



## Windsor High School and Sixth Form

### Careers Education, Information, Advice and Guidance (CEIAG) Policy

<b>Responsible Committee:</b>	Windsor Local Advisory Board
<b>Policy Coordinating Officer:</b>	Careers Leader
<b>Date revised by Windsor Local Advisory Board:</b>	March 2022
<b>Next review date:</b>	March 2023

# Careers Education, Information, Advice and Guidance (CEIAG) Policy

## Rationale

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Windsor, a planned progressive programme of activities supports them from year 7 - 13 to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a sustainable career path. Careers education at Windsor is embedded within the ASPIRE ethos of the school as a whole which aims to unlock both personal and academic potential in our learners. All students write and develop an ASPIRE sentence throughout their time at school which links to specific career aspirations and discovery of future pathways.

## Commitment

Windsor High School and Sixth Form is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 7 – 13.

Windsor High School and Sixth Form endeavours to follow the **National Careers Strategy: making the most of everyone's skills and talent** for 11 – 19 in England (DfES, 2017) and other relevant guidance from DCSF, QCA and Ofsted as it appears.

## Aims

Windsor High School and Sixth Form's Careers Education and Guidance policy has the following objectives in line with the Gatsby Eight Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information (LMI)
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements at year 10, 12 and 13
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

## Outcomes:

As a result of the above objectives the proposed outcomes of Windsor High School and Sixth Form's Careers Education and Guidance policy are:

- To contribute to strategies for raising achievement, especially by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and technical qualifications
- To develop enterprising and employability skills in students
- To significantly reduce to likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all school stakeholders in the careers education of students, including parents and carers.

## **Student Entitlement**

Careers education and guidance (CEG) is an important component of the 14-19 Curriculum and at Windsor High School and Sixth Form, we fully support and resource the statutory requirement for a Careers Curriculum in Years 7 – 11.

## **Development**

The policy was developed and is reviewed annually by the Careers Leader and his / her Line Manager (Assistant Headteacher) based on current good practice guidelines by DfES/ Ofsted and statutory guidance.

## **Links with other Policies**

It supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Citizenship, PSHCE, Work Related Learning and Enterprise, Equal Opportunities and Diversity, Health and Safety, Gifted & Talented and Special Needs.

## **Implementation of Careers Education**

Careers Education is delivered during character development days and tutor time in Years 7 – 11 by the Careers Leader, supported by tutors, at key appropriate points throughout the academic year.

## **Equality and Diversity**

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

## **Key Stage 3**

A careers and enterprise programme will be delivered during the tutor programme and on character development days. Years 7 and 8 will investigate employability skills, interests and work preferences to match against suitable occupations, an enterprise challenge and a series of finance modules including saving and utilising funds.

Year 9 will encompass an exploration of KS4 and KS5 future options with a focus on individual career paths. They will also research into the labour market, their expectations of job availability and learn about borrowing money.

KS3 learners get the opportunity to vote on what types of employers they want to know the most about. After voting, interactions are provided for students to ask questions and find out more about these professions. Actions are both virtual and face-to-face in nature.

## **Key Stage 4**

Students in year 10 will have exposure to employers and training providers to provide impartial careers advice and options, in particular via a dedicated careers fair in November which allows them to speak and ask questions to a variety of professionals.

Year 10 students also begin preparing for the application to their post 16 options and are introduced to personal statement writing in preparation for year 11. They also have the opportunity to complete

one week of work experience during activities week and take part in a virtual work experience taster session in the summer term to find out about contrasting employers and ask specific questions about their working life.

Students in year 11 will focus on post 16 personal statements and applications. Individual action plans and interviews with impartial advisers from Connexions and Yeti Ltd are available for all students. Mock interviews for different pathways and institutions will also be available for those who require it. The focus is post 16 options and the application process. Financial modules are also delivered to years 10 and 11 based on risk and reward and moving on from school.

### **Implementation of Careers Guidance**

- a) Google Classroom - tutor groups in each year group are provided with online Careers resources via their tutor Google classroom which is a digital platform to guide and support the Careers Curriculum and update them on a variety of Careers and Enterprise opportunities.
- b) Independent Careers Advice - Connexions and Yeti Ltd work with Windsor, providing independent and impartial Careers advice and guidance. This service is primarily available for year 11 students.
- c) Careers Lessons - Careers lessons taught involve access to relevant labour market information, skills for working life and financial wellbeing.

### **Parents and carers**

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. Parents are welcome at careers interviews and where necessary are invited.

### **Management**

A named member of staff (The Careers Leader) co-ordinates the Careers curriculum and is responsible to his / her senior management line manager. The Careers Leader is responsible for the work of the assigned administrative team.

Currently Work Experience is also the responsibility of the Careers Leader.

### **Staffing**

All staff contribute to CEG through their roles as tutors and subject teachers. Administrative staff are assigned to support the Careers Leader.

The Careers curriculum is planned, monitored and evaluated by the Careers Leader.

The Careers Leader will liaise and consult with impartial advisers and external agencies to ensure that specialist career guidance is available when required.

The Careers Leader is responsible for maintaining all Careers resources, support and provision.

## **Curriculum**

The Careers curriculum includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools Character Development Programme. Other events and activities are planned and organised separately throughout the year.

## **Partnerships**

A partnership agreement is ongoing with:

- Dudley Connexions service
- Yeti Ltd (additional impartial careers advice agency)
- Dudley EBP (work experience health and safety assessment providers)

## **Resources**

Funding is allocated in the annual budget. The Careers Leader is responsible for the effective deployment of resources.

## **Staff Development**

Staff training needs are identified as part of the Partnership Agreement process and during regular planning meetings between the Careers Leader and his/her Line Manager.

Funding is accessed from school funds and Government initiatives. The school will endeavour to meet training needs within a reasonable period of time.

## **Monitoring Review and Evaluation**

Careers Education is monitored and evaluated annually via the Faculty Review System (see monitoring policy). Careers Guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the Deputy Head CEG Line Manager.

The Partnership Agreement with Connexions is reviewed termly.

The programme is reviewed annually by the Careers Leader and his / her Leadership Team Line Manager. Changes and improvements to the programme are entered into the Faculty Improvement Plan (FIP) along with timescales for completion.

When reviewing the programme, the School Improvement Plan (SIP) is used to ensure that the Careers Faculty is fully supporting whole school aims.

## **Appendix 1**

### **Definitions**

- Careers Education - helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work,
- Careers Guidance - enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
- Careers Leader - the member of staff responsible for leading and coordinating the Careers curriculum in school

### **Statement of entitlement**

As a student of Windsor High School and Sixth Form you are entitled to receive a programme of careers education, advice, information and guidance

### **Your CEG programme will help you to:**

Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make

Find out about different courses, what qualifications you might need and what opportunities there might be

Develop the skills you may need for working life

Make realistic, but ambitious, choices about courses and jobs

Develop a plan of action for the future

Understand the different routes after

Year 11 including training, further and higher education and jobs

Be able to make effective applications for jobs, training and further and higher education

Develop your interview skills

Improve your confidence

### **You will receive:**

Careers lessons

Collapsed registration activities

Guided tutor time

Access to careers resources – information is available in books, videos, leaflets and on computer – ask for help

Interviews with the Connexions Personal Adviser

Work experience

Other subject lessons linked to careers

### **You can expect to be:**

Treated equally with others

Given careers information and advice that is up to date and impartial

Treated with respect by visitors to the school who are part of the careers programme

Given extra help if you have special needs

**Policy Co-ordinating officer:** Careers Leader, J Brookes

**Date of last review:** February 2021