

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

Equalities Statement

Over recent years, schools and academies have (in line with other institutions and public bodies) been working towards an improved understanding of the diverse nature of their communities. Much of the work is in response to new legislation that places an increased duty on schools, academies and other settings to tackle radicalisation and to establish a positive ethos of British Values. Legislation requires schools and academies both to eliminate direct or indirect discrimination, victimisation or harassment and to promote equalities for students, staff and others who use their facilities.

In our Trust we work to ensure that there is equality of opportunity for all members of our community who hold a range of protected characteristics as defined by the Equality Act 2010, as well as having regard to other factors which have the potential to cause inequality, such as, socio-economic factors.

Document Management

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Responsible for:	Secondary Improvement Team

Before formulating this policy consideration was given to Best Practice outlined in the CDI Careers Guidance in Schools and Colleges, and Gatsby Benchmarks.

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1. Content

Westlands School puts the needs of each student at the center of all learning and social experiences

and has a commitment delivering a high standard of CEIAG. Through CEIAG work Westlands School utilises a nurturing approach to ensure every student gains the confidence and self-belief alongside the skills, knowledge and experience required to manage their own career progress.

Westlands School will appoint a Link Governor for careers. The governing body will review and monitor the CEIAG within school via updates submitted by the school careers adviser to the local governing body/challenge committee.

2. Purpose

The purpose of the Westlands School CEIAG policy is to explain the way in which Westlands School prepares students for transition into the world of work, FE/HE, and Apprenticeships. Westlands School celebrates the positive differences of all students and recognises their worth within the work place. This leads to bespoke ways of working with each student to ensure needs are met through the CEIAG programme. Students will be equipped with the skills required to follow their chosen career pathway.

3. Scope

Teachers are encouraged and supported to make links to CEIAG across the Key Stages. Examples include:

- A forensic science workshops
- Enterprise activities in Engineering
- Professional acting techniques and skills in Drama

4. Aims and Objectives

Aim

The overarching aim is to deliver professional careers education, information, advice and guidance. Careers guidance is delivered by the onsite specialist Careers Adviser and subject staff. Students will have opportunities embedded within the CEIAG programme to gain employability skills and will be supported to manage their careers pathway.

Objectives

Learner entitlements

Learners will have access to onsite specialist careers adviser for impartial 1 to 1 careers guidance. Access to a careers education programme will:

- Promote employability skills, self-awareness of skills and interests;
- Explore options;

- Help learners gain an understanding of education, training and employment routes.

Learners will have opportunities to go out on work experience, undertake voluntary work, take part in day trips to colleges, universities, industry trips, employer talks within school, build a CV, and practice interview techniques.

5. Learner outcome

Students will be able to:

- Where appropriate, try out different work opportunities;
- Gain an insight into the labour market;
- Gain an understanding of skill sets and how skills are transferrable;
- Understand soft skills, hard skills and how to sell themselves using CVs/application forms/interviews;
- Develop the skills employers look for such as resilience, team work, and problem solving;
- Have access to both paper-based and online resources to assist in their career exploration;
- Have access to impartial information on options Post-16 and Post-18 and beyond;
- Gain support and guidance through the full HE process, including Student Finance and parental support where needed.

Learners' progression

By the time learners are ready to leave they will be more able to make their own career plan:

- Start to independently make action plans for the future;
- Feel better about managing their transitions into HE or the work place;
- Know how to look for opportunities and who to ask for assistance if support is required;
- Be able to complete application forms, University forms, and update CVs.

Each learner's progression will be monitored by a student enrichment booklet. The book will record the following activities/interactions/events:

- Careers activities/meetings/events;
- In school career talks by employers/apprenticeship providers/HE providers;
- Work experience;
- Voluntary work;
- Enterprise activities;

- Part time work;
- Industry/Career visit;
- College visit;
- University visit;
- Careers guidance interview.

The enrichment booklet will be updated by students during their PSHE lessons, or during study periods.

Learners' progression will also be monitored via the destinations database, created and updated by the school's Careers and HE Adviser each academic year.

6. CEIAG Implementation

Learners are encouraged to attend employer/provider talks within school to learn about different employment opportunities.

Learners from Year 10 have the opportunity to take part in trips to industry/universities/colleges/careers and skills events/UCAS events on a 1 to 1 and small group basis.

Careers guidance interviews by the onsite specialist Careers Adviser will be available from Year 9 onwards.

There will be access to home Careers Advisers for EHCP students if the local authority offers this service.

Links between the Kent Placement Team, Westlands School, SENCo and Careers Adviser will ensure the most appropriate approach is being utilised to enhance careers understanding for each of the school's EHCP students.

Collaborative work between the Careers Adviser and Sixth Form Principal will support learners moving into the sixth form and transition from the sixth form to employment, further education or training.

Networking with colleges/employers/universities will ensure students are supported with transition and that systems are in place to support students.

7. Student Entitlement

All students, including those from vulnerable groups, are entitled to equal access to the same provision.

The Careers Activity Plan for all year groups is published on the school website under School Life–Careers Support. The document can be downloaded as a pdf file.

Some talks are targeted at students in Year 10 and upwards i.e. apprenticeships/university talks. Industry talks are also available to students, usually from Year 10 upwards. Year 10 students explore post-16 options.

Students will be supported on visits to post-16 provision and skills events. Sixth formers will continue to receive support with careers planning for post 17/18/19 options. This includes college and university visits, employer visits and support with application forms.

Parents/carers are introduced to the onsite Careers Adviser from Year 9, or earlier if this is appropriate.

8. Destinations

Student destinations are held on a school database, with a range of returns made to KCC according to Kent guidelines. Progress is tracked and assistance is available to learners if they require information, advice and guidance after leaving school.

9. Policy Review

To be reviewed every three years or sooner if required.