4.1.6. Pupil Premium Administrator and Coordinator in conjunction with the Assistant Principal with responsibility for Pupil Premium.

4.1.7. Faculty Careers Champions

4.2. All staff contribute to careers education and guidance through their roles as tutors and subject teachers. The careers programme is planned, monitored and evaluated by the Careers and Progression Team in consultation with dedicated Enterprise Adviser and dedicated Business and Education Development Manager via Growth Works.

4.3. Careers information is available in the Careers Hub, alongside a range of online resources used as an integral part of the PSHE programme of learning at Key Stage 3 and as part of collapsed events at Key Stage 4 +5. Administrative support is provided.

4.4. The careers programme includes careers education sessions, careers guidance activities (group work and individual interviews), information and research activities (using a wide range of stakeholders and also computer programmes), work-related learning (World of Work Day, targeted work experience in Key stage 4 and at Key stage 5), opportunities to meet and work with employers (Meet the Professionals on a half-termly basis), Business Mentors as well as education training providers and individual learning planning/portfolio activities.

4.5. Other focussed events e.g. Higher Education Fairs are provided on an annual basis alongside attendance to local and national skills shows and open engagement with local college providers at Key Stage 4 and 5 together with Post16 Opportunities Evenings and taster days.

5. Partnerships and resources

5.1. An annual Partnership Agreement is negotiated between the school, Growth Works and NEACO identifying the contributions to the programme that each will make. The school also works independently providing students with Business Mentors, internships and a wide range of work related opportunities. Unifrog contract will also be reviewed on an annual basis.

5.2. Funding for CEIAG is provided through the school's capitation.

6. Monitoring, Review and Evaluation of CEIAG provision

6.1. The Partnership Agreements are reviewed annually. The CEIAG Programme is monitored weekly and reviewed termly by the Careers Lead and Careers Coordinator using the Gatsby Benchmarks to identify desirable improvements, and a report is submitted to the Leadership Team and Governors. Young people, staff, local employers and parents/carers will be actively encouraged to be involved in all aspects of the monitoring, evaluation and review of CEIAG provision.

6.2. Delivery of the careers programme is monitored as part of the role of all staff and quality assured through student voice and the schools' lesson monitoring process. The CEIAG programme is reviewed annually by the Careers Lead and Careers Coordinator.

6.3. As a school we are committed to work with local and national partners to ensure we meet the highest standards of CEIAG provision. We currently ensure we have high quality CEIAG provision at all of our transition events (Key Stage 4 Pathways and Post16) with an open door policy to invite local colleges and training providers.

6.4. We have been successful in achieving the Quality Mark Award in Careers Education with Cambridgeshire County Council (January 2023).

6.5. The school will measure the effectiveness of our careers and inspiration activity by considering both the attainment and the destinations of our students. Success will be reflected in higher numbers progressing to apprenticeships, universities – including selective universities, traineeships, and other positive destinations such as employment or a further education college.

6.6. We aim to help to close the gap in destinations between young people from disadvantaged backgrounds and others.

6.7. As a school we will also use the Destination Measures data, published by the Department for Education, to assess how successfully our students make the next stage of education or training, or move into employment.

6.8. We will evaluate activities and plan to record CEIAG activities so that students can appreciate a development of CEIAG opportunities and readiness for the next stage of education, training, or employment. The school is currently using Compass Plus to achieve this objective.

Benchmark		Description
1	A stable careers programme	Every school and college should have an embedded programme of career education that is known and understood by pupils, parents, teachers and employers.
2	Learning from career and labour market information	Every pupil, 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.
3	Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4	Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject highlight the relevance of STEM subjects for a wide range of future career paths.
5	Encounters with employers and employees	Every pupil 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.
6	Experience of workplaces	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.
7	Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them, both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8	Personal guidance	Every pupil should have opportunities for guidance interviews with a careers 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, or career choices are being made. They should be expected for all pupils but should be times to meet their individual needs.

FACULTY CAREERS CHAMPIONS	
Maths	John Corcoran
Science	Janet Dodworth
English	Kirsty Peck
MFL	Heather Frith
PE	Zoe Marley
Social Science	Allison Mayfield
Humanities	Jade Berry

Art	Katy Fawkes
Performing Arts	Adam Billitt
ICT	Fardin Satari
Business	Kevin Abbott

Funding and support for the programme available through:

Careers Enterprise Company

TYP (NEACO)

University Outreach Programmes

Peterborough Skills Services

Growth Works

Unifrog